Detailed Report of the programmes

Workshops:

1. Three-Day Workshop on Data Elicitation (18 - 20 March 2016)

Resource person(s): i. Prof. K.V.Subbarao, Former faculty, University of Delhi, New Delhi.

ii. Dr. Vanlal Tluonga Bapui, President, Hmar Literature Society, (Hmar Sahitya Sabha), Assam

2. Second Regional Workshop of Centre for Endangered Languages (6 - 8 April 2016)

Resource person(s): i. Prof. Udaya Narayana Singh, Viswa Bharati University, Santiniketan, West Bengal.

3. Three Day Workshop on Computational Linguistics (27 - 29 July 2016)

Resource person(s): i. Dr. Niladri Sekhar Dash, Linguistic Research Unit, Indian Statistical Institute, Kolkata

4. Workshop on Cognitive Linguistics and Languages of Northeast India (4 - 5 February 2017)

Resource person(s): i. Prof. Klaus Uwe Panther, Professor Emeritus, Hamburg University, Germany.

ii. Dr.Linda L.Thornburg, Hamburg University, Germany

About the workshop: A two-day national workshop on Cognitive Linguistics and Languages of the Northeast is being organized by the Centre for Endangered Languages, Tezpur University, on 4 and 5 February 2017. Eminent Cognitive Linguists Prof K W Panther (Germany) and Dr Linda Thornburg (UK), will conduct the workshop. Interested research scholars/research associates and faculty members (from within and the outside Tezpur University) may apply to attend the workshop by filling out the application form attached herewith. The filled out application has to reach us via e-mail by 5 pm of 3 January 2017. Selection will be confirmed to the selected applicants on 10 January via e-mail. Selected applicants will confirm their participation by 12 January by writing an email to the Coordinator of the programme (below is his address). Participants from outside the University will be provided with free accommodation at the University Guest House; food also will be served free of cost on the workshop days, i.e. 4 and 5 February 2017. As for travel, participants will make it at their own expense. The registration fee for research scholars/associates is Rs 500 (rupees five hundred); for teachers the fee is Rs 1000 (rupees one thousand). Participants will register on spot on the 4th February morning. The filled out application has to be e-mailed to the Co-ordinator (Prof Gautam K Borah) of the Workshop at the following e-mail id: gkb@tezu.ernet.in Contact address for any query: Dr Gautam K Borah at gkb@tezu.ernet.in Dr A K Nath at akn@tezu.ernet.in

5. Four-Day Workshop on Field Linguistics (2 - 5 February 2018)

Resource persons: i. Padmashree, Prof. Anvita Abbi, Former Director, Centre for Oral and Tribal Literature, Sahitya Akademi and Retired Professor of Linguistics, Jawaharlal Nehru University, New Delhi

ii. Prof.Shyam Sundar Bhattacharyya, Former Director, Language Development Cell, Government of India

About the Workshop: Field Linguistics is primarily a means to understand structure of languages. By using this method a linguist can obtain primary data and try to understand various phenomena of a language. It is a systematic process which requires the knowledge of basic linguistics. The scientific and descriptive method adopted in Field Linguistics facilitates better understanding of a language. It can be done for any language. As Samarin (1967) remarked, 'Field linguistics is generally thought of as work done on languages which has either never been studied before or only poorly, but field work can be done on any language for any purpose.' Linguists do field work to describe and document a language, which leads to the creation of grammars, dictionaries and other such linguistic accounts of languages for the community members and researchers as well. The Centre for Endangered Languages of Tezpur University is going to host a four-day workshop on 'Field Linguistics' for the staff of all the three Centres of Endangered Languages of Northeast India and other students, research scholars and teachers of Linguistics during 2-5 February 2018. Eminent linguist Prof. Anvita Abbi, retired Professor of Linguistics, JNU will conduct the workshop as the lead resource person. The participants would be taught various aspects of field linguistics such as methods, data elicitation, glossing rules, annotation, dictionary making techniques, ethics of field work, data management and other related issues of field linguistics with special reference to Indian languages. The workshop would be followed by a one-day hands-on field training in a nearby area where the resource persons will take part and demonstrate how to collect data.

Organizing Committee:
Patron: Vice Chancellor, Tezpur University
Prof. Madhumita Barbora, Coordinator, Centre for Endangered Languages
Prof. Gautam K Borah, Coordinator of the Workshop
Dr Arup Kumar Nath, Deputy Coordinator of the Workshop
Members: Ms Bipasha Patgiri, Dr Amalesh Gope, Dr Dhanapati Shougrakpam, Dr Monali Longmailai, Dr Bobita Sarangthem

6. Two-day National Workshop on Lexicography (25 - 26 October 2018)

Resource persons: i. Dr. Devabrata Sharma, Principal, Jorhat College, Jorhat and a renowned Lexicographer in Assamese.

ii. Mr.Mayank Jain, Jawaharlal Nehru University, New Delhi.

About the Workshop: The workshop focus on dictionary making by using software tools such as FLEX and LEXIQUE PRO.

Day 1

Morning (10.30am—1pm) Mayank Jain: Software tools and Lexicography (Flex, Lexique Pro etc.)

Afternoon (2.30pm—5pm) Dr Devabrata Sharma: The History and Evolution of Dictionaries in Assamese

Day 2

Morning (10.30am—1pm) Dr Devabrata Sharma: Issues and Challenges of Dictionary Making in Vernacular Languages

Afternoon (2.30pm—5pm) Mayank Jain: Hands on Training of various tools.

7. Two-Day National Workshop on Grammar Writing for Lesser Researched Languages (22 - 23 November 2019)

Resource persons: i. Prof. Pramod K Pandey, Professor, Centre for Linguistics, School of Languages, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi.

About the Workshop:

Grammar writing for any language is an arduous and mammoth task. It requires linguistic training, skill and a dedicated mind to observe various dimensions of a language at all linguistic levels such as phonology, morphology, syntax, semantics and so on. Starting with the phonetic inventory, a field worker has to explore all the possibilities of collecting data and elicit, analyze and finally formalize them. If a language is unknown, unfamiliar, unclassified and lacks any documentation, the effort and pain would be double. Christian Missionaries in many parts of the world have undertaken the task of Grammar Writing along with their evangelical mission. But, unfortunately, most of them were neither trained linguists nor they had the resources to document a grammar of a language properly; which is why, we have many 'first of its kind grammar' in many languages which are not up to the mark. But, with the latest and recent resurgence of group, ethnic and tribal identities and also a warning bell from the UNESCO regarding the depletion of so many languages around the globe, there has been a new-found enthusiasm and consequently various linguistic activities from the concerned people and also from the community members of these lesser researched languages are to be seen. In this context, the Centre for Endangered Languages and the Department of English and Foreign Languages, Tezpur University feel it necessary to train the budding linguists, language enthusiasts and willing community members the skills, techniques and challenges of Grammar Writing.

This two-day workshop will deal with various aspects of grammar writing such as collecting linguistic data, formulating and describing rules of the grammar etc. This national workshop will invite a few bright linguists of the country as Resource Persons along with in-house resource persons of the University. The workshop mainly intends to accommodate applications of, but not restricted to, the young research scholars of linguistics/languages, language activists, linguistic right activists, native speakers of lesser known languages, MA students of linguistics and languages. There will be only a limited number of seats. The organizing committee will finalize the list.

Those who are interested to attend the workshop may kindly send your details in the following prescribed format latest by 20th October, 2019.

Organizing Committee:

Chief Patron: Prof. V.K. Jain, Vice Chancellor, Tezpur University

Advisors: Prof. Madhumita Barbora, Coordinator, Centre for Endangered Languages, TU

Prof. Gautam K Bora, Dept of EFL

Prof. B. K. Danta, HoD, EFL
Coordinator: Dr Arup Kumar Nath, EFL
Assistant Coordinator: Dr Dhanapati Shougrakpam
Members: Ms Bipasha Patgiri, Dr Amalesh Gope, Dr Monali Longmailai, Dr Bobita Sarangthem.

8. Four-Day Workshop on Kuki-Chin Languages of North East India (10 - 13 February 2020)
Resource person: i. Prof. Scot Delancey, Department of Linguistics, University of Oregon, USA.

Seminars and conferences:

1. IX International Conference on North East Indian Linguistics Society (NEILS 9) (5 -8 February 2016)

About the conference:

North East Indian Linguistics Society 9 th Annual Conference, Tezpur University The 9th annual conference of the North East Indian Linguistics Society (NEILS 9), will be held from February 5-8, 2016, in Tezpur, Assam, India and will be hosted by the Department of English and Foreign Languages, Tezpur University. The conference venue will be the campus of Tezpur University, Napaam, Tezpur, Sonitpur, Assam. NEILS was set up in 2005 by Prof. Jyotiprakash Tamuli (Gauhati University), Dr. Stephen Morey (La Trobe University) and Dr. Mark Post (now University of New England) to provide a forum for those who are working on the languages of the North East, both faculty members and students. From the beginning a key aim of NEILS has been cooperation between local and foreign scholars, with an emphasis on high quality work, on capacity building leading to excellent linguistic research. As the primary focus of NEILS is description of the rich cultural-linguistic diversity that exists in North East India, we are interested in work that is grounded in data, new data collected from the large number of languages and dialects spoken in the North East, leading to important new research on the classification and grouping of languages, on their sound systems, word and phrase structures, literature and social use. Apart from the eight conferences already held (annually from 2006 to2012, then 2014 and henceforth biennially), we have also seen 6 volumes of conference papers, the first five published by Cambridge University Press India, and the most recent an online publication by Asia-Pacific Linguistics (Australian National University). The seventh issue will be launched at the conference. These publications have a high academic standard, are peer-reviewed and carefully edited, and have brought the important research work by scholars from North East India to the attention of an international audience. NEILS 9, to be held at Tezpur University, will present 80 papers from scholars across the North East, from other parts of India, and from a range of international locations: Australia, Finland, Israel, Switzerland, and the USA. NEILS presents a unique opportunity for younger scholars, often PhD students and those who are engaged in study at different levels, to interact with some of the most experienced and knowledgeable scholars in the field of linguistics. We receive many more abstracts that we are able to accept, but welcome all those who wish to come and listen to the conference proceedings. Presentations at NEILS are either 15 or 20 minutes in duration, in each case followed by adequate time for questions and interraction. And important feature of our mission of capacity building is to give a chance for younger scholars to have their work assessed and discussed, and for them to question and engage with more experienced scholars. NEILS is not

independently funded, and we do not provide travel grants for those attending the conference, but we do want to subsidise the registration fees, accommodation and food costs of students from across the North East and other parts of India who are making the effort to attend the conference. Hence we seek some funds to make this important conference available to the widest number of people.

Organizers: Scott DeLancey (University of Oregon); Stephen Morey (La Trobe University); Jyotiprakash Tamuli (Gauhati University)

Local Coordinator: Prof. Madhumita Barbora of EFL, Tezpur University

2. International Conference on 23rd Himalayan Languages Symposium (HLS 23) (5 - 7 July 2017)

Keynote Speaker: i.Prof. George Van Driem, University of Bern, Switzerland
Chief Guest: Prof. K.V.Subbarao, Retired Professor, University of Delhi New Delhi

About the conference: The Himalayan languages broadly refer to the languages of north-western and north-eastern India, where languages of Indo-Aryan, Dravidian, Tibeto-Burman, Austro-Asiatic, and TaiKadai linguistic stocks are spoken; the languages of Nepal, Bhutan and the Tibetan Plateau; the languages of northern Burma and Sichuan; and the languages of Nuristan, Baltistan and the Burushaski speaking area in the west. This area is known for its large scale of linguistic diversity where being multilingual is a need rather than an urge. Considering the huge diversity of ethno-linguistic peoples of this region and the 'contact' linguistic situation, it could be well assumed that different research insights may have emerged in the works of various scholars. The Himalayan Languages Symposium would provide a platform to discuss and share these linguistic aspects of Himalayan languages. The Himalayan Languages Symposium is a multidisciplinary conference that covers a broad range of topics of the Himalayan languages. As mentioned in the official website of Himalayan Languages Symposium (http://www.himalayansymposium.org/), contributions are welcome on any language of the greater Himalayan region, e.g. Burushaski, Kusunda, Tibeto-Burman, IndoIranian, Austroasiatic, Kradai, Andamanese, Nihali, Dravidian etc. Contributions are also invited from related disciplines such as history, anthropology, archaeology and prehistory focusing on the greater Himalayan region. We are delighted to inform you that the 23rd Himalayan Languages Symposium will be held at the sprawling Tezpur University Campus, Tezpur, Assam, India from July 5th--7th, 2017, hosted by the Linguistics wing of the Department of English and Foreign Languages, School of Humanities and Social Sciences (HSS). This year at Tezpur University, we will pay special attention to the following areas of research in the Himalayan Languages:

1) Phonetics and Phonology
2) Cognitive Linguistics
3) Syntax
4) Semantics
5) Morphology
6) Language Technology Development
7) Natural Language Processing
8) Writing systems and typography
9) Language and Politics
10) Migration pattern of the greater Himalayan region

11) History of linguistic research in the Himalayan region
12) Speech Technology
13) Second Language Acquisition
14) Language Documentation
15) Sociolinguistics
16) Pragmatics
17) Psycho-linguistics / Neuro-linguistics

3. Three-Day National Conference on the Indigenous and Lesser Studied Languages (ILSL) of the North East India (29 - 31 October 2019)

Keynote Speakers: i. Prof. Conchur O Giollagain, University of Highlands and Islands, Scotland
ii. Prof. Kavita Rastogi, Department of Linguistics, University of Lucknow, Lucknow
iii. Prof. Shailendra Kumar Singh, Department of Linguistics, NEHU, Shillong
a three-day national conference on the Indigenous and lesser studied languages (ILSL) of the North East India will be held from October 29th ? 31st, 2019 at Tezpur University, Assam, India. The Conference is organized by the Centre for Endangered Languages at the University to commemorate the year of Indigenous Languages announced by UNESCO. As you are aware, more than 200 languages of various language families are spoken in North East India, perhaps the richest, most diverse, linguistic area in the whole of the Asian continent. As a matter fact, it is one of the few most significant linguistic areas of the entire world. Unfortunately, however, the majority of the languages of North East remain to this day almost completely undescribed such that the region contains one of the highest concentrations of undescribed languages in the world. At the same time, most of these languages, which are rather small with just 1000 to 10,000 speakers, are increasingly under the threat of becoming extinct forever as a result of the new generations of these communities sharply shifting to dominant languages in order to ensure jobs for themselves and related advantages and prestige. Revitalizing or saving the endangered languages from the hegemony of the dominant languages of the Market today may appear to be rather a utopian idea, but linguists have to play their own role here. The fact remains that it is because of the hard but dedicated work of a group of linguists committed to the cause of endangered languages the world is becoming increasingly aware of the danger of Centre for Endangered Languages, Tezpur Universit y Depart m ent of English and Foreign Languages, Tezpur Universit y Organized by linguistic hegemony, a real threat to cultural diversity and cultural heritage of humanity. The Centre for Endangered Languages at Tezpur University, which was established in 2014 by the UGC as the nodal centre for two more such Centres at Rajiv Gandhi University, Arunachal Pradesh, and Sikkim University, Gangtok, is currently studying seven languages of North East, all previously undescribed and endangered to varying degrees. It has in the meantime published 6 (six) Learner?s Books in each of these languages, which record their sound systems, the core aspects of their grammar, their basic vocabulary, basic conversations, rituals, short stories, folklores/folktales, lullabies, proverbs and also pictorial glossaries of their traditional artefacts. The Centre is also preparing three separate volumes on the phonology, morphology and syntax of these languages, which are expected to be completed by the end of the current year. The Centre hopes that the current seminar can make us all more aware of the unparalleled linguistic richness of North East India, leading us to the realization that we must join hands in order to protect and preserve this great storehouse

of cognitive and cultural diversity. The conference expects to accommodate all the linguistic aspects of the languages of Northeast India.

Organizing Committee:

Chief Patron: Prof. V.K. Jain, Vice Chancellor, Tezpur University

Advisors: Prof. Madhumita Barbora, Coordinator Centre for Endangered Languages, TU Prof. Gautam K Bora, Dept of EFL Prof. B. K. Danta, HoD, EFL

Conference Coordinator: Dr Arup Kumar Nath, EFL

Joint Coordinator: Ms Bipasha Patgiri, EFL

Members: Dr Amalesh Gope, Dr Monali Longmailai, Dr Dhanapati Shougrakpam, Dr Bobita Sarangthem.

Tezpur University

Intellectual Property Rights Cell

विज्ञानं यज्ञं तनुते
Specialized Knowledge promotes creativit

News & Events (news.php)

Activity 2016-2017

Colloquium on World IP Day celebration on 26 April, 2016

The 16th World Intellectual Property Day was celebrated in the Tezpur University Campus on 26th of April, 2016. The theme of this year's celebrations as declared by the World Int Property Organisation (WIPO) was "Digital Creativity: Culture Reimagined". This annual event in the campus was aimed at enhancing IPR Awareness and encouraging the University t to involve themselves in creative activities for betterment of our world. The celebrations included IP Day Quiz, IP Day Talk, Best Innovative Idea Competition and Best Slogan Competition. The Best Innovative Idea Competition and Best Slogan Writing Competition were conducted for the first time in the Campus. The IP day Talk was delivered by Professor Kumar Bhattacharya, Dean Academics, Tezpur University, who enlightened the audience with a very informative and interesting talk on "Internet Security".

Patent Search and Analysis workshop on 25th February, 2017

The IPR Cell, Tezpur University, organised a Patent Search and Analysis Workshop for faculty/researchers to familiarise and train them on search of patent databases and also to initiat analysis so that the researchers can develop a base-level competence to conduct patent searches, analyse the patents for their technical content, prepare technical landscapes and meaningful research proposals and approaches to their research prior to embarking on their research path. The workshop on February 25, 2017. This was done to ensure better q research in Tezpur University, enhance the possibility of patentable output and improve the prospects of commercialisation of the output of researchers from Tezpur University. Du program, each participant with their laptop computers did hands-on experience on accessing and manipulating various free databases such as the USPTO, EPO, SIPO (Chinese), India Office, WIPO (for PCT Publications). The participants were exposed to the power of these databases and how they could search and access patents in a targeted manner.

Geographical Indications (GI) Camp at Dhakuakhana on 30th April, 2017

The Tezpur University Intellectual Property Rights (TUIPR) Cell initiated a project to identify the key reasons for such low number of authorised users of GI Muga Silk of Assam in the S initiate immediate corrective measures at the grassroots level and across the MUGA Value Chain. Targeted field work in the Muga Hub in North Assam helped to identify the critical fac needed to be addressed. Low awareness of the benefits of GI, uncontrolled quality of MUGA production, insignificant marketing infrastructure, non-existence of a regulatory frame enforcement of GI, lack of technology infusion for enhancement of productivity and quality including insignificant organisational support were some of key weaknesses identified. The f activities of the TUIPR Cell in the MUGA Hub in North Assam finally culminated in a major GI Camp with the MUGA Stakeholders in the Lakhimpur Region. These efforts formed the bas GI Camp on April 30, 2016 organised by the TUIPR Cell jointly with IPR Cell of Dibrugarh University and ASTEC (the owners of GI Muga Silk of Assam) at the Dhakuakhana Lakhimpur. More than 200 MUGA Stake Holders from 12 villages of Lakhimpur District across the MUGA Value Chain, including students and faculty of Dhakuakhana College and pr local personalities actively participated in this GI Camp. This Camp therefore established a new trend of how "train the trainers" sessions at the grassroots level can lead to a chain rea facilitation of such processes in the village clusters. The new applicants were appreciative of this gesture by their village peers and are now motivated play their role in the promotion o movement in their villages.

Quick Links

Annual Report (annual-report.php)

Newsletters (newsletter.php)

WIPO booklets on IPR (booklates.php)

IPR Policy of Tezpur University (quick_links_files/IPR_Policy_Feb_2019.pdf)

Invention Disclosure Form (quick_links_files/Invention_Disclosure_Form.pdf)

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Report on

Suryamitra Skill Development Program

Conducted by

Tezpur University

In association with

Assam Energy Development Agency (AEDA)

&

National Institute of Solar Energy (NISE)

Sponsored by

Ministry of New and Renewable Energy (MNRE)

Government of India

Prof. Debendra Chandra Baruah

Sadhan Mahapatra

Dr. Nabin Sarmah

Joint-Coordinators

Suryamitra Skill Development Program

Tezpur University

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Acknowledgement

The coordinator would like to offer the deep sense of gratitude to National Institute of Solar Energy (NISE) and Assam Energy Development Agency (AEDA) for providing the opportunity to work together for Suryamitra Skill Development Program. Special thanks to Dr Arup Misra, Director, AEDA; Mrinal Krishna Chaudhury, Additional Director AEDA; Dr. O. S. Sastry, Director General, NISE; Deepak Mathur, Pooja Sharma, Ramesh Gera, Nodal Officers for Suryamitra Skill Development Program at NISE for support and cooperation in every aspect for successful completion of the program at Tezpur University.

The coordinators are extremely grateful to the honourable Vice-Chancellor of Tezpur University Prof. Mihir Kanti Chaudhuri for his all-round support in organising the Suryamitra Skill Development Program at Tezpur University. The coordinators are greatly in depth to Dr Biren Das, Registrar, Tezpur University for his suggestions, support and cooperation. Dr Das provided all-round support to make this program successful in Tezpur University. Thanks go to the Head, Department of Energy for providing the logistic support. Without his consent and support it would be very difficult in organising the program. Coordinators also appreciate the continuous support of the faculty, staff and student of Department of Energy.

Coordinators acknowledge the support from Dean, Student Welfare, Tezpur University and his office for proving the accommodating of the participants in different hostels of the University.

Thanks extent to all the Department co-ordinators, Dr Partha Pratim Dutta, Dr Munish Manas, Debraj Bailung Sonowal and other faculties of Tezpur University who contributed as trainers in the different areas of the course curriculum.

We are very thankful to the guest trainers, Sanjeev Sarma, Fazle Illahi and Madhurjya Deka and Harekrishna Baruah for their contribution in this program.

We also wish to express my gratitude to the other stakeholder of the program including the utilities for food and accommodation and other administrative issues. At the end cordinators would like to thank all regular M.Tech and PhD students of Department of Energy, Tezpur University for their support and whenever required.

1. Background

The government of India has a target to install 100 GW of solar power by 2022. To fulfil the targeted capacity and for effective operation and maintenance there will be a need of skilled man power in the field of solar energy. However there is lack of proper infrastructure, target based curriculum, lack of certification, deficiency of aspiration and motivation. To overcome these hurdles, Prime Minister Office initiated a dream project "Skilling India" for unemployed youths of India with a target to generate 500 million skilled man powers in different target sectors. Renewable Energy is one of the target areas with big emphasis on solar energy and in particular solar photovoltaics.

The Ministry of New Renewable Energy, Government of India has taken an initiative to installed 100 GW solar project by 2022 in co-ordination with State Nodal Agencies. However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector. In order to achieve this mission more than 50,000 skilled manpower are required for installation, commissioning, operation and maintenance in the field of solar enegy. National Institute of Solar Energy (an autonomous institute under the Ministry of New & Renewable Energy) has been given the responsibility to organise the various skill development programmes in solar photovoltaics in association with state nodal agencies throughout the country. National Institute of Solar Energy (NISE) started the skilled development program in the area of photovoltaics with a program name called "Suryamitra Skill Development Program". NISE in association with state nodal agencies has selected numbers of training centres in the country to conduct the program based on the expression of interest submitted by those institutes or organisations. The institutes or organisations are selected based on the facility and infrastructure available for conduct a quality skill development program of 90 days.

2. Genesis of Suryamitra Skilled Development Program in Tezpur University

As per the background of skill development program Tezpur University submitted the expression of interest to be a training institute for Suryamitra Skill Development Program on 28th October 2015. The program is coordinated by three interested faculty members Prof. Debendra Chandra Baruah, Sadhan Mahapatra and Dr. Nabin Sarmah. The University administration and coordinator was informed about the selection of Tezpur University as

training centre through a letter dated 23rd November 2015. With the selection as training Institute for Suryamitra Skill Development Program, coordinator started the initiative and it was decided to start the program by March 2016. A notice about program was published on 'The Assam Tribune' and 'Amar Asom' on 25th January 2016, with detailed advertisement at the Tezpur University website along with the application form. A decent number of responses were received with application, so a second round advertisement was floated as scrolled display for 2 days in a regional news channel DY-365. The number of application increased and it was decided to start the program from 1st April 2016. Meantime Circulation for State Assembly Election of Assam was announced and the process to start the program delayed; so a final date of 2nd May 2016 was agreed. The final list of the selected participants was uploaded in the Tezpur University website and informed all the selected participants over telephone.

3. The Program Implementation Strategy in Tezpur University

Since the Suryamitra program has a curriculum which needs expertise in different domains such as electrical engineering, electronics engineering, mechanical engineering, civil engineering, it was decided to form a committee having faculty coordinators from different Departments for smooth conduction of the program. With the approval of Vice-chancellor and agreed by the Heads of the different Departments, few faculty members and technical staffs of various engineering departments are requested to take theory and laboratory classes.

The accommodations for the participants were arranged in the different hostels of Tezpur University separately for boys and girls. Similarly the foods for the participants were arranged in the utility facility available in the University campus. A good quality food with a dynamic menu was agreed with the service provider.

4. Execution of the Program in Tezpur University

The numbers of participants registered for the program on 1st May 2016 are 37. The participants were provided a file cover, note books, pen and study material based on the curriculum, which were found suitable for the program. A class schedule is prepared to accommodate the classes of the Suryamitra program uninterrupted without affecting the normal theory and laboratory class schedule of the other courses. While preparing the class schedule the guideline for the Suryamitra curriculum was thoroughly followed. As per the guideline more emphasis was given to the laboratory/practical classes and the participants

were provided ample time and opportunity to work with the practical/laboratory set-ups. The participants spent 600 working hours in the program in which approximately 480 hrs were guided work (theory and experiment) and rest 120 hours were spent by the participants to carry out various assignments and report preparation during evening hours (in computer laboratory) and weekend. The participants were encouraged to carry out assignments during weekend instead of spending leisurely hours.

As per the schedule theory classes of the different domains were taken by the experts of the Departments and practical/laboratory classes were done in the respective Departmental laboratories guided by the technical staff of the Department. The faculty members of Tezpur University involved in the theory classes is given in Appendix – III.

During the program three guest trainers were invited to take classes on the different aspects of PV system and components:

i. Mr. Rama Siva (CEO, AnthroPower, New Delhi)
ii. Mr. Sanjeev Sarma (Entrepreneur, Electro Sales, Guwahati)
iii. Mr Fazle Illahi (DGM, Eastern Envo Projects)
iv. Mr Madhurjya Baruah (Engineer, Jain Irrigation Systems Pvt Ltd)

On a very rare opportunity Prof. H Patangia from University of Arkansas – Little Rock, USA took a class on the electronics component of PV system. Prof Patangia was visiting Tezpur University during that time, so on the request of the coordinators, he agreed to have a interaction and discussion with the participants on that topic.

During the program the participants carried our 19 experiments as given in the curriculum guideline document of Suryamitra program. There were three field trips organised during the program:

i. 33kV power sub-station of Tezpur University
ii. 15 kW_p PV roof installation in Hazarapar, Tezpur
iii. 3 kW_p PV installation on fuel station, Thelamara

Moreover, numbers of assignments were carried out by the participants in the area of standalone street light PV system design and installation, maintenance of the PV systems (1kW PV system in the Department of Energy and existing solar street light system of Tezpur

University). Furthermore, detail component pricing analysis and component search in the internet was also guided to the participants. It is expected that the field trip, experiments and assignments have a strong understanding and exposure on the PV system to the participants. The Suryamitra Skill Development program in Tezpur University completed on 30th of July and 30 successful participants of the first batch were awarded certificate in a valedictory function.

5. Assessment and Certification

The assessment of the participants of the program was carried out on 29th July 2016. The assessment was done with a set of question papers (Part-I and Part-II), which includes objective type, descriptive type and numerical questions. The questions were set by the trainers (both in-house and gust trainers) which was compiled in two parts for convenience. A laboratory note book from all the participants were asked to submit in which theory and experiments are described with the results and discussion. A quiz on the laboratory experiments was arranged for evaluation based on the experiment performed. To access the soft skill of the participants a session on the presentation on topic of interest was carried out. Based on these parameters the assessment of the participants of the Suryamitra Skill Development Program was carried out.

The successful participants on these assessments were issued a certificate signed by the Director of AEDA (State Nodal Agency coordinating the Suryamitra Program with NISE) and joint coordinator of the Suryamitra Skill Development Program in Tezpur University.

6. The valedictory Function

The valedictory function organised to distribute the certificate to the Suryamitras. The function was graced by Director, Assam Science Technology and Environment Council (ASTEC) and Assam Energy Development Agency (AEDA) Dr. Arup Misra; Additional director AEDA, Mr. Mrinal Chaudhury; Registrar of Tezpur University Dr. Biren Das; Entrepreneur Mr Sanjeev Sarma. The program started with felicitation of invited guests. To begin with, Joint coordinator of the program Professor Debendra Chandra Baruah welcomed all the invited guests and participants to the function and mentioned genesis of the program in Tezpur University. He also mentioned the contributions that higher education institutes can play in this type of skill development programs. The chief guest Dr Arup Misra congratulated all the Suryamitras on successful completion of the program. He mentioned that with

government of initiatives with campaigns like ‘Make in India’ there will be a huge demand of skilled persons in different technical requirements. He also mentioned that Suryamitras are going to play a big role in the ambitious project of Government of India in generation 100 gigawatts of power from solar photovoltaics. Mr Mrinal Krishna Chaudhury also mentioned the opportunities of Suryamitra in current energy demand scenario and highlighted some successful employment of other suryamitras in different corporate sectors and becoming entrepreneur. Dr. Biren Das congratulated all the successful participants and acknowledged the contribution and hard of all the stakeholders in smooth conduction of the program in Tezpur University. Mr Sanjeeb Sarma in his speech mentioned that the Suryamitras should target to be an entrepreneur, where they can provide employment to others. He also promised all round support to the suryamitras to start business or for employment. In the speech from the participants, three participants Dhruba Krishna Deka, Arifa Sidikki Ahmed and Dipankar Neog expressed their thoughts and comments about the program and the learnings. They mentioned that the program was useful to them and they have gained motivation and confidence both in technical and entrepreneurship aspects in the area of solar photovoltaics.

Towards the end of the function, joint coordinator Dr Nabin Sarmah offered the vote of thanks. He acknowledged the support and co-operation from Tezpur University fraternity; AEDA; NISE and other stakeholders. He also congratulated and thanked the participants for being part of such a visionary program from government if India. The program ended with thanks to the invited guest and all the audience present in the function. A group photo of the Suryamitras was taken along with the invited guests and coordinators.

An informal interaction of Suryamitras was organised with the Director and Additional director of AEDA after the valedictory function, where different aspects and future prospects of the Suryamitras were discussed.

7. Conclusions

The Suryamitra Skill Development Program conducted at Tezpur University is successfully completed with all round benefit of the successful participants. There is no doubt that higher education can play a big role in this kind of skill development program because of quality manpower and infrastructure available.

It is to be mentioned that in some aspects is not convenient to entirely follow the guidelines of the Suryaimtra Skill Development program prepared by NISE. In one of such cases total working hours to be given range to complete the course curriculum. Since the numbers of days of the program to be fixed (considering the accommodation and utility expenditures) and vacation or holidays on between causes difficulty in fulling the total 600 working hours given in the guidelines within 90 days; specially for central government organisation where there is policy of 5 working days in a week.

In another note, the internship arrangement (session 16) for the Suryamitra participants should be provided by the State Nodal Agency and NISE in partner with industry/project site. It may not be easy for training institute to arrange internship for the participants in industry/project site, if there no such facility available locally.

It is expected that the Suryamitra Skill Development Program can generate skilled man power that can fulfil the demand of solar technicians in achieving the dream of 100GW power generation from solar energy.

Prof. D. C. Baruah Sadhan Mahapatra Dr. Nabin Sarmah

Tezpur University
Napaam, Tezpur, Assam, 784028
Phone: +91 – 3712-275314
Email: nabin@tezu.ernet.in

Annexure – I

List of the Participants

Sl No	Name	Address	Phone Number	Email
1	Birinchi Kumar Gogoi	Morangaon; Jorhat	8752058109	birinchigogoi2@gmail.com
2	Rajendra Chauhan	Pub-Silputa; Karbi-Anglong	8876618229	-
3	Homen Chandra Ray	Nidani; Bahalpur; Dhubri	9864342649	homenroy@gmail.com
4	Anirban Baruah	Barangabari; Darrang	9678998504	angshuman.ani@gmail.com
5	Rituparna Baruah	Chowtang; Jorhat	9613428144	talk2rituparna@gmail.com
6	Dhruba Krishna Deka	Bamunimaidan; Guwahati	8812011973	Dhruba.K.Deka@gmail.com
7	Dipankar Neog	Dahotia; Jorhat	8403959579	dipankarneog018@gmail.com
8	Abhijit Borah	Panichakua; Jorhat	7576887320	Abhijitborah123456@gmail.com
9	Lakhyan Bauri	Mazgaon; Tezpur	8399974685	-
10	Kartik Goswami	Sarthebari; Barpeta	8876062125	kartikgoswami0361@gmail.com
11	Arup Kumar Sarkar	Sarupata; Barpeta	9707680226	arupkumarsarkar12@gmail.com
12	Arifa Siddika Ahmed	Katanilgaon; Nagaon	9613139046	-
13	Giridhary Ray	Geetanagar; Abhayapuri	9954052196	-
14	Jahidul Hossain	Barundanga; Dhubri	9954888792	alom.mehbub@gmail.com
15	Lakhi Bhakta	Nizarapara; Chapakhowa (Sadiya)	8723082753	Sikor.dib@gmail.com
16	Pallabi Sonowal	Niz Mancotta Gaon; Dibrugarh	7576863991	chandanchetia16@gmail.com
17	Nirmal Kr Daimari	Samaguri; Nagaon	8011029002	-
18	Debajit Chetia	Nangalamora; Sivasagar	9954219738	-
19	Sasthendra K Nath	Barbhagia; Morigaon	9613664412	-
20	Mitharam Handique	Patia Chuburi; Dekargaon	9854232799	mitharam@tezu.ernet.in
21	Navanit Kumar Roy	Nagakhelia; Dhemaji	9954368984	navanit@tezu.ernet.in
22	Bhaskar Baruah	Amtala Gaon; Nagaon	9706270137	bhaskar.baruah57@gmail.com
23	Hirak Jyoti Haloi	Patia Chuburi, Dekargaon	9508793014	munti143@gmail.com
24	Jayanta Upadhayaya	Chandmari; Tezpur	8752043409	jayantaupadhayaya@gmail.com
25	Iseng Thawmung	Silonijan; Karbi Anglong	9613861467	Iseng05022@gmail.com
26	Pranjal Borah	Kalyanpur; Biswanath Chariali	9706693094	pranjalagni@gmail.com
27	Nava Kumar Gogoi	Dhakuwakhana; Lakhimpur	9854014672	nkgogoi07@gmail.com
28	Satya Prasad Saikia	Morongi; Golaghat	9864362178	satyap@tezu.ernet.in
29	Gunakanta Borah	Haleswar, Tezpur	9435080409	pinkutez80@gmail.com
30	Tapanjit Borah	Niz Kadamoni, Dibrugarh,	9435084210	tapanjitbora@yahoo.com

Annexure – II

Photographs of various activities and moments

Photograph-1: Photograph of a theory class

Photograph-2: Student participation in class and presentation

Photograph-3: Laboratory class

Photograph-4: Experiment on PV system design

Photograph-5: Invited guests of valedictory function

Photograph-6: Certificate distribution to the Suryamitras

Photograph-7: Part of the audience in valedictory function

Photograph-8: Group photo of invited guest of Valedictory function and Suryamitras

Annexure – III

List of the Internal and Guest Experts contributed

Table – 1: Internal Experts of Tezpur University contributed in Suryamitra Skill Development Program

Internal Experts of Tezpur University			
Sl No	**Name**	**Designation**	**Department**
1	Dr. Munish Manas	Assistant Professor	Electronics and Communication Engineering
2	Mr. Barnam Saharia	Assistant Professor	Electronics and Communication Engineering
3	Dr. Partha Pratim Dutta	Associate Professor	Mechanical Engineering
4	Mr Debraj Bailung Sonowal	Assistant Professor	Civil Engineering
5	Abhisek Das	Assistant Professor	Civil Engineering
6	Dr. Tridip Ranjan Sarma	Associate Professor	Business Administration
7	Dr Biraj Kumar Kakati	Assistant Professor	Energy
8	Prof Debendra Chandra Baruah	Professor	Energy
9	Sadhan Mahapatra	Assistant Professor	Energy
10	Dr. Nabin sarmah	Assistant Professor	Energy

Table – 2: External Experts contributed in Suryamitra Skill Development Program in Tezpur University

Internal Experts			
Sl No	**Name**	**Designation**	**Institute/Organisation**
1	Mr. Rama Siva	CEO	AnthroPower
2	Mr. Sanjeev Sarma	Entrepreneur	Electro Sales, Guwahati
3	Mr Fazle Illahi	DGM	Tezpur University
4	Mr Madhurjya Baruah	Engineer; Solar Division	Jain Irrigation Systems Pvt Ltd
5	Prof. Hirak Patangia	Professor	University of Arkansas – Little Rock, USA

Annexure - IV

Class Time Schedule

Suryamitra Skill Development Program

Tezpur University

Day Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
02/05/16 (Monday)	Introduction to PV and System Installation (Rama Siva; Guest Trainer)					Practical for PV System Installation (Rama Siva; Guest Trainer)			
03/05/16 (Tuesday)	Introduction to PV and System Installation (Rama Siva; Guest Trainer)					Practical for PV System Installation (Rama Siva; Guest Trainer)			
04/05/16 (Wednesday)	Introduction to PV and System Installation (Rama Siva; Guest Trainer)					Practical for PV System Installation (Rama Siva; Guest Trainer)			
05/05/16 (Thursday)	Introduction to PV and System Installation (Rama Siva; Guest Trainer)					Practical for PV System Installation (Rama Siva; Guest Trainer)			
06/05/16 (Friday)	General Orientation	Orientation DCB	Orientation BKK	Orientation SM		Orientation NS	Orientation PPD	Orientation DBS	Orientation MM
09/05/16 (Monday)	Introduction to Electricity (MM)	Demo on Voltage Current Resistance (Energy Department Laboratory) TB				Demo on Voltmeter Ammeter (Electrical Engineering Lab) MM/Electrical Technical Assistant		Demo on electrical safety (Electrical Engineering Lab) MM/Electrical Technical Assistant	
10/05/16 (Tuesday)	Briefing on Electrical and Mechanical Tool (MM)	Demo on Mechanical Tool (Central Workshop) PPD			Break	Demo on Electrical Tool (Electrical Engineering Lab) MM/ Electrical Technical Assistant		Exercise of Mechanical and Electrical Tool (Energy Laboratory) TB	
11/05/16 (Wednesday)	Briefing on Fuse and Soldering (MM)	Demo on Soldering (Energy Laboratory) TB				Demo on Fuses (Electrical Engineering Lab) MM/ Electrical Technical Assistant		Exercise on Fuse and soldering (Electrical Engineering Lab) TB/ Electrical Technical Assistant	
12/05/16 (Thursday)	Briefing on various wires and cables (MM)	Demo on wires and cables (Electrical Engineering Lab) MM/ Electrical Technical Assistant				Demo on wires and cables (Electrical Engineering Lab) MM/ Electrical Technical Assistant		Exercise on wires and cables (Electrical Engineering Lab) MM/ Electrical Technical Assistant	
13/05/16 (Friday)	Briefing on Resistance and Ohm Law (MM)	Demo on Resistances and Rheostat (Electrical Engineering Lab) MM/ Electrical Technical Assistant				Demo on Resistances and Rheostat (Electrical Engineering Lab) MM/ Electrical Technical Assistant		Exercise on Resistances and Rheostat (Electrical Engineering Lab) MM/ Electrical Technical Assistant	

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
16/05/16 (Monday)	Briefing on Alternating current (MM)	Lab visit for AC power (Electrical Engineering Lab) MM/ Electrical Technical Assistant				Demo on AC (Electrical Engineering Lab) MM/ Electrical Technical Assistant		Exercise on AC (Energy Laboratory) TB	
17/05/16 (Tuesday)	Briefing on Generation/Transmission and Distribution of electricity (MM)	Lab visit for AC power (Electrical Engineering Lab) MM/ Electrical Technical Assistant				Tezpur University Sub-Station visit for AC power MM/TB/NS			
18/05/16 (Wednesday)	Introduction to Renewable Energy (SM)	Introduction to Solar Energy (DCB)		Lab Visit (Energy Lab) TB		Lab Visit (Energy Lab) TB			
19/05/16 (Thursday)	Introduction of Photovoltaic Technology (SM)		Lab Visit of Solar Lights (TB)			Briefing on Photovoltaic Applications (NS)		Lab Visit of Solar Lights (TB)	
20/05/16 (Friday)	Briefing on Photovoltaic Applications (NS)		Demonstration of PV System (TB)			Demonstration of PV System (TB)			
23/05/16 (Monday)	Laboratory Exercises on PV system (TB)					Laboratory Exercises on PV system (TB)			
24/05/16 (Tuesday)	Laboratory Exercises on PV system (TB)					Laboratory Exercises on PV system (TB)			
25/05/16 (Wednesday)	Laboratory Exercises on PV system (TB)					Laboratory Exercises on PV system (TB)			
26/05/16 (Thursday)	Briefing on Components of a PV System (MM)		Lab Visit for DC-DC Inverter and DC-AC Inverter (MM/ Electrical Technical Assistant)			Laboratory Exercises on Components PV system (Electrical Engineering Lab) MM/ Electrical Technical Assistant			
27/05/16 (Friday)	Experiment Solar Street Light System (TB)					Experiment Solar Street Light System (TB)			
28/05/16 (Saturday)	Project Work and Report Writing					Project Work and Report Writing			

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
30/05/16 (Monday)	Introduction to Battery, Types, Operation and Structure (BKK)	Experiments with Batteries: VI characteristics, Series/Parallel Connections (TB)				Experiment No#6 Hand on Experiments on Charging and Discharging of Batteries (TB)			
31/05/16 (Tuesday)	Basics of Stand Alone PV System; BOS(SM)	Identification of different BOS components in 1kW PV system (TB)				Experiment#3 Effect of variation on tilt angle on PV module power (TB)			
01/06/16 (Wednesday)	Introduction to Inverter: Types, Operation, Specification (MM)	Demonstration of the Inverters (Electrical Engineering Lab) (MM/ Electrical Technical Assistant)				Experiment No#7 Hand on Practice with inverters – Waveform of Inverter (Electrical Engineering Lab) (MM/ Electrical Technical Assistant)			
02/06/16 (Thursday)	Basics of Charge Controller: Operation and Specifications (MM)	Demonstration of Charge Controller (TB)				Hand on practice of Charge controller in Solar Street Light System			
03/06/16 (Friday)	Grid Connection of SPV System (HP)		Video demonstration of Grid connected SPV System (HP/SM/TB)			Experiment No#8: Power from standalone PV system with AC load and battery (In 1kW system) (TB)			
06/06/16 (Monday)	Energy Efficiency and Choice of Components in designing PV system (SM)	Estimate the load in the Department of Energy (TB)				Energy auditing and suggestions to increase energy efficiency in the Department of Energy, TU (TB/BG)			
07/06/16 (Tuesday)	Load estimation, Site Survey and assessment (Shading, geographic analysis) (SM)	Site Survey in the TU campus to figure out suitable location for 1MW PV system (TB)				Site Survey in the TU campus to figure out suitable location for 1MW PV system (Prepare and submit report by end of the day) (TB)			
08/06/16 (Wednesday)	Module sizing aspects, Layout (NS)	Video tutorial on Layout aspects and Module sizing (NS/TB)				Experiment No#9: Power from standalone PV system with DC load and battery (In 1kW system) (TB)			
09/06/16 (Thursday)	Selection of Modules based on market specifications (NS)	Selection of Batteries/Inverters (SM)	Task: List out components required for 1MW Grid connected PV system (TB)			Market survey (Price, specifications, availability) of the different components for 1 MW SPV System (Online/Tezpur Market) (TB)			
10/06/16 (Friday)	Understanding the cost involved in the SPV project (SM)		Cost analysis of the SPV project (NS/TB)			Cost analysis of the SPV project (TB)			
11/06/16 (Saturday)	Project Work and Report Writing					Project Work and Report Writing			

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
13/06/16 (Monday)	Instruments for PV performance monitoring (NS)	Experiment No#11: Electrical Measuring Equipment (TB)				Experiment No#11: Electrical Measuring Equipment (TB)		Write Report on Experiment No#11	
14/06/16 (Tuesday)	Identification of defect in PV module (SM)	Experiment No#13: Shading effect of a PV Panel (TB)				Experiment No#13: Shading effect of a PV Panel (TB)		Write report on Experiment#13	
15/06/16 (Wednesday)	Troubleshooting of defects in PV module (NS)	Get IV data of Different PV modules; Get radiation data (TB)				Analyse the IV data and interpret defects for troubleshooting (NS/TB)		Write report on Analysing IV data	
16/06/16 (Thursday)	Introduction to battery maintenance (BKK)	Experiment No#15: Battery Characteristics (TB)				Experiment No#15: Battery Characteristics (TB)		Write report on Experiment No#15	
17/06/16 (Friday)	Quality assessment of charge controllers and inverters (BS)	Experiment No#16: MPPT and PWM charge controller characteristics (BS/TB)				Experiment No#16: MPPT and PWM charge controller characteristics (BS/TB)		Write report on Experiment#16	
20/06/16 (Monday)	Introduction to various tools for PV power plant installation (PPD)	Demonstration of different tools for PV power plant installation (PPD/Mechanical Workshop Assistant)				Demonstration of different tools for PV power plant installation (PPD/Mechanical Workshop Assistant)		Write report on different tools for PV power plant installation	
21/06/16 (Tuesday)	PV System installation check-list preparation; safety handling (DCB)		Visit 1 kW system and understand the safety requirement (TB)			Visit 1 kW system and understand the safety requirement (TB)		Write report on safety requirement and Qualitative/quantitative assessment	
22/06/16 (Wednesday)	Introduction to civil foundation, erection, supporting structures (AD)	Demonstration on civil foundation, erection, supporting structures and grounding considerations (AD/Technical Assistant)				Hand on experiment in lab for civil foundation, erection, and supporting structures (AD/Technical Assistant)		Write report on civil foundation, support and ground considerations	
23/06/16 (Thursday)	Installation of mechanical structures in PV power plant (AD)	Demonstration on Installation of mechanical structures in PV power plant (AD/Technical Assistant/TB)				Demonstration on Installation of mechanical structures in PV power plant (AD/Technical Assistant)		Write report on Installation of mechanical structures in PV power plant	
24/06/16 (Friday)	Mechanical safety aspects in PV power plant (AD)	Demonstration of Mechanical safety aspects in PV power plant (AD/Technical Assistant)				Hand on practice on Mechanical safety aspects in PV power plant (AD/Technical Assistant)		Write report on Mechanical safety aspects in PV power plant	
25/06/16 (Saturday)	Project Work					Project Work			

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
27/06/16 (Monday)	Preparation and general considerations for PV system installation (SM)	Install a PV system with existing facility (TB)				Install a PV system with existing facility (TB)			
28/06/16 (Tuesday)	Installation and Maintenance of PV System (Mr. Sanjeev Sarma; Guest Trainer)					Experiment on Installation and Maintenance of PV System (TB)			
29/06/16 (Wednesday)	Installation and Maintenance of PV System (Mr. Sanjeev Sarma; Guest Trainer)					Experiment on Installation and Maintenance of PV System (TB)			
30/06/16 (Thursday)	Field trip to Hazarapar, Tezpur (PV rooftop installation)					Field trip to Thelamara (PV installation on fuel station)			
01/07/16 (Friday)	Quality assessment of charge controllers and inverters (BS)	Experiment No#16: MPPT and PWM charge controller characteristics (BS/TB)				Experiment No#16: MPPT and PWM charge controller characteristics (BS/TB)		Write report on Experiment#16	
02/07/16 (Saturday)	Project Work					Project Work			
04/07/16 (Monday)	General safety consideration in the installation phase of solar power plant (DCB)	Experiment No # 17: Study of Solar DC System (TB)				Experiment No # 17: Study of Solar DC System (TB)		Write report on Experiment No#17	
05/07/16 (Tuesday)	The procedures involved in the commissioning of the power plants (DCB)	Experiment No # 18: Study of Solar Power Conditioning Unit (TB)				Experiment No # 18: Study of Solar Power Conditioning Unit (TB)		Write report on Experiment No#18	
06/07/16 (Wednesday)	Holiday for Id-ul-Fitr (Participants are requested to prepare a presentation of 10 min to be present on 8th July, Friday)								
07/07/16 (Thursday)	Holiday for Id-ul-Fitr (Participants are requested to prepare a presentation of 10 min to be present on 8th July, Friday)								
08/07/16 (Friday)	Soft and Entrepreneur Skills: Effective Communication (DCB)	Entrepreneur Skills: Presentation Skills (DCB)	Soft and Entrepreneur Skills: Interpersonal Skill Development (DCB)			Presentation by Participants (5 min each) (DCB)			
09/07/16 (Saturday)	Project Work					Project Work			

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
11/07/16 (Monday)	Preparation and general considerations for installation (DC and AC components) (Mr. Fazle Illahi; Guest Trainer)					Experiment and hand on practice for general considerations for installation in 1kW PV System (TB)			
12/07/16 (Tuesday)	Various protocols for operation and maintenance of PV power plant. Brief on various check points for daily maintenance (Mr. Fazle Illahi; Guest Trainer)					Experiment and hand on practice for maintenance of PV power plant. Brief on various check points for daily maintenance (in 1kW PV system) (TB)			
13/07/16 (Wednesday)	Procedures for trouble shooting and repairs during the maintenance. Guidelines to handle emergency situations. Safety practices in work sites. (Mr. Fazle Illahi; Guest Trainer)					Experiment and hand on practice for trouble shooting and repairs during the maintenance with the street light system (Solar Street light at Health Centre) (TB)			
14/07/16 (Thursday)	Entrepreneurship opportunities in solar photovoltaic and Development of Competency for good Entrepreneur (Mr. Fazle Illahi; Guest Trainer)					Practice ford development of Competency for good Entrepreneur (Assignment Presentation) (NS)			
15/07/16 (Friday)	Instruments used for monitoring performance of PV module (NS)					Experiment # 19: Demo on Conversion of Normal Inverter to Solar Inverter (TB)		Write Report on Experiment # 19	
18/07/16 (Monday)	PV System design and sizing for specific site, location and load (Mr. Madhurjya Borah; Guest Trainer)					Experiment on Design a PV system (TB)			
19/07/16 (Tuesday)	Check list preparations and Pre-requirements of installation (Mr. Madhurjya Borah; Guest Trainer)					Experiment on installation of PV System for irrigation (TB)			
20/07/16 (Wednesday)	Installation of Solar Power plant (Mr. Madhurjya Borah; Guest Trainer)					Experiment on Installation aspects of solar Power plant (TB)			
21/07/16 (Thursday)	Business in solar energy and Entrepreneurship opportunities in the area of Solar PV installation (Mr. Madhurjya Borah; Guest Trainer)					Presentation by Participants (5 min each) (Mr. Madhurjya Borah; Guest Trainer)			
22/07/16 (Friday)	Operation and maintenance of PV System: Component and Devices (NS)					Experiment of PV System maintenance (TB)			

Class Time Schedule
Suryamitra Skill Development Program
Tezpur University

Day / Time	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00
25/07/16 (Monday)	Personality Development and Time management (NS)					Presentation Preparation by Participants (TB)			
26/07/16 (Tuesday)	Soft Skill and Managerial Skills (TRS)					Presentation Preparation by Participants (TB)			
27/07/16 (Wednesday)	PRESENTATION BY PARTICIPANTS (10 min each) (NS)					PRESENTATION BY PARTICIPANTS (10 min each) (NS)			
28/07/16 (Thursday)	Report Preparation (Experiment and Project)					Report Preparation (Experiment and Project)			
29/07/16 (Friday)	ASSESMENT (NS, TB)					ASSESMENT (NS, TB)			
30/07/16 (Saturday)	VALEDICTORY FUNCTION					INFORMAL INTERACTION - FEEDBACK			

DCB: Prof D. C. Baruah; SM: Sadhan Mahapatra; NS: Dr. Nabin Sarmah; PPD: Dr. Partha Pratim Dutta; BKK: Dr. Biraj Kumar Kakati; MM: Munish Manas; DBS: Debraj Bailung Sonowal; TB: Tapanjit Borah; HP: Prof. Hirak Patangia; TRS: Dr. Tridip Ranjan Sarma; AD: Abhisek Das

Annexure – V

Program Schedule of Valedictory function

Suryamitra Skill Development Program

(Conducted by Tezpur University in association with Assam Energy Development Agency (AEDA) and National Institute of Solar Energy (NISE) and sponsored by Ministry of New and Renewable Energy, Government of India)

Valedictory Function Schedule

Saturday, 30th July, 2016
Venue: Seminar Hall; Department of Energy

10:00 – 10:05	Inviting Dignitaries to the dais and felicitation	
10:05 - 10:15	Welcome address by the Suryamitra Program coordinator in Tezpur University	Prof. D C Baruah Joint Coordinator, Suryamitra Program
10:15 - 10:25	Importance of Skill Development Program	Dr. A K Misra Director, AEDA
10:25 – 10:35	Genesis of Suryamitra Skill Development Program	Mr. Mrinal K Chaudhury Additional Director, AEDA
10:35 - 10:45	Speech by Guest of Honour	Dr. Biren Das Registrar, Tezpur University
10:45 - 10:50	Address by Local Entrepreneur and Guest Trainer	Mr. Sanjeev Sarma Electro Sales, Guwahati
10:50 - 11:00	Speech by the participants	Three Participants
11:00 – 11:10	Distribution of Certificates to the participants	
11:10 - 11:15	Vote of Thanks	Dr Nabin Sarmah Joint Coordinator, Suryamitra Program
High Tea		

Workshop on Women and Violence

29-31 August 2016

BACKGROUND:

Tezpur University is a central university established in 1994 by an act of parliament. Since then the university has emerged as a premier institute of science and technology with a strong focus on socio – cultural development within the region.

INTRODUCTION:

Earlier the department of mass communication and journalism has already organized many such workshops. But this is the first workshop for the communication for development programme which was officially inaugurated this very year on the 26th August 2016.This workshop was organized under the guidance of Mrs.Anjuman Borah .Through this workshop we had the opportunity to interact with Dr. Monisha Behal who is the executive director and founder of the North East Network and Mrs.Sheetal Sharma works as project manager in North East Network which is a women's organization based in the northeast region.

About NEN- North east network is a women's organization working in the northeast region of India with a focus on women's human rights. Ever since its inception in 1995 their role has been that of a facilitator to empower women of northeast around issues of livelihood, health, conflict and governance through capacity building, awareness raising, networking, research and advocacy. Their work has been aimed at bringing out gendered understandings of human right situations in the region whether it's in the context of violence, livelihood, conflict, natural resource management or health.

AIMS AND OBJECTIVES OF THE WORKSHOP:

1. To know more about 'feminism'.
2. Existing gender division of labour.
3. To know the deep impacts of Patriarchy.

4. To make us aware of the acts/laws protecting the rights of women.

DAY ONE (29th AUGUST 2016)

Day one of the workshop started the small inaugural session. Our guide Maam Mrs. Anjuman Bora introduced us to Dr. Monisha Behal and Maam Sheetal. They have been associated with NEN since a long time. After our introduction Dr. Monisha gave us an insight about NEN and how it works. They started off the workshop discussing how gender and sex works. They explained us the exact difference between this two terms that is gender is socially constructed and sex is biologically constructed. How everything is based on gender and it is difficult to change these rules which have been continuing in the society since a long time. On the first day they explained us about three important topics that is:

- Gender/Sex
- Patriarchy
- CEDAW

The second most important topic that our mentors dwelt upon was Patriarchy. Patriarchy is a social system in which adult males hold primary position in the society. There are different views regarding patriarchy and they are –

- Tradionalistic view –
- Pseudo-Scientist view
- Radical Feminist view
- Marxist Feminist View
- Socialist Feminist view

- We also learnt about the Hindu Succession Act which was passed in 2005. Through this act Hindu woman were entitled to equal property rights.
- We were screened a small animated video made by UNICEF called "The Impossible Dream" which showcases a woman's endless struggles and her shattered dreams.

The third most important topic was CEDAW that is "The Convention on the Elimination of all Forms of Discrimination against Women". Article 1 of the convention on the elimination of all forms of discrimination against women (1979) defines the discrimination against women as 'any distinction, exclusion or restriction

made on the basis of sex which has the effect or purpose of impairing or nullifying the reorganization, enjoyment or exercise by women, irrespective of their marital status on a basis of equality of men and women, of human rights and fundamental freedom in the political, economic, social, cultural, civil or any other field. It is often described as an international bill of rights for women.

Our mentors also discussed with us about the concept of equality and how equality should be in terms of access, opportunity and outcome. Access in case of how both the sexes should have equal access to resources and rights. Opportunity in terms of how both the sexes should have equal opportunities in every sphere of life for example in job sectors etc. Outcomes in terms of how every outcome should be equal.

We also learnt about the various principles of equality which are-

SAMENESS APPROACH – Assuming that boy and girl have the same strength and they can do same type of work physically.

PROTECTIONIST APPROACH – Women are denied equality of opportunity on the ground that denial is in their best interest. This approach recognizes the problem as a weakness or inferiority in women and not in the environment which needs to be corrected.

SUBSTANTIVE APPROACH – This approach recognizes that women are in unequal position and may have to be treated differently in order to benefit equally. It ensures equality of results, and not only of means.

ACTIVITIES:

We were assigned various activities that day. During the first half of the workshop we were divided into two different groups under the category of rural men and rural women. On different charts we had to showcase their working hours and define the amount of work and rest hours they have the entire day. Through this activity our mentors wanted us to know about the working patterns of an average rural men and women and how much rest they get during the entire day. This activity actually showed us the difference in the amount of work between a man and a woman and the difference in the rest hours between them.

DAY TWO (30th AUGUST 2016)

It was 30th August 2016, the second day of our workshop with North East Network (NEN) under the mentors of madam Monisha Behal and the program assistant of NEN, madam Sheetal Sharma.

- The day started with the introduction of various acts and laws for protecting the rights of women. Acts like Criminal Law Amendment Act 2013, ICRW and CEDAW. And we were also asked to present our views on how the rights of women can be violated.
- The Criminal Law (Amendment) Act, 2013 is an Indian legislation passed by the Lok Sabha on 19 March 2013, and by the Rajya Sabha on 21 March 2013, which provides for amendment of Indian Penal Code, Indian Evidence Act, and Code of Criminal Procedure, 1973 on laws related to sexual offences.
- ICRW has been the world's premier applied research institute focused on women and girls for almost four decades. Their evidence-based insight seeks to optimize programs, influence policies and identify scalable solutions that help them lead safer, healthier and more empowered lives.
- The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is an international treaty adopted in 1979 by the United Nations General Assembly.
- And apart from that we had discussions on many other social problems in which woman are preyed by the society. The Spiral of Violence, womb to tomb were many such terms through which we came across and the impacts and outcomings were explained.
- Spiral of violence was discussed in which we came across the violation of women rights since their womb to tomb. The rights of women are violated not even before their birth, even the foetus has to go through stages of violence, (female foeticide, discrimination in providing proper nutrients during pregnancy of the mother), infancy (female infanticide, sexual violence), childhood (sexual harassment, incest, child marriage, objectification of female body), teenage (restricted mobility, voyeurism, violation of reproductive health rights), adulthood (stereotyping female, discrimination in jobs, dowry,

physical/verbal/emotional violence, marital rape, sexual violence in conflict, acid attacks, forced disrobing) and also in old age.

- The Awareness Videos like "It's my Fault", "Bell Bajao - got milk?", "boys don't cry" were screened made by some leading organisations like Vogue India, Drishti and ICRW. These videos are made in order to make people aware and make them learn to raise their voice against violence that are existing in our society against women.
- We also came across the story of Birubala Rabha, who has been tirelessly fighting the cause of witch hunting since 1980's. Witch-hunting is a process of tracking down people deemed as witches, which often involves episodes of public frenzy. Although it seems like an outdated idea and concept, remotely rural Assam, witch-hunting is not uncommon.

DAY THREE (31st August 2016)

MORNING SESSION (*10:30am onwards*)

1. The session started with a recap of the previous day. One by one, the participants shared their individual experiences. The participants spoke about their learning from the interactive sessions of the previous day.

2. After this, the participants were introduced to the ***Protection of Women against Domestic Violence Act, 2005*** *(PWDVA)* which is a civil and secular law that addresses the needs of women in situations of violence and applies to women of all communities. It also categorically recognizes the right of a woman to live a life free from violence and also to reside in a shared household. This act also expands the definition of violence to include mental, verbal, physical and economic abuse and threats and demands for dowry. It is applicable not only to married women but all women in a family as well as women inrelationships akin to marriage. The resource person then discussed about the ***Domestic Incidence Report*** *(DIR)*. DIR is similar to FIR but this is filed only in case of domestic violence.

3. The NEN team then showed a video titled ***AIB: Rape-It's your Fault*** by ***All***

India Bakchod which responds to the string of abusive and hateful remarks made by people against women.

4. After the video, they discussed about the ***Sexual Harassment of Women at the Work Place Act, 2013*** *(SHWWP)* and showed a video on ***Laws against Sexual Harassment of Women*** so that the participants get a better idea of the act. This acts says that the sexual harassment against women can be categorized into two segments: one 'quid pro quo' which means 'this for that' underlining sexual harassment caused by those in authority/power in workplace resulting in noticeable or tangible employment relatedaction. The second one is 'hostile work environment' in which the abuse does not result in tangible employment action but creates an unfriendly working environment making a women employee uncomfortable or threatened. In both cases, the women can make a complain to the following ***Internal Complaints Committee*** *(ICC)* for organizations with more than 10 employees or ***Local Complaints Committee*** *(LCC)* for organizations with less than 10 employees.

OUTCOMES OF THE SESSION:

- The participants were able to understand the issues concerning women in a more detailedmanner from a broader perspective of law and justice.
- The session made the participants aware of the two acts namely;
    - Protection of Women against Domestic Violence Act, 2005 (PWDVA) and;
    - Sexual Harassment of Women at the Work Place Act, 2013 (SHWWP)

CONCLUDING SESSION:

During the concluding session, Ms. Anjuman Borah, the coordinator of the workshop asked for experiences, feedback, queries and suggestions from the participants in context of the three-day workshop by the North-east Network, held in the Department of Mas Communication and Journalism, Tezpur University. Ms. Chayanika Baruah and Mr. Sujit Muktan shared their experiences on behalf of all the participants of the workshop. After that Ms. Anjuman Borah, the coordinator of the workshop offered the vote of thanks.

ANNEXURE:

I. **Protection of Women against Domestic Violence Act, 2005 (PWDVA) and;**

II. **Sexual Harassment of Women at the Work Place Act, 2013 (SHWWP)**

Students of C4D stand together with Dr. Monisha Behal and Sheetal Sharma after the workshop

তেজপুৰ বিশ্ববিদ্যালয়
(কেন্দ্রীয় বিশ্ববিদ্যালয়)
ড° বীৰেন দাস
কুলসচিব

तेजपुर विश्वविद्यालय
(केंद्रीय विश्वविद्यालय)
डॉ. बीरेन दास
कुलसचिव

TEZPUR UNIVERSITY
(A Central University)
Dr. Biren Das
Registrar

No. F.40-41/2016(GA-I) Dated: 6.07.2016

To : **Dr. Yusuf Kalyango, Jr.**
Professor and Director,
Institute for International Journalism
E.W. Scripps School of Journalism
Ohio University
Athens, Ohio 45701 – 2979
USA

Sub : Affiliation Letter for Fulbright Visiting Lecturer.

Sir,

With reference to above, I am glad to forward herewith the detailed affiliation letter for Fulbright Visiting Lecturer and the courses for teaching for your kind perusal.

We look forward to seeing you on the campus.

With regards,

Yours faithfully,

Registrar

Memo No. F.40-41/2016(GA-I)/1306-A Dated: 6.07.2016

Copy for information to:

1. The Head, Dept. of Mass Communication and Journalism.
2. Concerned file.

Registrar

Fulbright Programme confirmation

I) Girish Kaul, Ph.D.
>>> Senior Program Officer - Administration United States - India
>>> Educational Foundation (USIEF)
>>> 12 Hailey Road
>>> New Delhi - 110 001
>>> Phones: +91-11-42090966 (Direct); +91-11-42090909
>>> Mobile: +91-9810624286
>>> www.usief.org.in<http://www.usief.org.in/>

>>> From: Girish Kaul
>>> Sent: Monday, June 20, 2016 3:42 PM
>>> To: 'Dr. Biren Das'
>>> Subject: Your Application to Host Fulbright Specialist

>>> Dear Dr. Das,

>>> Greetings from USIEF!
>>> I am glad to inform that our collaborating agency in the U.S. has
>>> confirmed the Fulbright Specialist grant to Dr. Yusuf Kalyango
>>> (kalyango@ohio.edu%3cmailto:kalyango@ohio.edu%3cmailto:kalyango@ohio.edu');"
>kalyango@ohio.edu<mailto:kalyango@ohio.edu<mailto:kalyango@ohio.edu%3cmailto:kalyango@ohio.edu>>) to visit Tezpur University, Tezpur, Assam for 42 days. Attached is the overview of the project for your reference

Best regards,
Girish

II) From: Geraghty, Carmel [mailto:CGeraghty@iie.org]
>>> Sent: Saturday, June 18, 2016 1:28 AM
>>> To: Girish Kaul
>>> Cc: fspgrants
>>> Subject: Fulbright Specialist Project #7085 / Tezpur University /
>>> India

>>> Project ID: 7085
>>> Academic Discipline:
>>> Communications and Journalism
>>> Name of Institution Hosting Award:
>>> Tezpur University/ India

Dear Girish Kaul,
We are pleased to announce that the following Specialist has been approved as the grantee for Project ID# 7085. PLEASE FORWARD THIS EMAIL TO THE HOST INSTITUTION TO ENSURE THAT THEY ARE FULLY AWARE OF PROGRAM DETAILS.
>>> NAME OF GRANTEE:
>>> Yusuf Kalyango
Email: >>> kalyango@ohio.edu<mailto:kalyango@ohio.edu>
Telephone573-808-2831

01 OCT 2016 ▸ 13 NOV 2016 TRIP TO GUWAHATI, INDIA

PREPARED FOR
KALYANGO JR/YUSUF DR

HRG

HRG North America
1-877-443-2450
ite.us@hrgworldwide.com

RESERVATION CODE MKNGCG
AIRLINE RESERVATION CODE L8G9PE (UA), QHSHIU (9W)

DEPARTURE: SATURDAY 01 OCT Please verify flight times prior to departure

UNITED AIRLINES
UA 3527
Operated by:
/REPUBLIC AIRLINES DBA UNITED EXPRESS
Duration:
1hr(s) 50min(s)

CMH ▸ EWR	
COLUMBUS OH, OH ▸ NEWARK, NJ	
Departing At: 4:50pm Terminal: Not Available	Arriving At: 6:40pm Terminal: TERMINAL C

Aircraft: EMBRAER JET
Distance (in Miles): 463
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:
» KALYANGO JR/YUSUF DR	16D / Confirmed	United Economy	Confirmed	Refreshment

DEPARTURE: SATURDAY 01 OCT ▸ ARRIVAL: SUNDAY 02 OCT

Please verify flight times prior to departure

UNITED AIRLINES
UA 0082
Duration:
14hr(s) 0min(s)

EWR ▸ DEL	
NEWARK, NJ ▸ DELHI, INDIA	
Departing At: 10:00pm **(Sat, Oct 1)** Terminal: TERMINAL C	Arriving At: 9:30pm **(Sun, Oct 2)** Terminal: TERMINAL 3

Aircraft: BOEING 777 JET
Distance (in Miles): 7313
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:	Meal request:
» KALYANGO JR/YUSUF DR	23E / Confirmed	United Economy	Confirmed	Dinner	VEG VEGAN MEAL (Confirmed)

DEPARTURE: MONDAY 03 OCT Please verify flight times prior to departure

JET AIRWAYS
9W 7067
Operated by:
JETKONNECT
Duration:
2hr(s) 30min(s)

DEL ▸ GAU	
DELHI, INDIA ▸ GUWAHATI, INDIA	
Departing At: 10:00am Terminal: TERMINAL 3	Arriving At: 12:30pm Terminal: Not Available

Aircraft: BOEING 737 800 JET
Distance (in Miles): 905
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:	Meal request:
» KALYANGO JR/YUSUF DR	Unconfirmed	Economy	Confirmed	Snack	VEG VEGAN MEAL (Confirmed)

DEPARTURE: SATURDAY 12 NOV Please verify flight times prior to departure

JET AIRWAYS
9W 7161

Operated by:
JETKONNECT

Duration:
2hr(s) 50min(s)

GAU	▸	DEL
GUWAHATI, INDIA		DELHI, INDIA

Departing At:	Arriving At:
4:55pm	7:45pm
Terminal: Not Available	Terminal: TERMINAL 3

Aircraft: BOEING 737 800 JET
Distance (in Miles): 905
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:	Meal request:
» KALYANGO JR/YUSUF DR	Unconfirmed	Economy	Confirmed	Snack	VEG VEGAN MEAL (Confirmed)

DEPARTURE: SATURDAY 12 NOV ▸ ARRIVAL: SUNDAY 13 NOV

Please verify flight times prior to departure

UNITED AIRLINES
UA 0083

Duration:
15hr(s) 30min(s)

DEL	▸	EWR
DELHI, INDIA		NEWARK, NJ

Departing At:	Arriving At:
11:35pm (Sat, Nov 12)	4:35am (Sun, Nov 13)
Terminal: TERMINAL 3	Terminal: TERMINAL C

Aircraft: BOEING 777 JET
Distance (in Miles): 7313
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:	Meal request:
» KALYANGO JR/YUSUF DR	43A/ Confirmed	United Economy	Confirmed	Dinner	VEG VEGAN MEAL (Confirmed)

DEPARTURE: SUNDAY 13 NOV Please verify flight times prior to departure

UNITED AIRLINES
UA 3611

Operated by:
/REPUBLIC AIRLINES DBA
UNITED EXPRESS

Duration:
1hr(s) 51min(s)

EWR	▸	CMH
NEWARK, NJ		COLUMBUS OH, OH

Departing At:	Arriving At:
8:26am	10:17am
Terminal: TERMINAL C	Terminal: Not Available

Aircraft: Air
Distance (in Miles): 463
Stop(s): 0

Passenger Name:	Seats:	Class:	Status:	Meals:
» KALYANGO JR/YUSUF DR	11A/ Confirmed	United Economy	Confirmed	Refreshment

Notes
HRG NORTH AMERICA CAN BE REACHED AT 877-443-2450
AFTER HOURS/EMERGENCY SERVICE CONTACT 877-443-2450
OUTSIDE OF NORTH AMERICA CALL COLLECT 613-230-2384
YOUR MEMBERSHIP CODE IS 0GGF.

REMEMBER TO TRAVEL WITH DOCUMENTS APPROPRIATE TO YOUR JOURNEY DESTINATION-PASSPORTS/VISAS ETC. PASSPORT MUST HAVE AT LEAST 6 MO. VALIDITY AND AT LEAST 2 BLANK PAGES FOR VISA/ENTRY/EXIT STAMPS.
VACCINATIONS MAY BE REQUIRED- WWW.CDC.GOV/TRAVEL
RECONFIRM INTERNATIONAL FLTS 72HRS PRIOR TO DEPARTURE
FARES ARE NOT GUARANTEED UNTIL TICKET ISSUANCE
TICKETS ARE VALID FOR 12 MONTHS FROM DATE OF ISSUE

ISSUES IN DEVELOPMENT

A REPORT ON A WORKSHOP ON DEVELOPMENT COMMUNICATION

CONDUCTED BY

SAM RUFUS. LEARNING PERSON (EPIC)

1-3 November 2016

VENUE: CONFERENCE HALL, MASS COMMUNICATION AND JOURNALISM DEPARTMENT

INTRODUCTION

A one day workshop was conducted by the department of Mass Communication and journalism for the students of Communication for development (C4d) bya guest faculty teacher named Sam Rufus on 4th November. He taught the students on effective communication and how communication is very essential in grassroot for the development of people. The workshop was attended by 7 students of the c4d batch. The workshop was divided into four sessions.

About SAM RUFUS

Sam Rufus is the Founder-Director of EPIC(Enriching people in creativity). He has spent over three decades on the creative side of advertising with multinational agencies in India, the US and Australia. He has captured this enormous experience to take people empowerment to a different level- Human Resource Development (HRD). Sam prefers to zip all his professional competencies and experience into just two words: *learning person*

MORNING, 9 A.M

The workshop was started with aninaugural session of few minutes, where Professor Mrs. Anjuman Bora introduced the students to Sam Rufus; the students also introduced themselves to him, speaking of what has interested them to choose C4D. He told the participants that he loved to be with people, he was a commerce student studying Finance and now works for advertisements. He guided the students to learn from failure, with an example that people who sink are either they don't know to swim or they don't want to swim. He said that there is joy and thrill in learning and if one learn, one don't require to study. Working in the grassroots one should have a clear destination, must be impatient to achieve it. He told that to have effective communication in advertisement, one should follow the rule of AIDA, where A means attention; I for interest; D for desire and A stands for act. He said that development communication is learning, it is not mere information.

He told the participants the story of an eagle,The Eagle has the longest life-span of it's species. It can live up to 70 years. But to reach this age, the eagle must make a hard decision. In it's 40th year its long and flexible talons can no longer grab prey which serves as food. Its long and sharp beak becomes bent. It's old-aged and heavy wings, due to their thick feathers, stick to it's chest & make it difficult to fly. Then, the eagle is left with only two options: DIE or go through a painful process of CHANGE which lasts 150 days. The process requires that the eagle fly to a mountain top and sit on it's nest. There the eagle knocks it's beak against a rock until it plucks it out. Then the eagle will wait for a new beak to grow back and then it will pluck out it's talons. When it's new talons grow back, the eagle starts plucking it's old-aged feathers. And after 5 months, the eagle takes its famous flight of rebirth and lives for 30 more years. Why is change needed? Many times, in order to survive we have to start a change process. We sometimes

need to get rid of old memories, habits and other past traditions. Only freed from past burdens, can we take advantage of the present?

This story holds a strong grab in the participants mind. It helps them to have a vision and remain focused no matter what the obstacles are.

ACTIVITY

The participants were asked to list out five things that they want to change about themselves after a week. Every participant listed out five things and discussed among the class what they want to change about themselves. The faculty teacher asked the participant to work on the things they want to change after a week.

OUTCOME

Every participant was motivated to change themselves after a week that they want the change in them.

AFTER TEA BREAK

After the tea break the participants were taught about the barriers in communication. He told that in communication the message what is said by the sender may not be exactly received by the receiver the way the sender intended. There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and or money by confusing and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message.

ACTIVITY

Mr. Sam asked one of the participants to look at a picture and communicate with the other participant draw the picture without using any body language. No one was able to draw the picture what the participant guided the others to draw.

OUTCOME

This activity helps the participant to understand that a sender takes it for granted that the receiver knows some basic things and, therefore, it is enough to tell him about the major subject matter.

AFTER LUNCH BREAK

The third session started by 3pm, where Mr. Sam showed the participants videos and pictures. He told them that development communication is about bringing light in darkness. When things are not working properly in communication, the paradigm must be changed. Everyone has different perceptions. In grassroots some people can see the government policies beneficial for them very quickly, while others may not because of the different perceptions they have because of the different barriers they are being surrounded.

According to him, C4D is a way to amplify voice, facilitate meaningful participation, and bring about a decisive social change through a process of sustained empowerment.

ACTIVITY

The participants were shown a picture, where everyone saw different things in the picture, everyone perception about the picture was different. After lot of discussions everyone was able to see the message what the picture says.

OUTCOME

The participant learned that people perceive things differently. People choose to select different aspects of a message to focus our attention based on what interests them, what is familiar to them or what they consider important.

AFTER TEA BREAK

After a break of 10 minutes, Mr. Sam taught the participants about the six different thinking hats, which are:

White hat- This covers facts, figures, information needs and gaps.

Red hat-This covers intuition, feelings and emotions.

Black hat-This is the hat of judgment and caution.

Yellow hat- This is the logical positive. Why something will work and why it will offer benefits.

Green hat- This is the hat of creativity, alternatives, proposals, what are interesting, provocations and changes.

Blue hat-This is the overview or process control hat.

He told that in working or identifying development challenges or issues one must wear the white hat, which means one must be neutral, focus on information available, objective facts, what is needed and how it can be obtained.

After the use of white hat, one must apply the green hat. This means one should be creative, in generating ideas how a problem can be handled. One must have aalternative to a idea which don't work.

CONCLUSION

After completing different activities and exercises whole day Mr. Sam Rufus gave his final lecture to the students of C4D also shared his experience of his 4 day long trip in Tezpur University especially in Mass communication and Journalism Department. At last the workshop ended with a vote of thanks given by Punam Talukdar, a student of C4D.

Workshop Title: C4d's Practical Application In Development Sector

Resource Person: Dr. Arbind Sinha, Director General, Shanti Business School, Ahmedabad.

Date: 24th, 25th And 26th November

INTRODUCTION

A three day long workshop was organized for the students of Communication for Development (C4D) of thedepartment of Mass Communication and Journalism. It was conducted by Dr. Arbind Sinha, Director General of Shanti Business School, Ahmedabad and was held at the Conference room from 24th to 26th of November 2016.

With the schedule of six sessions(morning and afternoon) , the workshop went on with different activities, lectures, sharing of experiences, ideas, screening, the participants were shown different documentaries on various awareness issues and many more. Generally the workshop was on "What is Communication for Development?"; its importance with a special attention to "Health Communication". The workshop was attended by all the students of the program of communication for development. A total number of nine participants were present in the workshop.

ABOUT THE RESOURCE PERSON

The resource person Mr. Arbind Sinha shared a number of experiences while working in this field of communication for development. He recalled those days when communication for development (C4D) was first introduced in India and how he along with his fellow colleagues worked thoroughly in growing up and understanding this field in the Indian context. The participants found the storiesshared by him quite inspiring. Dr. Arbind Sinha being a graduate in Zoology got inclined

towards Anthropology and later completed his masters from Ranchi University in Anthropology, whereas did his Ph.D in Sociology afterwards. He has 24 years long field experience and 18 years of teaching experience. In different points of time he worked in different fields viz. MICA, Ahmedabad, Royal Denmark Embassy New Delhi and also in ISRO, Ahmedabad.

Day 1: 24th November,2016.

The participants were asked to state their views on development and communication and also was asked what made them choose this field of communication for development. He later after getting everyone's view presented the way how development should be viewed and for that the participants were showed a video clipping with three different tribes of Andaman and Nicobar Island where the participants had to draw out the difference in showing which tribe seemed to be more happy even after the intervention by the Indian government in facilitating their needs. In which the participants came up with different answers while it was taught that development shouldn't be imposed upon people and that it may differ from every aspect from region to region. He defined, "development should be such which shouldn't disturb the equilibrium of the environment." And that development should be such which should stay forever and never stop. It should be a psychological phenomenon (a relative perception).

Waves of education was discussed after development where the fourth wave of education i.e communication was stressed upon. Here the idea of communication was shared by every participant and later the resource person presented his view where he said communication is the transfer of information from one place to another. And also said an important point that communication for development (c4D)is the integration of strategic communication in development efforts.

On the queries questioned by the participants Mr.Sinha answered as to how a development project is to be carried out in a country like India? He answered one must know and understand the threat of any area before carrying out a project.

Indias population which is rising alarmingly and how it is posing threat to the development and growth of india was also discussed amongst all. And how communication can play a bigger role in tackling such a menace was discussed.

Communication basic Theories and models like two step model theory, bullet theory, needle theory, SMCR theory, diffusion model, development communication process model were discussed and how these theories play an important role in establishing communication was shown to the participants. Whereas a new theory developed by the resource person himself was also explained. The theory was SCHEMA theory, which is basically a development communication model.

With these activities and discussions the first day came to an end.

Day 2: 25th November, 2016.

The second day, session started in the morning where the resource person showed a power point presentation to all the participants where the meaning of communication for development was taught, C4D or Development Communication (Devcom) is the integration of strategic communication in development efforts then explained the participants why c4d is required in the present context.

By citing an example of contrasting images of India, where India is shining and on the other hand a degrading image of the periphery of the country. Problems relating to population explosion, transportation, culture, religion, climate change, environment pollution, health

hazards and social problems were shown and how development communication can play their role in these fields were discussed amongst the participants.

Stressing more on the health and healthcom he said, Health is a major concern - human sufferings, economic loss and social burden.The uptake of healthcare services, especially in the urban slums, rural and tribal areas remains low. HE, IEC, BCC, CSC, SBCC, C4D, COMBIsuch programs come and go, but the results are still the same except for the change in the names of the programs.

Activity: The participants were assigned a task for the afternoon session. And on that they were evaluated on how they are going to play their role as good development communicator. After completion of the task of designing a public event of swacch bharat abhiyan ,

Interpretation of communication was discussed next.

Day 3: 26th November, 2016.

The concept of Culture and Communication was introduced to the participants where they were explained about the idea of how culture plays its role in communication through a pictorial presentation of Bear Gyrlls where he can be seen travelling to different parts of the world and in return getting varied reactions from different people around the world.

Then how Behavioral Change of Communication (BCC) and Human Channel of Communication (HCC) plays a vital in communication was discussed. BCC emphasizes on research, constant push, participatory communication, and case drive whereas HCC purposely uses human beings as channel for transmitting specific messages to specific audience segments. HCC is effective in media dark areas.

The last session continued with the sharing of the experiences earned by the resource person throughout his career, and also a number of short videos were screened at last and with that the three day long workshop came to an end.

Activity: The morning session started with the division of groups amongst the participants where each group consisting of three members were handed over three leading newspapers of the state and were asked to find out the development news . Through this activity the resource person wanted to make the participants realise the amount of importance the mainstream media pays to development news.

Winter School
On
Molecular Evolution in Bacteria

5th - 15th December, 2016

An Event Under

GIAN
GLOBAL INITIATIVE OF ACADEMIC NETWORKS
(MHRD, Govt. of India)

Overview & Scope of the School

Evolution is an integral part of biology. So there is a major thrust in molecular evolution in the genomic era. However, this subject has mainly considered by scientist as too much computationally involved, which therefore discourage biologists to venture into it. This also affects students of biology to avoid this course. Learning molecular evolution is a fun. It needs a proper way to be taught to young investigators. Keeping this in minds and to share with scientists of India the recent developments in molecular evolution, this winter school is being proposed.

The participants of the school will be introduced to the different topics such as theories of molecular evolution, nucleotide composition in genome, strand asymmetry in chromosome, codon usage bias, selection using dN/dS and co-translational protein folding.

Evolution study in bacteria gives insight into our basic understanding of evolutionary mechanisms. Its genome is simple. Genome G+C composition in bacteria varies from 15 to 75 %. What determines genome composition is an interesting question to understand molecular evolution in bacteria. The genome in bacteria is well organized with respect to gene distribution between the strands as well as along the ori to terminus. Bacteria also have been a model for experimental evolution in some laboratories. Recent studies on bacterial evolution will be discussed in the winter school.

Course participants will learn these topics through lectures and hands-on practical sessions.

Topics in Brief

Theories of molecular evolution
SMD and Neutral theory of evolution

Nucleotide composition in DNA
Chargaff's 2nd Parity Rule

Strand inequalities in DNA
Strand inequality in mutation rate and asymmetry in DNA

Asymmetry between the leading and the lagging strands in chromosomes
Asymmetry along the origin and terminus in bacterial chromosomes

Codon usage bias
Codon usage bias and different measures, Role of selection on codon usage bias

Structure of biomolecules and codon Usage Bias
mRNA and protein structure
co-translational protein folding

Genome wide analysis of codon usage bias
Ribosome profile, Codon context

Selection by studying dN/dS
dN/dS, positive, negative and neutral selection in genes

Life style of bacteria affecting molecular evolution
Adaptation of bacteria in different niches, Pathogenic vs. non-pathogenic bacteria

Faculty

Guest Faculty

Professor Edward Feil is a member of faculty at The Milner Centre for Evolution, Department of Biology and Biochemistry, University of Bath, UK. His research interests focus on short-term evolutionary processes in bacteria, the strength of purifying selection, rates of recombination, and mutation profiles. He also has a strong focus in using whole genome sequencing for understanding the emergence and transmission of bacterial pathogens of humans and animals.
Homepage:
http://www.bath.ac.uk/bio-sci/contacts/academics/ed_feil/

Host Faculty

Dr. Suvendra Kumar Ray is an Associate professor in the department of Molecular Biology and Biochemistry, Tezpur University, Tezpur. His areas of research are molecular plant microbe interactions and molecular evolution.

His research on molecular evolution involves codon usage bias in bacteria.

Homepage: http://www.tezu.ernet.in/dmbbt/

Co-Host Faculty

Dr. Siddhartha Sankar Satapathy is an Associate Professor in the department of Computer Science and Engineering, Tezpur University, Tezpur. His research interests include computational biology and bioinformatics.

His research on molecular evolution involves understanding selection mechanisms influencing codon usage bias in bacteria.

Homepage: http://agnigarh.tezu.ernet.in/~ssankar/index.html

Other experts in the field are also expected to join to deliver lectures

Course Coordinator

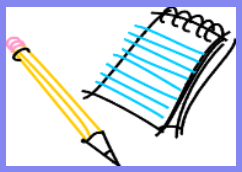
Dr. Suvendra Kumar Ray, Department of Molecular Biology and Biotechnology
Tezpur University, Napaam-784028, Tezpur, Assam, INDIA
Phone: (+91)-3712-275406(O), +91- 9954472151(M)
E-mail: suven@tezu.ernet.in

Course Co-coordinator

Dr. Siddhartha Sankar Satapathy, Department of Computer Sc. & Engg.
Tezpur University, Napaam-784028, Tezpur, Assam, INDIA
Phone: (+91)-3712-275117(O), +91-9435979648(M)
E-mail: ssankar@tezu.ernet.in

Modules	**Molecular evolution in bacteria: December05–December 15, 2016** **Number of participants for the course will be limited to fifty.**
You Should Attend If…	▪ You are college/university faculty member or scientist from research institutions and interested in genetics, molecular biology and evolution. ▪ You are a Post doc or PhD student pursuing research in molecular evolution, comparative genomics, computational biology or similar field.
Fees	The participation fees for taking the course is as follows: **Participants from abroad : US $100** **Faculty Members/Scientists/Post docs: Rs. 3000.00 (Three thousand only)** **PhD students: Rs. 1500.00 (Fifteen hundred only)** The above fee includes registration fees, working lunch, all instructional materials, computer use for tutorials and assignments, computer use charges, 24 hour free internet facility. Accommodation on payment basis will be provided in Tezpur University guest house (current official rate is Rs.500/ - per day for single occupancy; Rs.400/ - for double occupancy and Rs.300 -per day in the dormitory of the guest house) and outstation research scholars/PG students will be accommodated in the University hostels (Current official rate is Rs. 150/- per day with bed roll).

Travel Information: The university campus is about 15 km east of Tezpur town which is located on the northern bank of mighty river Brahmaputra. Tezpur is the district headquarters of Sonitpur District of Assam, and is also known as cultural capital of Assam. It is well connected with Guwahati/Dispur, the capital city of Assam, which is about 200 km from Tezpur. Guwahati, the gate way to the Northeast India is well connected through major airlines and good trains with the rest of the country. Tezpur is connected with Kolkata by Air India flights thrice a week on Tuesday, Thursday and Saturday. Private buses and ASTC buses ply frequently from Guwahati ISBT to Tezpur. Tezpur (Dekargaon) is also connected by rail through the Dekargaon-Rangapara-Kamakhya route. However, preferred mode to reach Tezpur from Guwahati is by road.



Interested participants need to first register in the GIAN website (http://www.gian.iitkgp.ac.in) for a one-time registration by paying Rs. 500.00, which will enable them to enroll for any number of courses being offered under GIAN. **SUBSEQUENT REGISTRATION FOR THIS COURSE WILL HAVE TO BE DONE WITH TEZPUR UNIVERSITY BY THE SHORTLISTED CANDIDATES AFTER GETTING CONFIRMATION MAIL FROM THE COURSE COORDINATORS**. They need to pay the requisite fees and fill up the registration form attached with this brochure. Duly filled in registration form can be sent to the coordinator by either online (through e-mail) or by post.

REGISTRATION CUM ACCOMMODATION REQUEST FORM

(To be sent ONLY BY THE SHORTLISTED CANDIDATES to the course coordinators by 5th November 2016 over e-mail/speed post, ONLY AFTER GETTING CONFIRMATION E-MAIL FROM THE COURSE COORDINATOR)

WINTER SCHOOL
ON
MOLECULAR EVOLUTION IN BACTERIA
Under Global Initiative of Academic Networks (GIAN)
December 5-15, 2016

Name (Block Letters): …… M/F: ……,……

Designation/ Professional Title:……..

Organization: ……..……...

Address:……..……
……...
……

Tel.: …….. . Mobile: ……....

E- mail: ……

*GIAN Course Registration Id …….

Accommodation Required (Yes/ No): ……(If YES, please select the option below)

In the University Guest House	In University Hostels
Single Occupancy ☐ Double Occupancy ☐ Dormitory ☐	☐

The Registration fee of Rupees ……has been paid via Demand Draft No……, date……..in favour of **The Registrar, Tezpur University** through SBI online/offline banking bearing Transaction No. ……... to SBI Tezpur Main Branch (RTGS/IFSC code: SBIN0000195) Ac. No. 30448821505 of Tezpur University. Demand Draft/ Fee Receipt have been enclosed herewith (The form also can be sent by email attachment to ssankar@tezu.ernet.in).

Date: Signature

***To be generated through registration in the GIAN website http://www.gian.iitkgp.ac.in**

INDIAN INSTITUTE OF TECHNOLOGY KHARAGPUR
MHRD SCHEME : GLOBAL INITIATIVE FOR ACADEMIC NETWORKS (GIAN)

No.IIT/GIAN/S-16/672
Date: 12.07.2016

To
The Vice-Chancellor
Tezpur University
Napaam, Tezpur
Sonitpur - 784 028
Assam

Subject: Approval of courses and sanction of funds for implementation of Global Initiative for Academic Networks (GIAN) programme during the financial year 2015-16

Sir/Madam,

I am pleased to inform you the GIAN implementation committee has approved the proposals submitted from your Institute/University as detailed in the following table.

#	Course Info	Start/End Date	Amount allotted (max.)
1	154016N01 : Media and Society Coordinator: Dr. Abhijit Bora, Mass Communication and Journalism, Tezpur University	23/06/2016 02/07/2016	$ 12000 (for 30 lectures in 10 days)

The validity of this approval order is subjected to fulfilling the following terms and conditions:

1. The amount allocated for each course is the maximum amount and is to be spent for (a) honorarium and travel of one foreign expert/faculty only (b) lecture note preparation (c) video recording of the course (d) contingencies and miscellaneous expenses, if any. A maximum of Rs. 1.5 lakhs (for one week course, 10-14 lectures) and Rs. 2 lakhs for (2 weeks course, 20-28 lectures) can be spent for items (b), (c) and (d) only.

2. The activities in the scheme should be limited to the extents of fund available with the grantee institution at any given time. The grantee institution would bear responsibility for any expenditure incurred over and above available grants and the sanctioning authority or MHRD would not be liable to reimburse the same, on a routine basis, except as per rules.

3. A statement of expenditure and utilization certificate of the fund released signed by the appropriate financial authority should be sent within 30 days after completion of the course. The GIAN implementation Committee will be liberty to blacklist those Institutions, which do not submit the utilization certificate within the prescribed time from any future participation in the GIAN initiative and recommend to MHRD for stringent action.

4. Each course should be video recorded and appropriate consent should be obtained from foreign faculty.

5. Institute will ensure that the course coordinator will not violate copyright of anyone knowingly or willingly for the preparation of course material.

6. Institute shall send a course completion report alongwith soft copy of course materials and video recording of the course within 30 days after completion of the course.

7. The account where this fund is kept shall be open to inspection by the sanctioning authority and audit, both by Comptroller and Audit General of India under provision CAG (DPC) act 1971 and internal audit by the Principal Accounts Office of MHRD, Dept of Higher education, whenever the grantee is called upon to do so.

Kindly send us an acceptance of the same alongwith duly signed pre-stamp receipt and Bank details, for transfer of funds through RTGS.

A.Samanta
National Coordinator
Global Initiative for Academic Networks (GIAN)

Copy to :-

1. Local Coordinator - GIAN, Tezpur University, Sonitpur - 784 028
2. Shri Praveen Kumar, IAS,JS, MHRD
3. Ms. Darshana Momaya Dabral, JS & FA, MHRD
4. Registrar, IIT Khargpur – for release of funds
5. Office copy, GIAN, IIT Kharagpur

GIAN

Global Initiative of Academic Network (GIAN) Programme
< Name and address of Host Institute>

Report on Conduct of GIAN Course

Title of GIAN Course	Media & Society
GIAN Course ID	154016N01, Serial no 1077 in the GIAN IIT KGP website list) (No IIT/GIAN/S-16/672, July 12, 2016,
Period of Course	January 2 – 13, 2017
Name and Department of Faculty from <host Instititute>	
School of Social Sciences,	
Mass Communication & Journalism Dept., Tezpur University, Napaam, Tezpur – 784028 (Assam)	
Course Coordinator	
Name	Dr Abhijit Bora
Department	Mass Communication & Journalism
Co-host Faculty, if any	
Name	Dr P Anbarasan
Department	Mass Communication & Journalism
Name and Affiliation of International Faculty	
Name	Prof. Yusuf Kalyango, Jr.
Affiliation	EW Scripps School of Journalism, Ohio University, Athens, Ohio, USA
Name and Affiliation of National Faculty, if any	
Name	Dr Abhijit Bora
Affiliation	Mass Communication & Journalism, Tezpur University,
Structure of the Course	
Duration of course (1 week or 2 weeks)	Two weeks
Number of credits (1 or 2)	
Total number of lectures in the course	30
Number of lectures by International Faculty	20
Number of lectures by Host Faculty	10
Number of hours of laboratory/tutorial sessions	5
Participants of the Course	
Number of student participants	25
Number of participants from Industry/ Research Organisations	
Number of Faculty participants	9
Total Number of participants	34
Number of participants who credited for the course	---

(Abhijit Bora)
Professor
Mass Communication & Journalism Dept.
Tezpur University
Tezpur- 784028 (Assam)

25/09/17

1

Gian

GLOBAL INITIATIVE OF ACADEMIC NETWORK
INDIAN INSTITUTE OF TECHNOLOGY, KHARAGPUR

FORM-B

BILL OF TRAVELLING EXPENDITURE FOR INTERNATIONAL EXPERT

NAME OF THE EXPERT : Porf. Yusuf Kalyango Jr.

Date : January 8, 2017

DEPARTURE		ARRIVAL		Currency	Remarks
From	Date	To	Date		
Columbus, Ohio, USA	Dec 30, 2016	Newark, NJ, USA	Dec 30, 2016		Return
Newark, NJ, USA	Dec 30, 2016	Delhi, India	Dec 31, 2016	US $ 1874.35	Round trip charge.
Delhi, India	Jan 01 2017	Guwahati, India	Jan 01, 2017		
Guwahati, Delhi	Jan 09 2017	Delhi, India	Jan 09, 2017	Rs. 14423	Return Round trip
			Total :		

Certified that I have visited to deliver lectures in GIAN program and have not drawn travelling allowance for this journey from any other source.

Signature of the Expert

[Course Code 154016N01]

Certified that : Prof. Yusuf Kalyango Jr., name of foreign expert has attended the GIAN program on 'Journalism and Society' from January 2 – 13, 2017 and delivered lectures in the course (Code ~~736~~) under GIAN program for which his invitation was made and that sanction of the competent authority has been obtained for such invitation)

Forwarded by

Course Coordinator 09/01/17

Approved

Local Coordinator, GIAN

Passed for Payment

Encl : Fare bills, Boarding pass & etc.,

(2)

Subject: Fw: eTicket Itinerary and Receipt for Confirmation ET39VG

From: Kalyango, Yusuf <kalyango@ohio.edu> on Fri, 07 Oct 2016 15:05:15

To: Dr Abhijit Bora <abhijitb@tezu.ernet.in>, "abhijitbora71@rediffmail.com" <abhijitbora71@rediffmail.com>

Dear friend, Abhijit:

I am now all set to come to Tezpur for the GIAN workshop that your Government is sponsoring in January. Here below is my flight itinerary from Columbus, Ohio to Delhi and back to Ohio. Its purchased and confirmed. **See below.**
Thank you so much.

From: United Airlines, Inc. <unitedairlines@united.com>
Sent: Friday, October 7, 2016 5:28 AM
To: Kalyango, Yusuf
Subject: eTicket Itinerary and Receipt for Confirmation ET39VG

Receipt for confirmation ET39VG

United logo link to home page

United Airlines – Airline Tickets, Travel Deals and Flights

www.united.com

Find the latest travel deals on flights, hotels and rental cars. Book airline tickets and MileagePlus award tickets to worldwide destinations.

Issue Date: October 07, 2016

Confirmation: ET39VG
Check-In >

Traveler information Traveler	eTicket Number	Frequent FlyerNumber	Seats
KALYANGOJR/YUSUF	0162320882751		3D/16A/16C/3D

FLIGHT INFORMATION Day, Date	Flight	Class	Departure City and Time	Arrival City and Time	Aircraft	Meal
Fri, 30DEC16	UA4335	S	COLUMBUS, OH (CMH) **2:00 PM**	NEWARK, NJ (EWR - LIBERTY) **3:48 PM**	ERJ-145	
Flight operated by EXPRESSJET AIRLINES INC. doing business as UNITED EXPRESS						
Fri, 30DEC16	UA82	S	NEWARK, NJ (EWR - LIBERTY) **8:50 PM**	DELHI, INDIA (DEL) **9:20 PM (31DEC)**	777-200	Dinner
Mon, 09JAN17	UA83	S	DELHI, INDIA (DEL) **11:35 PM**	NEWARK, NJ (EWR - LIBERTY) **4:35 AM (10JAN)**	777-200	Dinner
Tue, 10JAN17	UA4136	W	NEWARK, NJ (EWR - LIBERTY) **6:05 AM**	COLUMBUS, OH (CMH) **8:00 AM**	ERJ-145	
Flight operated by EXPRESSJET AIRLINES INC. doing business as UNITED EXPRESS						

FARE INFORMATION

Fare Breakdown		Form of Payment:
Airfare:	1,747.00USD	MASTERCARD
		Last Four Digits 7029
U.S. Customs User Fee:	5.50	
U.S. Immigration User Fee:	7.00	
U.S. APHIS User Fee:	3.96	
U.S. Transportation Tax:	35.60	
September 11th Security Fee:	11.20	
India Passenger Service Charge:	46.85	
India Passenger Service Fee:	3.74	
U.S. Passenger Facility Charge:	13.50	
Per Person Total:	1,874.35USD	
eTicket Total:	1,874.35USD	

The airfare you paid on this itinerary totals: 1,747.00 USD

The taxes, fees, and surcharges paid total: 127.35 USD

Fare Rules: Additional charges may apply for changes in addition to any fare rules listed.

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Cancel reservations before the scheduled departure time or TICKET HAS NO VALU

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(3)

Subject: Fw: Air India e-commerce - Fulfilment AIBE26761790 JEEZ7

From: Kalyango, Yusuf <kalyango@ohio.edu> on Fri, 07 Oct 2016 15:50:21

To: "abhijitbora71@rediffmail.com" <abhijitbora71@rediffmail.com>, "Dr Abhijit Bora" <abhijitb@tezu.ernet.in>

2 attachment(s) - emailheader.png (10.86KB) , 11-42-15-30-16-bookedemailfooter.jpg (120.31KB)

Dear Dr. Bora:

Here below is a separate and final leg of my trip in January. All flights are now booked for both itineraries. I promise you I will NOT check in a baggage. Only carry on when I return in January ☺✈

See round trip ticket for Air India below. See you tomorrow at 2:30 pm.

From: no_reply@airindia.in <no_reply@airindia.in>
Sent: Friday, October 7, 2016 6:03 AM
To: Kalyango, Yusuf
Subject: Air India e-commerce - Fulfilment AIBE26761790 JEEZ7

AIR INDIA

A STAR ALLIANCE MEMBER

You must present this receipt along with a valid photo identification, to enter the airport. We seek your attention to make a note of our Terms & Conditions and Conditions of Contract at www.airindia.in

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E-Ticket Itinerary Receipt

PASSENGER DETAILS

PASSENGER TYPE	NAME	FREQUENT FLYER NO.	MEAL REQUEST	SPL. REQUEST	TICKET NO.(S)
Adult 1	Yusuf Kalyango Jr	UA BD325483	Vegetarian Hindu Meal	NA	098-2118553022

TRAVEL INFORMATION

FLIGHT	Depart	Arrive	CLASS	FARE BASIS	NVB*	NVA*	BAGGAGE ALLOWANCE
				GIP			Adult 25 Kg

AI 889	Delhi (DEL)	Guwahati (GAU)					
Booked	Sun, 1 Jan 2017, 09:45, Terminal 3	Sun, 1 Jan 2017, 12:00	Economy - G		Sun, 1 Jan 2017	Sun, 1 Jan 2017	
FLIGHT	Depart	Arrive	CLASS	FARE BASIS	NVB*	NVA*	BAGGAGE ALLOWANCE
AI 890	Guwahati (GAU)	Delhi (DEL)					
Booked	Mon, 9 Jan 2017, 15:30	Mon, 9 Jan 2017, 18:25, Terminal 3	Economy - G	GIP	Mon, 9 Jan 2017	Mon, 9 Jan 2017	Adult: 25 Kg

* All times are local to airport.
* NVB - Not Valid Before, NVA - Not Valid After

BOOKING DETAILS

Booking reference no (PNR): JEEZ7
Web Reference: AIBE26761790
Issuing Airline: Air India Ltd.
Issued date: Fri, 7 Oct 2016

Place of issue: www.airindia.in / IBE
Contact No: +1 573 8082831
Email: kalyango@ohio.edu
IP address: 14.139.219.242

SEAT REQUESTS

Your flight to Guwahati (GAU)
Yusuf Kalyango Jr: Seat number 4F

Your flight to Delhi (DEL)
Yusuf Kalyango Jr: Seat number 4F

FARE DETAILS

FARE	
1 Adults @ INR 12,700.00	:INR 12,700.00
SURCHARGE	
India: User Development Fee (IN)	:INR 1,423.00
India: Passenger Service Fee (WO)	:INR 300.00
TAX	
TOTAL TRIP COST	**:INR 14,423.00**
(Including Base Fare, Surcharge, Fees, Taxes)	

PAYMENT DETAILS

NAME ON CARD:
YUSUF KALYANGO JR (as entered while booking)

CARD TYPE: MasterCard

CARD NO.: **********7029

AUTH CODE: 068814

ENDORSEMENT/RESTRICTIONS
ENDOS NON-END/VLD ON AI FLT ONLY

TOTAL PAID :INR 14423.00
payment details

NOTE

- The card used to purchase the tickets will have to be produced at the time of Check-in.
- If the cardholder is not the passenger, then the passenger should possess:
  a. A photocopy of both sides of the card, which will have to be self attested by the card holder authorizing the use of the card for the purchase of the ticket. For security reasons, please strike out the Card Verification Value (CVV 3digit security code) on the copy of your card.
  b. This photocopy should also contain the name of the passengers, and the itinerary details for which the booking is made.
- The above document should be produced at the time of check-in. If the passenger fails to comply with these conditions, Air India reserves the right to deny the passenger(s) from boarding.
- Infant(not entitled to seat) baggage allowance for all international routes is 10kgs only
- Please note that all AI Flight ranges 010-399 and 900-999 depart from the international terminal. All Air India flights (Domestic and International) at Mumbai will operate from/to Terminal–2 (T2) at the Chhatrapati Shivaji International Airport, Sahar, Mumbai
- Passengers are advised to report at the check in counters well in time.

RECOMMENDED REPORTING TIME	:Before Departure
Domestic Flights	:75 Minutes
International Flights	:150 Minutes
Departing from Leh/Srinagar/Jammu Airports	:120 Minutes
Domestic leg of International Flights	:120 Minutes

COUNTER CLOSING TIME	:Before Departure
Domestic	:45 Minutes (60 Minutes for domestic leg of an International flight)
International	:60 Minutes

- Passengers are required to show any of the following form of identification at time of check-in: *Passport *Driving License *Pan Card *Voter Card *Military ID *Photo Cr. Card *Airline ID *Any Photo card by Airline *Any other photo card issued by Government Agencies
- The Carrier is not liable for any damage,if checked - in baggage includes fragile/valuable items,passports and other identification documents.

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AIR INDIA CALL CENTRE NUMBERS

INDIA: 1-800-180 1407

ernight Hotel Stay in Delhi, Transit Refund

5

From "Kalyango, Yusuf" <kalyango@ohio.edu>
Subject Overnight Hotel Stay in Delhi, Transit Refund
Date Mon, January 9, 2017 3:04 am
To "abhijitbora71@rediffmail.com" <abhijitbora71@rediffmail.com>,"Dr AbhijitBora" <abhijitb@tezu.ernet.in>

Dear Prof. Abhijit Bora:

Facilitator, GIAN at Tezpur UNiversity.

First of all, thank you for extending this invitation to me to participate in very wonderful international academic exchange program, GIAN, here at Tezpur University's School of Journalism and Mass Communication.

I wish to inform you that I spent a night at the Raddison Blu Hotel at the ai in Delhi, for an overnight transit arriving in Delhi on December 31st, 2016, way to GIAN. My next flight out of Delhi was the following morning at on Janu 2017, at 9:30 AM. I kindly request to refund that expense for the amount list the receipt that I provided you. Thank you so my for considering my request a look forward to hearing from you. Once again, thanks a lot for your invitatio facilitator the GIAN program for seven days composed of four sessions on each and we (Ohio University's Journalism School as well as the Scripps College o Communication) look forward you and Tezpur University.

Yusuf

Yusuf Kalyango Jr., Ph.D.
Professor & Director
Institute for International Journalism
E. W. Scripps School of Journalism
236 Schoonover Center, Ohio University
Athens, OH 45701 - USA
Tel: +1-740-597-3335
http://scrippsjschool.org/iij/
Twitter: @scrippsiij
www.kalyango.com<http://www.kalyango.com>

Download this as a file

Registration of the participants for the Awareness Training on **Energy Access on Renewable Energy Technology**, January 23-25, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl. No.	Name of the participants	Organization	Signature
1	Lipika Devi	NEHU	Lipika Devi
2	Ankur Baruah	NEHU	Ankur Baruah
3	Sourav Changmai	NEHU	Sourav Changmai
4	Pitupal Sarmah	NEHU	Pitupal Sarmah
5	Gyani Pegu	NEHU	Gyani Pegu
6	Abhinandan Boruah	GIMT-Tezpur	Abhinandan Boruah
7	Ankur Medhi	GIMT-Tezpur	Ankur Medhi
8	Bedanta Bikash Sarma	GIMT-Tezpur	Bedanta Sarma
9	Gopal Moni Konwar	GIMT-Tezpur	Gopalmoni Konwar
10	Manash Jyoti Gayan	GIMT-Tezpur	Manash Jyoti Gayan
11	Rishav Borthakur	GIMT-Tezpur	Rishav Borthakur
12	Bikram Jyoti Baruah	GIMT-Tezpur	Bikram Jyoti Baruah
13	Bandana Sharma	GIMT-Tezpur	Bandana Sharma
14	Monowar Hussain	GIMT-Tezpur	Monowar Hussain
15	Utpal Chakravarty	GIMT-Tezpur	Utpal Chakravarty
16	Rakesh Das	Darrang College	Rakesh Das
17	Arun Kanu	Darrang College	Arun Kanu
18	Dipankar Borah	Darrang College	Dipankar Borah
19	Bijit Borah	Darrang College	Bijit Borah
20	Mrs. Arifa M. Beghum	K.V.K	
21	Dr. B.K. Neog	K.V.K	
22	Mrs. Angana Sarmah	K.V.K	
23	Miltan Chowdhury	Tezpur University	Miltan
24	Kasturi Baruah	Tezpur University	Kasturi Baruah
25	Bhaskar Jyoti Bordalai	Tezpur University	
26	Bharati Chetia	Tezpur University	Bharati Chetia
27	Saddam Aziz	Tezpur University	
28	Partha Pratim Saikia	Tezpur University	
29	Nazmeen Ahmed	Tezpur University	N. A
30	Patyush Pratim Dutta	Tezpur University	
31	Moitry Sonowal	Tezpur University	Moitry
32	Moitryee Goswami	Tezpur University	Moitryee Goswami
33	Bidisha Devi	Tezpur University	
34	Emon Gogoi	Tezpur University	Emon
35	Chandni Saikia	Tezpur University	

Attendance of the participants for the Awareness Training on **Energy Access on Renewable Energy Technology** on 23rd January, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl. No.	Name of the participants	Organization	Signature	
			Morning, 10:30 am	Afternoon 2.30 am
2	Ankur Baruah	NEHU		
3	Sourav Changmai	NEHU		
4	Pitupal Sarmah	NEHU		
5	Gyani Pegu	NEHU		
6	Abhinandan Boruah	GIMT-Tezpur		
7	Ankur Medhi	GIMT-Tezpur		
8	Bedanta Bikash Sarma	GIMT-Tezpur		
9	Gopal Moni Konwar	GIMT-Tezpur		
10	Manash Jyoti Gayan	GIMT-Tezpur		
11	Rishav Borthakur	GIMT-Tezpur		
12	Bikram Jyoti Baruah	GIMT-Tezpur		
13	Bandana Sharma	GIMT-Tezpur		
14	Monowar Hussain	GIMT-Tezpur		
15	Utpal Chakravarty	GIMT-Tezpur		
16	Rakesh Das	Darrang College		
17	Arun Kanu	Darrang College		
18	Dipankar Borah	Darrang College		
19	Bijit Borah	Darrang College		
20	Mrs. Arifa M. Beghum	K.V.K		
21	Dr. B.K. Neog	K.V.K		
22	Mrs. Angana Sarmah	K.V.K		
23	Miltan Chowdhury	Tezpur University		
24	Kasturi Baruah	Tezpur University		
25	Bhaskar Jyoti Bordalai	Tezpur University		
26	Bharati Chetia	Tezpur University		
27	Saddam Aziz	Tezpur University		
28	Partha Pratim Saikia	Tezpur University		
29	Nazmeen Ahmed	Tezpur University	N.A.	N.A.
30	Patyush Pratim Dutta	Tezpur University		
31	Moitry Sonowal	Tezpur University		
32	Moitryee Goswami	Tezpur University		
33	Bidisha Devi	Tezpur University		
34	Emon Gogoi	Tezpur University		
35	Chandri Saikia	Tezpur University		
1	Lipika Devi	NEHU	Lipika Devi	Lipika Devi

Attendance of the participants for the Awareness Training on **Energy Access on Renewable Energy Technology** on 24th January, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl. No.	Name of the participants	Organization	Signature	
			Morning (10:05 AM)	Afternoon 3:00 pm
1	Lipika Devi	NEHU	Lipika Devi	Lipika Devi
2	Ankur Baruah	NEHU	Ankur Baruah	
3	Sourav Changmai	NEHU		
4	Pitupal Sarmah	NEHU	Pitupal Sarmah	
5	Gyani Pegu	NEHU	Gyani Pegu	
6	Abhinandan Boruah	GIMT-Tezpur		
7	Ankur Medhi	GIMT-Tezpur	Ankur Medhi	Ankur Medhi
8	Bedanta Bikash Sarma	GIMT-Tezpur	Bedanta Sarma	Bedanta Sarma
9	Gopal Moni Konwar	GIMT-Tezpur		
10	Manash Jyoti Gayan	GIMT-Tezpur	Manash Jyoti Gayan	Manash Jyoti Gayan
11	Rishav Borthakur	GIMT-Tezpur		
12	Bikram Jyoti Baruah	GIMT-Tezpur	Bikramjyoti Baruah	Bikramjyoti Baruah
13	Bandana Sharma	GIMT-Tezpur	Bandana Sharma	Bandana Sharma
14	Monowar Hussain	GIMT-Tezpur	Monowar Hussain	Monowar Hussain
15	Utpal Chakravarty	GIMT-Tezpur	Utpal Chakravarty	Utpal Chakravarty
16	Rakesh Das	Darrang College		
17	Arun Kanu	Darrang College	Arun Kanu	Arun Kanu
18	Dipankar Borah	Darrang College	Dipankar Borah	Dipankar Borah
19	Bijit Borah	Darrang College	Bijit Borah	Bijit Borah
20	Mrs. Arifa M. Beghum	K.V.K, Sonitpur		
21	Dr. B.K. Neog	K.V.K		
22	Mrs. Angana Sarmah	K.V.K		
23	Miltan Chowdhury	Tezpur University		
24	Kasturi Baruah	Tezpur University		
25	Bhaskar Jyoti Bordalai	Tezpur University		
26	Bharati Chetia	Tezpur University		
27	Saddam Aziz	Tezpur University		
28	Partha Pratim Saikia	Tezpur University		
29	Nazmeen Ahmed	Tezpur University		
30	Patyush Pratim Dutta	Tezpur University		
31	Moitry Sonowal	Tezpur University		
32	Moitryee Goswami	Tezpur University		
33	Bidisha Devi	Tezpur University		
34	Emon Gogoi	Tezpur University		
35	Chandni Saikia	Tezpur University		

Attendance of the participants for the Awareness Training on **Energy Access on Renewable Energy Technology** on 25th January, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl. No.	Name of the participants	Organization	Signature	
			Morning 10:30am	Afternoon 3:45 pm
1	Lipika Devi	NEHU	Lipika Devi	Lipika Devi
2	Ankur Baruah	NEHU		
3	Sourav Changmai	NEHU		
4	Pitupal Sarmah	NEHU	Pitupal Sarmah	Pitupal Sarmah
5	Gyani Pegu	NEHU	Gyani Pegu	Gyani Pegu
6	Abhinandan Boruah	GIMT-Tezpur		
7	Ankur Medhi	GIMT-Tezpur	Ankur Medhi	Ankur Medhi
8	Bedanta Bikash Sarma	GIMT-Tezpur	Bedanta Sarma.	Bedanta Sarma.
9	Gopal Moni Konwar	GIMT-Tezpur	Konwar	Konwar
10	Manash Jyoti Gayan	GIMT-Tezpur	Manash Jyoti Gayan	Manash Jyoti Gayan
11	Rishav Borthakur	GIMT-Tezpur	Rishav Borthakur	Rishav Borthakur
12	Bikram Jyoti Baruah	GIMT-Tezpur	Bikram Jyoti Baruah	Bikram Jyoti Baruah
13	Bandana Sharma	GIMT-Tezpur	Bandana Sharma	Bandana Sharma
14	Monowar Hussain	GIMT-Tezpur	Monowar Hussain	Monowar Hussain
15	Utpal Chakravarty	GIMT-Tezpur	Utpal Chakravarty	Utpal Chakravarty
16	Rakesh Das	Darrang College		
17	Arun Kanu	Darrang College	Arun Kanu	Arun Kanu
18	Dipankar Borah	Darrang College	Dipankar Borah.	Dipankar Borah.
19	Bijit Borah	Darrang College	Bijit Borah	Bijit Borah
20	Mrs. Arifa M. Beghum	K.V.K		
21	Dr. B.K. Neog	K.V.K		
22	Mrs. Angana Sarmah	K.V.K		
23	Miltan Chowdhury	Tezpur University		
24	Kasturi Baruah	Tezpur University		
25	Bhaskar Jyoti Bordalai	Tezpur University	BJBordalai	BJBordalai
26	Bharati Chetia	Tezpur University	Bharati Chetia	Bharati Chetia
27	Saddam Aziz	Tezpur University		
28	Partha Pratim Saikia	Tezpur University	Partha	Partha
29	Nazmeen Ahmed	Tezpur University	N. Ahmed	N. Ahmed.
30	Patyush Pratim Dutta	Tezpur University	Prat	Prat
31	Moitry Sonowal	Tezpur University	Moitry	Moitry
32	Moitryee Goswami	Tezpur University	Moyuri	Moyuri
33	Bidisha Devi	Tezpur University	Devi	Devi
34	Emon Gogoi	Tezpur University	Emon	Emon
35	Chandni Saikia	Tezpur University	Chandni	Chandni

Registration of the participants for the Awareness Training on **Rural Village Electrification**, February 3-5, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl.	Name of the participants	Organization	Signature 9.00am
1	PURBALI KAMAN	NEHU	
2	DASHARATH KAMAN	NEHU	
3	BIKRAM DEURI	NEHU	
4	BOBITA TAYUNG	NEHU	
5	HAKIMUL ISLAM	Darrang College	
6	SWAH ALAM	Darrang College	
7	NAZMUL AHMED	Darrang College	
8	ANAND ROY	Tezpur University	
9	KANGKAN KISHORE NATH	Tezpur University	
10	SAURAV SARMAH	Tezpur University	
11	MUKESH KUMAR RAM	Tezpur University	
12	DHURBA JYOTI KOCH	Tezpur University	
13	RAKTIM SAIKIA	Tezpur University	
14	RAMYATA BARUAH	Tezpur University	
15	NABAJYOTI BHATTACHARYYA	GIMT, TEZPUR	
16	ASHIM KAKATI	GIMT, TEZPUR	
17	GITU MONI KALITA	Guwahati University	
18	UDIPTA DEKA	K.K Handique Open University	
19	RAJA NATH	Tezpur University	
20	PURABI DAS	Tezpur College	
21	ABHISHEK GAURAV	Tezpur University	
22	HARI CHETRI	Farmer	
23	BAL BAHADUR CHETRI	Farmer	
24	AJOY CHETRI	Farmer	
25	DHIRAJ GIRI	Student	
26	MANDHAJ MAHANTA	Professional	
27	BIKASH NATH	Farmer	
28	SANJAY CHETRY	Student	
29	ARUN KUMAR SHUKLA	Student	
30	GOPAL TRIPATHI	Student	

Attendance

Awareness Training on "Rural Village Electrification"

Date: 3.2.2017

Sl. No.	Name of the participants	Organization	Signature	
			Morning 11:30am	Afternoon 3:30pm
1	PURBALI KAMAN	NEHU	Purbali Kaman	Kaman
2	DASHARATH KAMAN	NEHU		
3	BIKRAM DEURI	NEHU	Bikram	Bikram
4	BOBITA TAYUNG	NEHU	Bobita Tayung	Bobita Tayung
5	HAKIMUL ISLAM	Darrang College	Hakimul Islam	Hakimul Islam
6	SWAH ALAM	Darrang College	Siwah Alam	Siwah Alam
7	NAZMUL AHMED	Darrang College	Nazmul Ahmed	Nazmul Ahmed
8	ANAND ROY	Tezpur University		
9	KANGKAN KISHORE NATH	Tezpur University		
10	SAURAV SARMAH	Tezpur University	Saurav Sarmah	Saurav sarmah
11	MUKESH KUMAR RAM	Tezpur University	MK. Ram	MK. Ram
12	DHURBA JYOTI KOCH	Tezpur University		
13	RAKTIM SAIKIA	Tezpur University		
14	RAMYATA BARUAH	Tezpur University		
15	NABAJYOTI BHATTACHARYYA	GIMT, TEZPUR	Nabajyoti Bhattacharyya	Nabajyoti Bhattacharyya.
16	ASHIM KAKATI	GIMT, TEZPUR		
17	GITU MONI KALITA	Guwahati University		
18	UDIPTA DEKA	K.K. Handique open University	Udipta Deka	Udipta Deka
19	RAJA NATH	Tezpur University		
20	PURABI DAS	Tezpur College	Purabidas	Purabidas
21	ABHISHEK GAURAV	Tezpur University		
22	HARI CHETRI	Farmer		Hari Chetry
23	BAL BAHADUR CHETRI	Farmer	BB Chetri	BB Chetri
24	AJOY CHETRI	Farmer	Ajoy	Chetri
25	DHIRAJ GIRI	Student	Dhiraj Giri	Dhiraj giri
26	MANDHAJ MAHANTA	Professional	Mandhaj Mahanta	Mandhaj Mahanta
27	BIKASH NATH	Farmer	Bikash	Nath
28	SANJAY CHETRY	Student	Sanjay chetry	Sanjay chetry
29.	ARUN KUMAR SHUKLA	Student		
30.	GOPAL TRIPATHI	Student	Gopal Tripathi	Gopal Tripathi

Attendance

Awareness Training on "Rural Village Electrification"

Date: 4.2.2017

Sl. No.	Name of the participants	Organization	Signature	
			Morning 11:30am	Afternoon 2:45pm
1	PURBALI KAMAN	NEHU	Kaman	Kaman
2	DASHARATH KAMAN	NEHU	Kaman	Kaman
3	BIKRAM DEURI	NEHU	Bikram	Bikram
4	BOBITA TAYUNG	NEHU	Bobita Tayung	Bobita Tayung
5	HAKIMUL ISLAM	Darrang College	Hakimul Islam	Hakimul Islam
6	SWAH ALAM	Darrang College	Swah Alam	Swah Alam
7	NAZMUL AHMED	Darrang College	Nazmul Ahmed	
8	ANAND ROY	Tezpur University		
9	KANGKAN KISHORE NATH	Tezpur University	KKNath	KKNath
10	SAURAV SARMAH	Tezpur University	Saurav Sarmah	Saurav Sarmah
11	MUKESH KUMAR RAM	Tezpur University	MK. Ram	M.K. Ram.
12	DHURBA JYOTI KOCH	Tezpur University		
13	RAKTIM SAIKIA	Tezpur University	Raktim Saikia	Raktim Saikia
14	RAMYATA BARUAH	Tezpur University	R Baruah	R Baruah
15	NABAJYOTI BHATTACHARYYA	GIMT, TEZPUR	Nabajyoti Bhattacharyya	Nabajyoti Bhattacharyya
16	ASHIM KAKATI	GIMT, TEZPUR	Akakati.	Akakati.
17	GITU MONI KALITA	Guwahati University	Kalita	Kalita
18	UDIPTA DEKA	K.K. Handique open University	Udipta Deka	Udipta Deka
19	RAJA NATH	Tezpur University	Rajanath	Rajanath
20	PURABI DAS	Tezpur College	Purabi Das	Purabi Das
21	ABHISHEK GAURAV	Tezpur University	Gaurav	Gaurav
22	HARI CHETRI	Farmer	Hari Chetry	Hari Chetry
23	BAL BAHADUR CHETRI	Farmer	B B Chetri	B B Chetri
24	AJOY CHETRI	Farmer	Ajoy Chetri	Chetri
25	DHIRAJ GIRI	Student	Dhiraj Giri	Dhiraj giri
26	MANDHAJ MAHANTA	Professional	Mandhaj Mahanta	Mandhaj Mahanta
27	BIKASH NATH	Farmer	Bikash Nath	Nath
28	SANJAY CHETRY	Student	Sanjay chetry	Sanjay chetry
29.	ARUN KUMAR SHUKLA	Student	ARuna	ARuna
30	GOPAL TRIPATHI	Student	Gopal Tripathi	Gopal Tripathi

Attendance

Awareness Training on "Rural Village Electrification"

Date: 5.2.2017

Sl. No.	Name of the participants	Organization	Signature	
			Morning 11:00am	Afternoon 3:00pm
1	PURBALI KAMAN	NEHU	Kaman	Kaman
2	DASHARATH KAMAN	NEHU		
3	BIKRAM DEURI	NEHU	Bikram	Bikram
4	BOBITA TAYUNG	NEHU	Bobita Tayung	Bobita Tayung
5	HAKIMUL ISLAM	Darrang College	Hakimul Islam	Hakimul Islam
6	SWAH ALAM	Darrang College	Swah Alam	Swah Alam
7	NAZMUL AHMED	Darrang College	Nazmul Ahmed	Nazmul Ahmed
8	ANAND ROY	Tezpur University		
9	KANGKAN KISHORE NATH	Tezpur University	KKNath	KKNath
10	SAURAV SARMAH	Tezpur University	Saurav Sarmah	Saurav sarmah
11	MUKESH KUMAR RAM	Tezpur University	MK Ram	MK Ram
12	DHURBA JYOTI KOCH	Tezpur University		
13	RAKTIM SAIKIA	Tezpur University	Raktim Saikia	Raktim Saikia
14	RAMYATA BARUAH	Tezpur University	RBaruah	RBaruah.
15	NABAJYOTI BHATTACHARYYA	GIMT, TEZPUR	Nabajyoti	Nabajyoti
16	ASHIM KAKATI	GIMT, TEZPUR	Ashim	Ashim
17	GITU MONI KALITA	Guwahati University	Kalita	Kalita
18	UDIPTA DEKA	K.K. Handique open University	Udipta Deka	Udipta Deka
19	RAJA NATH	Tezpur University	Raja Nath	Raja Nath
20	PURABI DAS	Tezpur College	Purabi Das	Purabi Das
21	ABHISHEK GAURAV	Tezpur University	Gaurav	Gaurav
22	HARI CHETRI	Farmer	Harichetry	Harichetry
23	BAL BAHADUR CHETRI	Farmer	BB Chetri	BB Chetri
24	AJOY CHETRI	Farmer	Ajoy	Chetri
25	DHIRAJ GIRI	Student	Dhiraj giri	Dhiraj giri
26	MANDHAJ MAHANTA	Professional	Mandhaj Mahanta	Mandhaj Mahanta
27	BIKASH NATH	Farmer	Bikash	Nath
28	SANJAY CHETRY	Student	Sanjay chetry	Sanjay chetry
29	ARUN KUMAR SHUKLA	Student	Arunkumar	Arun
30	GOPAL TRIPATHI	Student	Gopal Tripathi	Gopal Tripathi

Registration of the participants for the Awareness Training on **Off-grid Solar Technologies**, February 10-12, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl.	Name of the participants	Organization	Signature 9:00 am
1	RAKESH PRASAD	GIMT, Tezpur	Rakesh Prasad.
2	SHUBRAJIT PAUL	GIMT, Tezpur	Shubrajit Paul
3	RISHIKESH SHARMA	GIMT, Tezpur	Rishikesh Sharma.
4	MASABA HUSSAIN	GIMT, Tezpur	Masaba Hussain
5	AKASH DAS	GIMT, Tezpur	Akash Das.
6	PRITAM BHARADWAJ	GIMT, Tezpur	Pritam Bharadwaj
7	CHINMOY BHARADWAZ	GIMT, Tezpur	Chinmoy Bharadwaj
8	PRITAM JYOTI SAIKIA	GIMT, Tezpur	Pritam J. Saikia
9	CHAMPAK SARMA	GIMT, Tezpur	Champak Sarma
10	GAURAV BORTHAKUR	GIMT, Tezpur	Gaurav Borthakur
11	ANIRBAN DAS	GIMT, Tezpur	Anirban Das.
12	MANURANJAN HOWBORAH	GIMT, Tezpur	Manuranjan Howborah.
13	ANGSHUMAN NATH	GIMT, Tezpur	—
14	SUBHASIS BORAH	GIMT, Tezpur	—
15	NANCY NATH	GIMT, Tezpur	Nancy Nath.
16	DEEKSHYA BARUAH	GIMT, Tezpur	Deekshya Baruah
17	RAJIB LOCHAN CHOWDHURY	GIMT, Tezpur	Rajib Chowdhury
18	RAJNISH DUTTA	GIMT, Tezpur	Rajnish Dutta.
19	SHUBHAM DAS	GIMT, Tezpur	Shubham Das
20	KULDEEP BARMAN	GIMT, Tezpur	Kuldeep Barman
21	SWAPNA JYOTI BISHAYA	GIMT, Tezpur	Swapna J. Bishaya
22	SWAGAT DUTTA	NEHU	—
23	KULDEEP KUMAR HALOI	TEZPUR UNIVERSITY	
24	OMKAR BORPATRA GOHAIN	TEZPUR UNIVERSITY	Omkar Borpatragohain
25	RAMESH SHARMA	TEZPUR UNIVERSITY	Ramesh Sharma
26	ALOK MISHRA	TEZPUR UNIVERSITY	
27	BHARGAB CHANDRA BARUAH	TEZPUR UNIVERSITY	B. Baruah
28	ANISHA HAZARIKA	TEZPUR UNIVERSITY	Anisha Hazarika
29	ANJEEM AHMED	TEZPUR UNIVERSITY	Anjeem Ahmed
30	POLLABI SAIKIA	TEZPUR UNIVERSITY	Pollabi Saikia
31	JIYANG JU KUMBANG	TEZPUR UNIVERSITY	Jiyang Ju
32.	BISWAJIT DAS	TEZPUR UNIVERSITY	Biswajit Das
33.	TONMOY SAHA	TEZPUR UNIVERSITY	Tonmoy Saha.

Attendance

Awareness Training on "Off-grid Solar Technologies"

Date: 10.2.2017

Sl. No.	Name of the participants	Organization	Signature 11.30am Morning	Signature 2.00pm Afternoon
1	RAKESH PRASAD	GIMT, Tezpur	Rakesh Prasad	Rakesh Prasad
2	SHUBRAJIT PAUL	GIMT, Tezpur	Shubrajit Paul	Shubrajit Paul
3	RISHIKESH SHARMA	GIMT, Tezpur	Rishikesh Sharma	Rishikesh Sharma
4	MASABA HUSSAIN	GIMT, Tezpur	Masaba Hussain	Masaba Hussain
5	AKASH DAS	GIMT, Tezpur	Akash Das	Akash Das
6	PRITAM BHARADWAJ	GIMT, Tezpur	Pritam Bharadwaj	Pritam Bharadwaj
7	CHINMOY BHARADWAZ	GIMT, Tezpur	Chinmoy Bharadwaz	Chinmoy Bharadwaz
8	PRITAM JYOTI SAIKIA	GIMT, Tezpur	Pritam J. Saikia	Pritam J. Saikia
9	CHAMPAK SARMA	GIMT, Tezpur	Champak Sarma	Champak Sarma
10	GAURAV BORTHAKUR	GIMT, Tezpur	Gaurav Borthakur	Gaurav Borthakur
11	ANIRBAN DAS	GIMT, Tezpur	Anirban Das	Anirban Das
12	MANURANJAN HOWBORAH	GIMT, Tezpur	Manuranjan Howborah	Manuranjan Howborah
13	ANGSHUMAN NATH	GIMT, Tezpur	—	
14	SUBHASIS BORAH	GIMT, Tezpur	—	
15	NANCY NATH	GIMT, Tezpur	Nancy Nath	Nancy Nath
16	DEEKSHYA BARUAH	GIMT, Tezpur	Deekshya Baruah	Deekshya Baruah
17	RAJIB LOCHAN CHOWDHURY	GIMT, Tezpur	Rajib Chowdhury	Rajib Chowdhury
18	RAJNISH DUTTA	GIMT, Tezpur	Rajnish Dutta	Rajnish Dutta
19	SHUBHAM DAS	GIMT, Tezpur	Shubham Das	Shubham Das
20	KULDEEP BARMAN	GIMT, Tezpur	Kuldeep Barman	Kuldeep Barman
21	SWAPNA JYOTI BISHAYA	GIMT, Tezpur	Swapna	Swapna
22	SWAGAT DUTTA	NEHU	—	—
23	KULDEEP KUMAR HALOI	TEZPUR UNIVERSITY		
24	OMKAR BORPATRA GOHAIN	TEZPUR UNIVERSITY		
25	RAMESH SHARMA	TEZPUR UNIVERSITY		
26	ALOK MISHRA	TEZPUR UNIVERSITY		
27	BHARGAB CHANDRA BARUAH	TEZPUR UNIVERSITY	B. Baruah	B. Baruah
28	ANISHA HAZARIKA	TEZPUR UNIVERSITY		Anisha Hazarika
29	ANJEEM AHMED	TEZPUR UNIVERSITY	Anjeem A	A. Ahmed
30	POLLABI SAIKIA	TEZPUR UNIVERSITY	P. Saikia	P. Saikia
31	JIYANG JU KUMBANG	TEZPUR UNIVERSITY		
32.	BISWAJIT DAS	TEZPUR UNIVERSITY	Biswajit Das	Biswajit Das
33.	TONMOY SAHA	TEZPUR UNIVERSITY	Tonmoy Saha	Tonmoy Saha

Attendance

Awareness Training on "Off-grid Solar Technologies"

Date: 11.2.2017

Sl. No.	Name of the participants	Organization	Signature	
			Morning (11:30 am)	Afternoon (4:00 pm)
1	RAKESH PRASAD	GIMT, Tezpur	Rakesh Prasad	Rakesh Prasad
2	SHUBRAJIT PAUL	GIMT, Tezpur	Shubrajit Paul	Shubrajit Paul
3	RISHIKESH SHARMA	GIMT, Tezpur	Rishikesh Sharma	Rishikesh Sharma
4	MASABA HUSSAIN	GIMT, Tezpur	Masaba Hussain	Masaba Hussain
5	AKASH DAS	GIMT, Tezpur	Akash Das	Akash Das
6	PRITAM BHARADWAJ	GIMT, Tezpur	Pritam Bharadwaj	Pritam Bharadwaj
7	CHINMOY BHARADWAZ	GIMT, Tezpur	Chinmoy Bharadwaj	Chinmoy Bharadwaj
8	PRITAM JYOTI SAIKIA	GIMT, Tezpur		
9	CHAMPAK SARMA	GIMT, Tezpur	Champak Sarma	Champak Sarma
10	GAURAV BORTHAKUR	GIMT, Tezpur	Gaurav Borthakur	Gaurav Borthakur
11	ANIRBAN DAS	GIMT, Tezpur	Anirban Das	Anirban Das
12	MANURANJAN HOWBORAH	GIMT, Tezpur	Manuranjan Howborah	Manuranjan Howborah
13	ANGSHUMAN NATH	GIMT, Tezpur	Manuranjan Howborah	
14	SUBHASIS BORAH	GIMT, Tezpur	—	
15	NANCY NATH	GIMT, Tezpur	Nancy Nath	Nancy Nath
16	DEEKSHYA BARUAH	GIMT, Tezpur	Deekshya Baruah	Deekshya Baruah
17	RAJIB LOCHAN CHOWDHURY	GIMT, Tezpur	Rajib Chowdhury	Rajib Chowdhury
18	RAJNISH DUTTA	GIMT, Tezpur	Rajnish Dutta	Rajnish Dutta
19	SHUBHAM DAS	GIMT, Tezpur	Shubham Das	Shubham Das
20	KULDEEP BARMAN	GIMT, Tezpur	Kuldeep Barman	Kuldeep Barman
21	SWAPNA JYOTI BISHAYA	GIMT, Tezpur	Swapna Jyoti Bishaya	Swapna Jyoti Bishaya
22	SWAGAT DUTTA	NEHU	—	—
23	KULDEEP KUMAR HALOI	TEZPUR UNIVERSITY		
24	OMKAR BORPATRA GOHAIN	TEZPUR UNIVERSITY	Omkar Borpatra	Omkar Borpatra
25	RAMESH SHARMA	TEZPUR UNIVERSITY	Ramesh	Ramesh
26	ALOK MISHRA	TEZPUR UNIVERSITY	Alok	Alok
27	BHARGAB CHANDRA BARUAH	TEZPUR UNIVERSITY	B. Baruah	B. Baruah
28	ANISHA HAZARIKA	TEZPUR UNIVERSITY	A. Hazarika	A. Hazarika
29	ANJEEM AHMED	TEZPUR UNIVERSITY	A. Ahmed	A. Ahmed
30	POLLABI SAIKIA	TEZPUR UNIVERSITY	P. Saikia	P. Saikia
31	JIYANG JU KUMBANG	TEZPUR UNIVERSITY		
32	BISWAJIT DAS	TEZPUR UNIVERSITY	Biswajit Das	Biswajit Das
33	TONMOY SAHA	TEZPUR UNIVERSITY	Tonmoy Saha	Tonmoy Saha

Attendance

Awareness Training on "Off-grid Solar Technologies"

Date: 12.2.2017

Sl. No.	Name of the participants	Organization	Signature (11:30 a.m.)	Signature (3:00 p.m.)
			Morning	Afternoon
1	RAKESH PRASAD	GIMT, Tezpur	Rakesh Prasad	Rakesh Prasad
2	SHUBHRAJIT PAUL	GIMT, Tezpur	Shubhrajit Paul	Shubhrajit Paul
3	RISHIKESH SHARMA	GIMT, Tezpur	Rishikesh Sharma	Rishikesh Sharma
4	MASABA HUSSAIN	GIMT, Tezpur	Masaba Hussain	Masaba Hussain
5	AKASH DAS	GIMT, Tezpur	Akash Das	Akash Das
6	PRITAM BHARADWAJ	GIMT, Tezpur	Pritam Bharadwaj	Pritam Bharadwaj
7	CHINMOY BHARADWAZ	GIMT, Tezpur	Chinmoy Bharadwaz	Chinmoy Bharadwaz
8	PRITAM JYOTI SAIKIA	GIMT, Tezpur		
9	CHAMPAK SARMA	GIMT, Tezpur	Champak Sarma	Champak Sarma
10	GAURAV BORTHAKUR	GIMT, Tezpur	Gaurav Borthakur	Gaurav Borthakur
11	ANIRBAN DAS	GIMT, Tezpur	Anirban Das	Anirban Das
12	MANURANJAN HOWBORAH	GIMT, Tezpur	Manuranjan Howborah	Manuranjan Howborah
13	ANGSHUMAN NATH	GIMT, Tezpur	—	
14	SUBHASIS BORAH	GIMT, Tezpur	—	
15	NANCY NATH	GIMT, Tezpur	Nancy Nath	Nancy Nath
16	DEEKSHYA BARUAH	GIMT, Tezpur	Deekshya Baruah	Deekshya Baruah
17	RAJIB LOCHAN CHOWDHURY	GIMT, Tezpur	Rajib Choudhury	Rajib Choudhury
18	RAJNISH DUTTA	GIMT, Tezpur	Rajnish Dutta	Rajnish Dutta
19	SHUBHAM DAS	GIMT, Tezpur	Shubham Das	Shubham Das
20	KULDEEP BARMAN	GIMT, Tezpur	Kuldeep Barman	Kuldeep Barman
21	SWAPNA JYOTI BISHAYA	GIMT, Tezpur	Swapna Jyoti Bishaya	Swapna Jyoti Bishaya
22	SWAGAT DUTTA	NEHU	—	—
23	KULDEEP KUMAR HALOI	TEZPUR UNIVERSITY		
24	OMKAR BORPATRA GOHAIN	TEZPUR UNIVERSITY	Omkar Borpatra	Omkar Borpatra
25	RAMESH SHARMA	TEZPUR UNIVERSITY	Ramesh	Ramesh
26	ALOK MISHRA	TEZPUR UNIVERSITY	Alok	Alok
27	BHARGAB CHANDRA BARUAH	TEZPUR UNIVERSITY	B. Baruah	B. Baruah
28	ANISHA HAZARIKA	TEZPUR UNIVERSITY	Hazarika	Hazarika
29	ANJEEM AHMED	TEZPUR UNIVERSITY	A Ahmed	A Ahmed
30	POLLABI SAIKIA	TEZPUR UNIVERSITY	P. Saikia	P. Saikia
31	JIYANG JU KUMBANG	TEZPUR UNIVERSITY		
32	BISWAJIT DAS	TEZPUR UNIVERSITY	Biswajit Das	Biswajit Das
33	TONMOY SAHA	TEZPUR UNIVESITY	Tonmoy Saha	Tonmoy Saha

Registration of the participants for the Awareness Training on **Micro and Mini Grids**, February 17-19, 2017 conducted by Department of Energy, Tezpur University, Assam.

Sl. No.	Name of the participants	Organization	Signature
1	Ritam Jha	Darrang College	Ritam Jha
2	Roshan Kumar Sah	Darrang College	Roshan Kr. Sah
3	Kalyan Jyoti Bhattacharyya	Darrang College	Kalyan Bhattacharyya
4	Akash Kumar Thakur	Darrang College	Akash Kumar Thakur
5	Dipankar Das	GIMT, Guwahati	Dipankar Das
6	Soumen Rakshit	GIMT, Guwahati	Soumen Rakshit
7	Dipankar Mazumder	GIMT, Guwahati	Dipa
8	Dipankar Das	GIMT, Guwahati	Dipankar.
9	Janardan Sensua	Tezpur University	Janardan Sensua
10	Sweety Gogoi	Tezpur University	Sweety
11	Smita Barooah	Tezpur University	Barooah
12	Kawshik Fambo	Tezpur University	Kawshik Fambo
13	Antareep Das	Tezpur University	Antareep Das
14	Pranjal Pratim Das	Tezpur University	Pranjal Pratim Das
15	Avinash Kumar Jha	Tezpur University	Avinash Kumar Jha
16	Kallol Saikia Kashyap	Tezpur University	Kallol S Kashyap
17	Biswajit Biswas	Tezpur University	Biswajit Biswas
18	Deepak Rathore	Tezpur University	Deepak
19	Asad Barbuiya	GIMT, Guwahati	Asad
20	~~Abdul Qaium~~	~~GIMT, Guwahati~~	
21	Ankur Paul	GIMT, Guwahati	Ankur Paul
22	Shah Ikramul Alam	GIMT, Guwahati	Shah Ikramul Alam
23	Kangkan Bhuyan	GIMT, Guwahati	Kangkan Bhuyan
24	Debashree Kachari	GIMT, Tezpur	Debashree Kachari
25	Nibha Borah	GIMT, Tezpur	Nibha Borah
26	Debojit Das	GIMT, Tezpur	
27	Debasish Borah	GIMT, Tezpur	
28	Bitu Deuri	GIMT, Tezpur	
29	Mridu Mech	GIMT, Tezpur	
30	Rajat Shubro Bose	Tezpur University	Rajat Shubro Bose
31	Sudeshna Gupta	Tezpur University	Sudeshna Gupta
32	Digaru Sonowal	Tezpur University	Digaru Sonowal
33	Pooja Dasgupta	Tezpur University	Pooja Dasgupta
34	Abul Abbas Barbhuiya	Tezpur University	Abul
35	Pulakeswar Basumatary	Tezpur University	

Attendance of Awareness Training on "Micro and Mini Grids"

17 February, 2017, Department of Energy, Tezpur University

Sl. No.	Name of the participants	Organization	Signature	
			Morning	Afternoon
1	Ritam Jha	Darrang College	Ritam Jha	Ritam Jha
2	Roshan Kumar Sah	Darrang College	Roshan Kr. Sah	Roshan Kr. Sah
3	Kalyan Jyoti Bhattacharyya	Darrang College	K. Bhattacharya	K. Bhattacharya
4	Akash Kumar Thakur	Darrang College	Akash kumar	Akash kumar
5	Dipankar Das	GIMT, Guwahati	D. Das	D. Das
6	Soumen Rakshit	GIMT, Guwahati	Soumen Rakshit	Soumen Rak
7	Dipankar Mazumder	GIMT, Guwahati	Dipa	Dipa
8	Dipankar Das	GIMT, Guwahati	Dipankar	Dipankar
9	Janardan Sensua	Tezpur University	Janardan	Janardan
10	Sweety Gogoi	Tezpur University	S Gogoi	S Gogoi
11	Smita Barooah	Tezpur University	S. Barooah	S Barooah
12	Kawshik Fambo	Tezpur University	Kawshik F.	Kawshik F
13	Antareep Das	Tezpur University	Antareep Das	Antareep Da
14	Pranjal Pratim Das	Tezpur University	Pranjal Pr. Das	Pranjal Pr. Das
15	Avinash Kumar Jha	Tezpur University	Avinash Kumar Jha	Avinash Kumar Jha
16	Kallol Saikia Kashyap	Tezpur University	Kallol S Kashyap	Kallol S Kashyap
17	Biswajit Biswas	Tezpur University	Biswajit	Biswajit
18	Deepak Rathore	Tezpur University	Deepak	Deepak
19	Asad Barbuiya	GIMT, Guwahati	A Barbuiya	A Barbuiya
20	~~Abdul Qaium~~	~~GIMT, Guwahati~~		
21	Ankur Paul	GIMT, Guwahati	Ankur Paul	Ankur Paul
22	Shah Ikramul Alam	GIMT, Guwahati	Shah Ikramul Alam	Shah Ikramul Alam
23	Kangkan Bhutan	GIMT, Guwahati	Kangkan Bhu	
24	Debashree Kachari	GIMT, Tezpur	Debashreekachari	Debashreekachari
25	Nibha Borah	GIMT, Tezpur	Nibha Borah	Nibha Borah
26	Debojit Das	GIMT, Tezpur		
27	Debasish Borah	GIMT, Tezpur		
28	Bitu Deuri	GIMT, Tezpur		
29	Mridu Mech	GIMT, Tezpur		
30	Rajat Shubro Bose	Tezpur University		
31	Sudeshna Gupta	Tezpur University	Dgupta	Dgupta
32	Digoru Sonowal	Tezpur University	Digoru	Sonowal
33	Pooja Dasgupta	Tezpur University	Pooja Dasgupta	Pooja Dasgupta
34	Abul Abbas Barbhuiya	Tezpur University		
35	Pulakeswar Baruamatary	Tezpur University		

Attendance of Awareness Training on "Micro and Mini Grids"

18 February, 2017, Department of Energy, Tezpur University

Sl. No.	Name of the participants	Organization	Signature	
			Morning 10:45am	Afternoon
1	Ritam Jha	Darrang College	Ritam Jha	Ritam Jha
2	Roshan Kumar Sah	Darrang College	Roshan Kr Sah	Roshan Kr Sah
3	Kalyan Jyoti Bhattacharyya	Darrang College	K. Bhattacharya	K. Bhattacharya
4	Akash Kumar Thakur	Darrang College	Akash kumar	Akash kumar
5	Dipankar Das	GIMT, Guwahati		
6	Soumen Rakshit	GIMT, Guwahati		
7	Dipankar Mazumder	GIMT, Guwahati		
8	Dipankar Das	GIMT, Guwahati	D. Das	D. Das
9	Janardan Sensua	Tezpur University		Janardan
10	Sweety Gogoi	Tezpur University	Sweety Gogoi	Sweety Gogoi
11	Smita Barooah	Tezpur University	Smita Barooah	Smita Barooah
12	Kawshik Fambo	Tezpur University	Kawshik fa	Kawshik fa
13	Antareep Das	Tezpur University		
14	Pranjal Pratim Das	Tezpur University	Pranjal Pratim Das	Pranjal Pratim Das
15	Avinash Kumar Jha	Tezpur University	Avinash kumar Jha	Avinash Kumar Jha
16	Kallol Saikia Kashyap	Tezpur University	K.S.K.	K.S.K.
17	Biswajit Biswas	Tezpur University		
18	Deepak Rathore	Tezpur University	Deepak	Deepak
19	Asad Barbuiya	GIMT, Guwahati		
20	Ankur Paul	GIMT, Guwahati	Ankur Paul	Ankur Paul
21	Shah Ikramul Alam	GIMT, Guwahati	Shah Ikramul Alam	Shah Ikramul Alam
22	Kangkan Bhuyan	GIMT, Guwahati	Kangkan Bhuyan	Kangkan Bhuyan
23	Debashree Kachari	GIMT, Tezpur	Debashree kachari	Debashree kachari
24	Nibha Borah	GIMT, Tezpur	Nibha Borah	Nibha Borah
25	Debojit Das	GIMT, Tezpur		
26	Debasish Borah	GIMT, Tezpur		
27	Bitu Deuri	GIMT, Tezpur		
28	Mridu Mech	GIMT, Tezpur		
29	Rajat Shubro Bose	Tezpur University		
30	Sudeshna Gupta	Tezpur University		Dgupta
31	Digaru Sonowal	Tezpur University	Digaru Sonowal	Digaru Sonowal
32	Pooja Dasgupta	Tezpur University		
33	Pulakeswar Basumatary	Tezpur University		
34	Abul Abbas Barbhuiya	Tezpur University		Abul Abbas

Attendance of Awareness Training on "Micro and Mini Grids"

19 February, 2017, Department of Energy, Tezpur University

Sl. No.	Name of the participants	Organization	Signature	
			Morning	Afternoon
1	Ritam Jha	Darrang College		
2	Roshan Kumar Sah	Darrang College		
3	Kalyan Jyoti Bhattacharyya	Darrang College		
4	Akash Kumar Thakur	Darrang College		
5	Dipankar Das	GIMT, Guwahati		
6	Soumen Rakshit	GIMT, Guwahati		
7	Dipankar Mazumder	GIMT, Guwahati		
8	Dipankar Das	GIMT, Guwahati		
9	Janardan Sensua	Tezpur University		
10	Sweety Gogoi	Tezpur University		
11	Smita Barooah	Tezpur University		
12	Kawshik Fambo	Tezpur University		
13	Antareep Das	Tezpur University		
14	Pranjal Pratim Das	Tezpur University		
15	Avinash Kumar Jha	Tezpur University		
16	Kallol Saikia Kashyap	Tezpur University		
17	Biswajit Biswas	Tezpur University		
18	Deepak Rathore	Tezpur University		
19	Asad Barbuiya	GIMT, Guwahati		
20	Ankur Paul	GIMT, Guwahati		
21	Shah Ikramul Alam	GIMT, Guwahati		
22	Kangkan Bhuyan	GIMT, Guwahati		
23	Debashree Kachari	GIMT, Tezpur		
24	Nibha Borah	GIMT, Tezpur		
25	Debojit Das	GIMT, Tezpur		
26	Debasish Borah	GIMT, Tezpur		
27	Bitu Deuri	GIMT, Tezpur		
28	Mridu Mech	GIMT, Tezpur		
29	Rajat Shubro Bose	Tezpur University		
30	Sudeshna Gupta	Tezpur University		
31	Digaru Sonowal	Tezpur University		
32	Pooja Dasgupta	Tezpur University		
33	Pulakeswar Basumatary	Tezpur University		
34	Abul Abbas Barbhuiya	Tezpur University		

HOD, Energy
Dr. S. Mahapatra
Dr. N. Sarmah
Webmaster
FO

For your kind attention on the change of Date of 4th Training
DPI 11.2.17

Notes

January 7, 2017

Vice Chancellor, Tezpur University

Subject: Proposal for organizing Awareness Programme on Renewable Energy Technology in the Department of Energy, Tezpur University

webmaster: with a request to upload revised notification
DPI 11.2.17

We have received a communication from the Assam Energy Development Agency (AEDA) requesting to conduct four "Solar/Renewable energy Awareness training programmes" for a section of people including final year students, unemployed youths, progressive farmers, entrepreneurs etc during the current financial year. DAC of the Department of Energy agreed to it and I am asked to coordinate the progrmmes.

A tentative programme schedule is provided as below:

1. Energy Access using Renewable Energy Technology: 23-25 January 2017
2. Rural village Electrification: 3-5 February 2017
3. Off Grid Solar Technologies: 10-12 February 2017
4. Micro and Mini Grids: 13-15 February 2017

AEDA will release an advance of Rs. 90,000.00 for each training where Rs 3,000,00.00 per training is the sanctioned amount. Thirty participants belonging to Tezpur and around will be selected for each of the trainings.

Considering the importance of the subject and our mandate for imparting training to local people in the area of renewable energy, we request you allow us to organize the above training programmes.

Enclosed relevant documents received from AEDA, Guwahati and National Institute of Solar Energy, New Delhi.

Put up for approval,

DPI 7.1.2017

(DC Baruah)

Professor, Department of Energy

Professor D.C. Baruah

Permission accorded

VC: Please allow me to reschedule training programme at Sl No. 4 above to 17-19, Feb 2017

Approved

DPI 9.2.17

07 JAN 2017

09 FEB 2017

Prof D.C. Baruah
Mandate has been sent
16/01/17

Dr. Nabin Sarmah: Can you send a madate from to AEDA for advance ₹ 90K x4 on my behalf. Also a brief Web notification
DPI 7.1.17

অসম শক্তি উন্নয়ণ অভিকৰণ
ASSAM ENERGY DEVELOPMENT AGENCY
(Under Science & Technology Department, Govt. of Assam)
Bigyan Bhawan, Near IDBI Building, G.S. Road,Guwahati -781005
☎ 0361-2450147, 2450646, Fax: 0361-2464617 e-mail: assamrenewable@gmail.com

No. AEDA/483/2017/42/ 199

Date:23-02-2017

To

1. Sri P.C. Sarma
   NB Institute of Rural Technology (NBIRT)
   Rajgarh, Bye Lane No. 11
   49, Pub-Sarania, Guwahati-781003

2. Sri Pinak Vaishya
   GRMD Founadation
   Mahura Nagar, Dispur
   Guwahati-781006

3. Dr. Mukul Chandra Bora
   Director
   Dibrugarh University Institute of Engineering and Technology
   Nagakhalia Gaon, Dibrugarh, Assam- 786004

4. Prof. F.A. Talukdar
   National Institute of Technology, Silchar
   Cachar, Assam- 788010

5. Sri Hemantajeet Medhi
   Bineswar Brahma Engineering College
   Bijuleebari, PO-Chandrapara,
   Kokrajhar, Assam 783370

6. Prof. D.C. Baruah
   Department of Energy, Tezpur University
   Napaam, Tezpur, Sonitpur, Assam 784028

Sub: Sanction for three days Renewable Energy Training Programme under National Institute of Solar Energy (NISE), Gurgaon.

Ref: NISE Sanction letter No. 03/06(09)/2016-NISE-SDD dated: 5th January 2017

Sir,

In inviting the above reference, this is to inform you that NISE has sanctioned 13 nos. of Training Programmes to AEDA to be executed by six different institutes in the state. In view of the above, this is to inform you that sanction has further been accorded by Director, AEDA to conduct three days Training Programmes on respective topics shown against the name of the institutes for an amount of Rs. 3 Lakhs per training Programme. NISE has already released 30% of the sanctioned amount to AEDA.

An amount of Rs. 90,000.00 per training programme is hereby released to the institutes as detailed below:

Sl No	Name of the institutes	Topics	Amount sanctioned (Rs.)	Amount released (Rs.)	Total Amount released (Rs.)
1.	NB Institute of Rural Technology (NBIRT)	Energy Access	3,00,000.00	90,000.00	2,70,000.00
		Mini/ Micro Grid	3,00,000.00	90,000.00	
		Rooftop Off-grid	3,00,000.00	90,000.00	
2.	GRMD Foundation	Rooftop Off-grid	3,00,000.00	90,000.00	90,000.00
3.	Dibrugarh University Institute of Engineering and Technology	Rooftop Off-grid	3,00,000.00	90,000.00	90,000.00
4.	National Institute of Technology, Silchar	Energy Access	3,00,000.00	90,000.00	2,70,000.00
		Remote Village Electrification	3,00,000.00	90,000.00	
		Rooftop Off-grid	3,00,000.00	90,000.00	
5.	Bineswar Brahma Engineering College	Remote Village Electrification	3,00,000.00	90,000.00	90,000.00
6.	Tezpur University	Remote Village Electrification	3,00,000.00	90,000.00	3,60,000.00
		Rooftop Off-grid	3,00,000.00	90,000.00	
		Mini/ Micro Grid	3,00,000.00	90,000.00	
		Energy Access	3,00,000.00	90,000.00	

I am to request you to kindly submit the following documents immediately on completion of the training programme not beyond 15 days:

1. Training Completion Report (module wise)
2. Utilization Certificate certified by Chartered Accountant
3. Statement of Expenditure certified by Chartered Accountant
4. Photographs and videos of each session for the entire three days training programme (Hard copy + Soft copy in CD & Pendrive)
5. Sample of the Certificate.
6. Xerox copy of Registration form with contact details and ID proof having the photo of participants.
7. Training feedback form.

These documents may be submitted on completion of each training programme for onwards submission to NISE for release of balance amount. In case you need further more information, please feel free to contact the undersigned for the same.

Yours faithfully

23/2/17

(K. Goswami)
Dy. F.A.O, AEDA

M.P.Madhukar
ICS (Incharge)

Indian Council of Social Science Research
(Ministry of Human Resource Development)
Post Box No. 10528, Aruna Asaf Ali Marg
New Delhi – 110067
EPABX: 26741849-51 Fax: 91-11-26741836
E-mail: info@icssr.org Website: www.icssr.org

F. No. C1/44 /NIS/2016-17

Dated 1.8. 2016

The Registrar
Tezpur University, Napaam
Tezpur 784 028 (Assam)

SANCTION ORDER

Subject: ' Media Literacy in the Age of Convergence '.

Dear Sir,

Sanction of the Council is hereby accorded to the payment of an amount of Rs.2,00,000/- (Rupees Two Lakh only) to meet the expenditure on the above mentioned Seminar/Conference organised by Dr Abhijit Bora, Associate Professor (HOD) Dept. of Mass Communication & Journalism ,Tezpur Univesity, Napaam, Tezpur during 30-31,January 2017.

The sanctioned amount will be released in two instalments as follows:

First installment:	Rs.	1,80,000/-
Second installment:	R s.	20,000/-
Total Rs		2,00,000/-

The first installment of Rs ,1,80,000/- will be released on receipt of an advance receipt l (copy enclosed) duly signed and stamped by the competent authority of the Institution/University.

The second instalment of Rs.20,000/- will be released on receipt of the following documents that may please be submitted at the earliest after holding seminar.

I. Two complete sets of papers (hard bound copy) of the Seminar/Conference that should necessarily constitute of the following :

1. The list of the actual participants of the seminar.
2. The exact titles & presenters of each of the session.
3. paragraphs write-up on seminar topic.
4. Proceedings of Seminar.
5. A note on the contribution of the seminar to the existing body of research
6. The plan for publication.

II. The audited head-wise statement of accounts and utilization certificate in GFR (from 19 A) (copy enclosed) for the entire expenditure incurred from the sanctioned amount. Both these needs to be duly certified by a Chartered Accountant/Finance Officer of the concerned central university.

The above documents are mandatory requirement to settle the account and enable us to release the final installment.

The other conditions are :

A. The financial assistance should be utilized for the purpose for which it has been sanctioned only within the stipulated period.

B No part of the assistance is to be utilized for publication of the proceedings of the seminar. The amount sanctioned herein is to be utilized on the proposed conference.

C Any amount of the assistance remaining unspent during the current financial year shall be refunded to the ICSSR immediately after completion of the seminar/conference. If not the organization will be required to refund the amount of the grant with interest thereon @ 10% per annum from the date of the issue of cheque.

The expenditure will be debited to the budget head "NIS (National Seminars).

Yours sincerely,

M.P. Madhukar
For Member-Secretary

Encl; As above

Copy to: Dr Abhijit Bora
Associate Professor (HOD)
Dept. of Mass Communication & Journalism
Tezpur Univesity, Napaam,
Tezpur 784 028

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH
Aruna Asaf Ali Marg

. No.C1/44/NIS/2016-17

Dated: 23.12.2020

Registrar
pur University, Napaam
pur-784028
am

ject: Release of final Installment of the grant for organizing National seminar on "Media Literacy in the Age of Convergence"

r Sir/Madam,

In continuation of the Council's letter on the above subject, I am directed to convey the sanction of the ICSSR for the payment of Rs.7,500/-(Seven thousand five hundred only) to the Registrar, Tezpur University, Tezpur, Assam as final instalment of the total grant of Rs.2,00,000/- sanctioned for the above mentioned seminar held during 30-31 January,2017.

The amount of Rs.7,500/- will be released on receipt of the enclosed **grant-in aid bill(Advance Receipt) and PFMS** Form duly signed and stamped by the Competent Authority of the College / University/ Organization for transfer of the grant. A revenue stamp may also be affixed.

The expenditure will be debited to the budget head "General(OH31) NIS-(National Seminars)".

(Mahesh P. Madhukar)
Deputy Director (IC)
for Member Secretary

for information and necessary action to:

1. Dr. Abhijit Bora
Associate Professor
Department of Mass Communication & Journalism
Tezpur University,Naapam
Tezpur-784028
Assam

Partial Assistance for Organizing National /International Seminars/Conferences.

GFR 19-A

(See Rule 212 (1)

Form of Utilization Certificate

S. No.	Letter No. and date	Amount
1	**Ref. No.C1/44/NIS/2016-17 "Media Literacy in the Age of Convergence" August 1, 2016.**	**Rs 1,80,000/ (Rs one lakh eighty thousand only) First installment received vide cheque no 058199, dated September 30, 2016**
2	**Total Rs 187,500 (Expenditure incurred)**	Rs 200,000/- Sanctioned amount **Full grant amount**

Certified that out of Rs 2,00,000/- (Rs two lakh only) of grants-in-aid sanctioned during the year 2016-17, in favour of Prof. Abhijit Bora, MCJ Dept.,
under the ICSSR Letter No. **C1/44/NIS/2016-17 "Media Literacy in the Age of Convergence" August 1, 2016**, given in the margin and Rs. (does not apply) on account of unspent balance of the previous year,
A sum of Rs. 1,87,500/- (**utilized amount / expenditure incurred**) has been utilized for the purpose of organizing the seminar for which it was sanctioned and that the balance of Rs does not arise remaining unutilized at the end of the year has been surrendered to ICSSR (Vide cheque No. _____ dated _____).
The excess amount spent was met from registration fees of participants.

2. Certified that I have satisfied myself that the conditions on which the financial assistance was sanctioned have been duly fulfilled/ are being fulfilled and that I have exercised the following checks to see that the money was actually utilized for the purpose for which it was sanctioned.
Kinds of CHECKS exercised:-

Signature Abora

Designation Professor

Date 25/09/2020

Finance Officer

Registrar

Convener 25/09/2020

Statement of Expenditure

Grant Sanction from ICSSR : **Ref. No.C1/44/NIS/2016-17 "Media Literacy in the Age of Convergence" August 1, 2016,** for Rs 2,00,000/-

Amount Received from ICSSR as 1st Installment: Rs 1,80,000/-

S.No.	Heads	Amount (in Rs.)
1.	Domestic Travel	71247
2.	Accommodation	14400
3.	Food Expenses for Participants	60000
4.	Honorarium to resource persons	16000
5.	Organizational Expenses (including Venue Bookings, Transport, Stationery, Xeroxing, Secretarial assistance, Contingency)	25853
	Total	1,87,500

Expenditure amount – Rs 187,500/- out of total grant of Rs 2,00,000/-.

Amount to be received by Tezpur University – Rs 7,500/-.

25/09/2020

Finance Officer **Registrar** **Converner**

The Bodo community of Assam is the largest group among the plain tribes of Assam. The Bodos have age-old cultural legacy which is still visible in their expressive cultural forms of present times, such as, various forms of Bodo performing arts as well as weaving and making of diverse handicraft products.

In this workshop, the artists are trying to create some of their domestic articles like *Dun* (bamboo basket), *Chandri* (sieve), *Songrai*, *Abhijanga* (vegetable basket), *Jekhai khubai* (fishing Implement), etc.

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Participating craftsmen in this workshop:

Wancho wood-carving:
W. Wangsaha
Meilam Wangsu
Jonei Wangnaw

Rabha mask-making:
Mukul Rabha
Nripen Rabha
Bijoy Rabha

Mask-making (Majuli):
Hem Chandra Goswami
Horen Goswami
Ananta Kalita

Basket-making (Majuli):
Biren Saikia
Jadumoni Borah
Lakhyajit Saikia
Niran Kotoky
Lakhiram Boruah

Basket-making (Jorhat):
Bikash Boruah
Basanta Boruah

Bodo Craft:
Joyshad Narzary
Ram Narzary
Merga Narzary

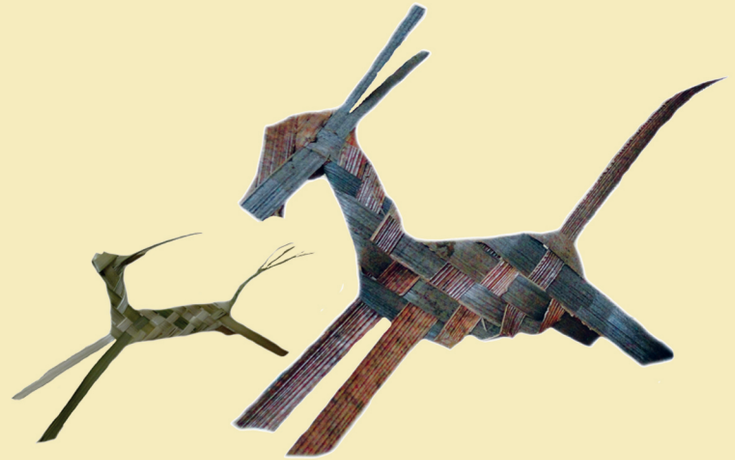
Organized by:

UGC Centre with Potential for Excellence in Particular Areas (CPEPA)
on
Cultural Memory in North-East India: A Research and Documentation Programme on Textual and Visual Narratives
Department of Cultural Studies
Tezpur University
Napaam, India - 784028
www.tezu.ernet.in

Indira Gandhi Rashtriya Manav Sangrahalaya
(An Autonomous Organization
of the Ministry of Culture
Government of India)
Via Depo Square, Above Tribal Museum
Shymala Hills, Bhopal
Madhya Pradesh 462013
www.igrms.gov.in

Workshop on
Craft Practices of North-East India

From 02 to 16 March, 2017
At Chandraprabha Saikiani Hall, Tezpur University



Introduction:

Traditional craft practices are an essential element of the cultural heritage of a region or country. Craft practices in North East India are based on the natural resources such as bamboo, cane, wood, reed so on and so forth. Bamboo is probably the most important material used by the local ethnic groups to meet their everyday need. Basketry is the most common craft practices in the rural areas for the production of an array of implements, receptacles and household objects. Wood is another material used in local craft work for the manufacture of tools, implements, household objects, masks and musical instruments, etc. Besides, various other organic materials, minerals and metals are frequently used by the local people for production of articles of their day to day use.

Traditional craft based on local resources have gradually become out of fashion with the advent of the new and mechanized technologies. As a matter of fact, many a traditional crafts have become peripheral activity in the villages of North East India. Preservation and promotion of these crafts tradition have become an important issue of national significance.

The objective of the present workshop is to promote and preserve traditional crafts of the region for the posterity.

Mask making tradition of Assam:

Mask making tradition of Assam is mainly concentrated in Satras of the Majuli Island. These masks are essential paraphernalia of the *Bhaona* or *Ankia Nat* (one act play) performances based on the epic stories. The masks represent epic characters such as *Ravana*, *Bivishana*, *Bakasur*, *Narasimha*, demons and buffoons. These masks are skilfully made by craftsman on a bamboo frame covered with a cotton fabric soaked in clay and other organic materials. Painting of the characters is done by applying herbal and mineral paints such as *hengul* and *haithal* as per attributes specified in the *Shilpa Shastra*. Some of the masks made here are of life size covering the entire body of the performer.

In this workshop national award winning master craftsman Sri Hemchandra Goswami and his disciples are presenting mask making skill and artistic acumen as in vogue in Majuli, Assam.

Basket making tradition:

North-East India is known as a region of bamboo culture. Basketry is one of the craft traditions, which is continuing from time immemorial, carried forward by the craftsman in their collective memory.

The skill of the craftsman could be seen in the quality of finished products of household requirement – be it a storing basket, winnowing fan, fishing basket, receptacle, rain shield, sitting mat, stool, etc. Preparation of the bamboo strips, precision in weaving, accurate counting and technique of floating of the strips etc. results in beauty of shape, fine texture and structural ornamentation – rendering it to an object of art.

Some of our finest basket makers from Assam and Arunachal Pradesh are taking part in this workshop to demonstrate their age-old skills in the craft.

Wood carving tradition of the Wanchos:

The wood carving of the Wancho's of Arunachal Pradesh, which was once associated with cult of synergy, is gradually on the wane due to lack of social impetus. There is no *Morung* (bachelor's dormitory) and there is no cult of head-hunting. The absence of these institutions resulted in the degeneration of the art of woodcarving in this region. Yet some the old samples of art work reveal great skill of the craftsman. Free-standing wooden images and some sort of relief works portraying common village-life activities in are shown in a realistic framework. Women carrying water tubes in a basket, man in dancing posture, old man sitting on a stool so on and so forth are usual themes depicted in sculptural art. These are meticulously drawn with all the details of the human body in right proportion. The very skill of the master carver could be noticed in the perfect representation of human or animal figure with lively demeanour.

Mask making tradition among the Rabhas:

Mask making tradition among the Rabha community of Assam is connected with the ritualistic and performing art called *Bharigan*. In *Bharigan* performance epic stories are presented by the performer wearing masks. Appropriate masks representing epic characters made of wood skilfully are carved by the expert craftsman. A piece of solid *gomari* wood is selected and the outline of the character is drawn on the surface by pencil. Carving is done initially by using a *dao* and then by a chisel- first from the front side to cut out the facial details of the character with eyes, nose, ears and headgear. And then it is hollowed out from the back side so as to fit on the face of the dancer. After completion of the work local paints are applied to highlight the required facial features. Generally, *Bharigan* masks are heavy but well equipped for manipulation.

Craftmanship of the Bodos:

Sampark is the annual industry-academia interaction of the Department of Business Administration, Tezpur University. **Sampark 2017** is the XVII edition in the series. In all of the previous sixteen occasions, our focus has been to create a platform for interaction and relationship (Sampark) between the academics and the corporate world. Thus, we tried to emphasize placement of our students in various corporate houses through such interactions. One of the objectives of Tezpur University is development of the spirit of entrepreneurship among its students. As such, the Department of Business Administration through its MBA programme also tries to create 'job creators' rather than 'job seekers'. Even though, we have not been very much successful in creating entrepreneurs since its first batch passed out in 1995, we must continue our efforts to see that Tezpur University MBA graduates can be a reason for creating livelihoods for many families. Keeping this aim in mind, **Sampark 2017** is aimed at creating the spirit of entrepreneurship in the minds of the students. We are grateful to the Ministry of DONER, NEDFi for jointly organizing this event with us. We hope our endeavour will help in changing the mind-set of the students towards entrepreneurship. We are grateful to the team of research scholars viz. Chiging Yamang, Sandeep Singh, Shivam Kakoti and Kalyani Kalita for noting down the discussions in each technical session and giving a shape for this compilation.

Prof. Subhrangshu Sekhar Sarkar
Faculty Coordinator, **Sampark 2017**
subh16@gmail.com

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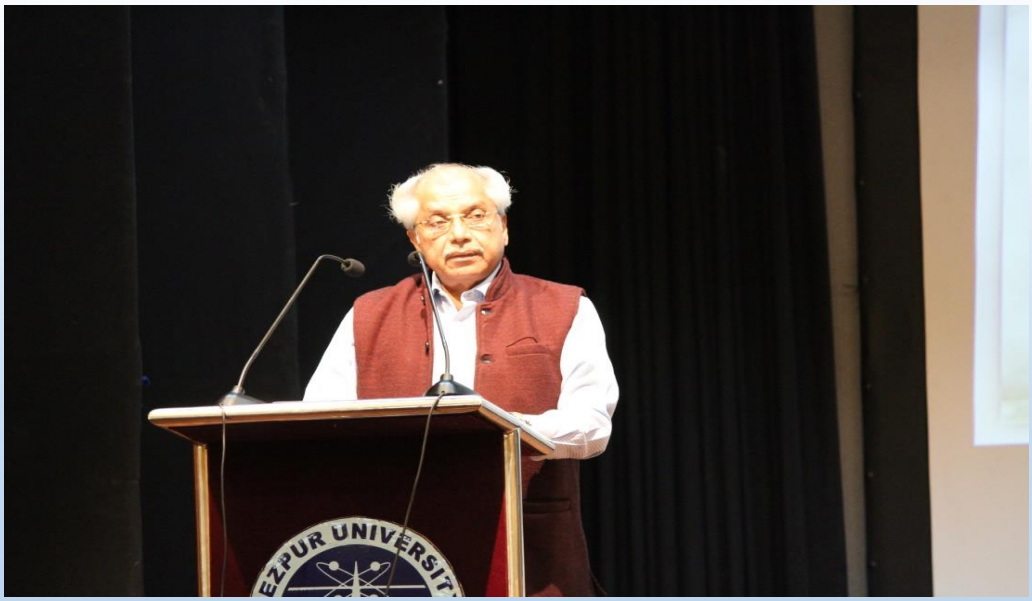
INAUGURAL SESSION

Speakers:

Prof. Mihir Kanti Chaudhuri,
Vice Chancellor, Tezpur University

Shri Naveen Verma, IAS.
Secretary, Ministry of DONER, Government of India

Mr. B. Paul. Muktieh,
Chairman and Managing Director, NEDFi



Prof. Mihir Kanti Chaudhuri
Vice Chancellor, Tezpur University

The Honourable Vice Chancellor, Mihir Kanti Chaudhari initiated his address by greeting the various participants and dignitaries attending the event. He talked briefly about the role of entrepreneurs in our economy as to how they contribute by way of creating wealth, generating employment opportunities and acting as role models for others to follow. He opined that in a country like India which faces a huge unemployment problem, entrepreneurship is the only way forward. The recently passed government policies like Make in India, Start up India, Digital India, Act East Policy and so on reflect the intent of the government to leverage its human capital and steer them towards entrepreneurial careers. In other countries, it is seen that entrepreneurs enjoy a host of benefits, popularity and support from the authorities' end. In the same manner, we should encourage our entrepreneurs and support them all the way in funding through venture capital and banking system.

The speaker pointed out that entrepreneurship as a career alternative, is open to one and all and is not restricted to only students from management background. He explained what entrepreneurship is all about and distinguished it from self-employment. He also shared that the word entrepreneurship was introduced by an economist, way back in the early 1800s in Austria. He pointed out three important characteristic of an entrepreneur – Firstly,

he should always be ready to face challenges. Secondly, he should have a world class team of employees. And thirdly, he should be backed by good mentorship/ leadership.

According to him, a successful entrepreneur must possess an urge to do well for himself. He must be well aware of his goal and must determine the economic viability of his project before proceeding any further. Towards the end of his address, the VC informed the attendees that the university fully supports the idea of opening an Entrepreneurship club, in the near future. He concluded his speech by encourage the students to go entrepreneurial and become "job creators."

Mr. B. Paul. Muktieh
Chairman and Managing Director, NEDFi

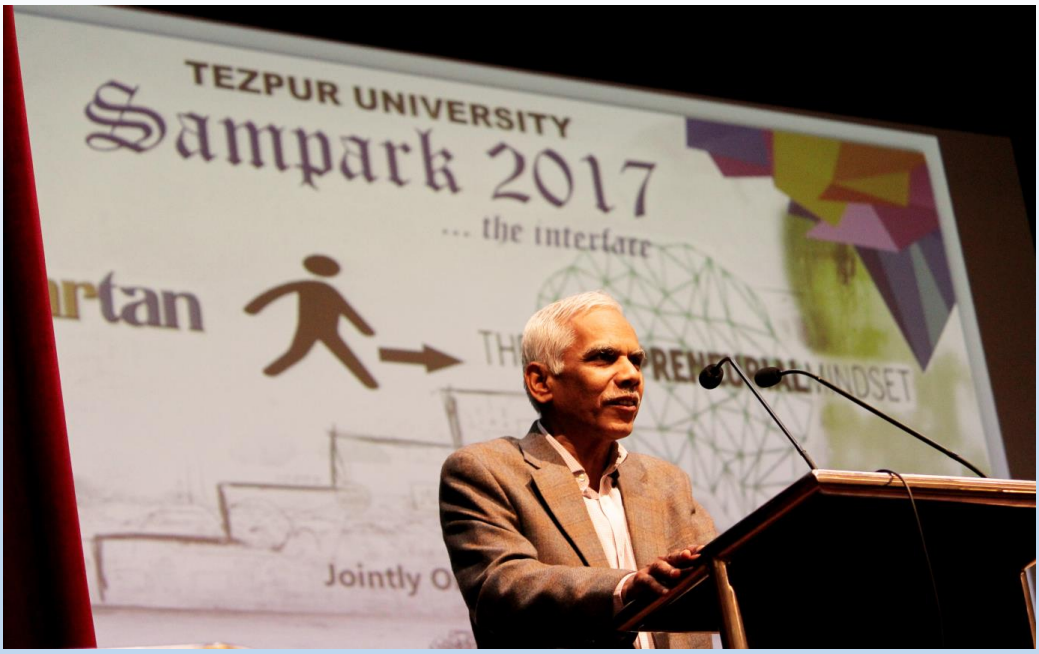
Mr. Muktieh began his address by pointing out the aptness of SAMPARK's theme this year, stating how entrepreneurship is the need of the hour, more so because we are living in tough times marked by rise in unemployment. He highlighted the nature of support provided by NEDFi to budding entrepreneurs. NEDFi provides mentoring facility to the potential entrepreneurs. Every year, they facilitate around 700 entrepreneurs, from which almost half have gone on to start up their enterprises. They also provide loans of up to 1

crore, that too at a very concessional rate. More recently, NEDFi in collaboration with the Ministry of Development of North Eastern Region (DONER) has come up with the North East Venture Fund, a dedicated venture capital fund for the region, to encourage startup ventures in the northeast region. The size of the fund would be Rs 100 crore, which would be contributed by Ministry of DONER (Rs 45 crore) and NEDFi (Rs 30 crore). The balance amount of Rs 25 crore would be raised from other financial institution(s).

Mr. Muktieh shared that most of the bankers and/or financial institutions, while evaluating the project proposals, also look for the entrepreneurial qualities in the budding entrepreneurs. According to him, entrepreneurs should have qualities like organizing skills, risk taking capacity and patience for results. He also emphasized on the viability aspect of the projects indicating, that the project should be technically feasible and economically viable.

He also mentioned how the government is taking large strides in promoting entrepreneurship by launching schemes like Start Up India and Make in India. Various north east based forums are also constantly working to improve the existing eco-system for entrepreneurship in the state and enhance the ease of doing business. Mr. Muktieh further highlighted as to how the Act East policy is an excellent opportunity for us, to increase business with neighboring countries like Myanmar and Bangladesh.

He also stressed on the greater need to improve the education system, with a renewed focus on entrepreneurship education. Every education institutions should have an entrepreneurship cell and an incubation centre so as to encourage students to go entrepreneurial. He concluded his speech by commending Tezpur University for taking the lead by organizing such interactive meets and proposing to set up an entrepreneurship club.



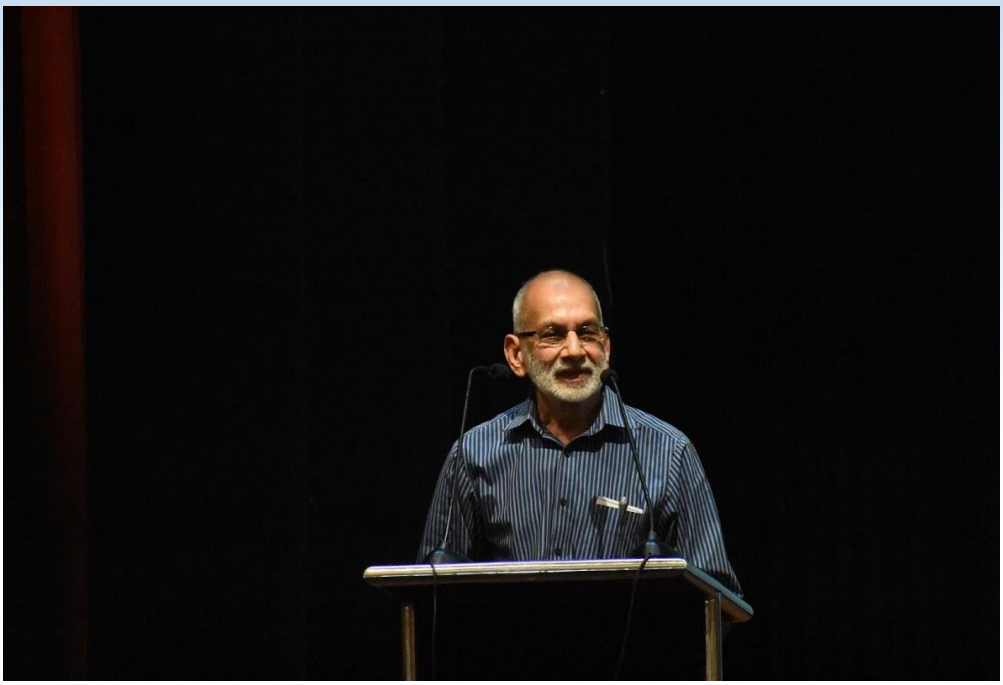
Shri Naveen Verma, IAS
Secretary, Ministry of DONER

Mr. Naveen Verma began his address by stating how SAMPARK was a great initiative to break the barriers, as there has always been limited interaction between people from academia, industry and the government. This common interface will go a long way in promoting entrepreneurship and changing the mindsets of budding entrepreneurs. Mr. Verma talked about two categories of people - risk takers and risk averse. Risk takers are willing to exploit opportunities as and when they see them. They are more passionate and wiling to undertake risks. He cited the example of Mr. Manoj, who quit his job as a Chief Manager, SBI to start his venture on scientific piggery. Risk averse people, on the other hand continue with routine jobs, and chase secure careers.

Every year, the government spends close to 44,000 crores on the North East only. Apart from that, there are special grants available for certain categories under food processing industries. Not just that, there are a number of financial schemes floated by the government under which we can access funds. However, not enough interest has been shown by the people. Mr. Verma stressed on the fact that there is a greater need to create an eco-system favouring entrepreneurs in this region. He also spoke on the importance of bamboo, stating how bamboo shoot and fiber enjoys great demand in Japan, how bamboo tiles and floorings are becoming popular.

Towards the end of his address, Mr. Verma raised three key questions, that budding entrepreneurs need to take care of. Firstly, how can we provide better customized design for our products? We sell what we produce but we don't produce what we can sell. Most of the products here, although qualitative, lag behind in terms of sales because of the poor design quality. Secondly, how can the entrepreneurs brand their ideas and take them to the market? And thirdly, how to beat market competition and stand out from the rest.

Mr. Verma concluded by saying that we need to change the mentality that we are living in a remote part of the country, which remains inaccessible. We are in fact living in an area, marked by great potentialities as we share international borders with so many countries. We should make efforts to leverage this locational advantage and turn this region into a hub of economic activities.



Shri O.P. Bagaria,
Entrepreneur, Kaybees, Tezpur

Mr. Bagaria, a local entrepreneur, spoke briefly on the theme of the event. He talked about the need to adapt in the face of change and said that those who resist change cannot succeed. Sharing insights from his own entrepreneurial journey that took him across

different countries, he also shared four ideal traits that according to him, every entrepreneur should possess, if he/she wishes to be successful in his/her venture:

Firstly, quality consciousness. An entrepreneur must make efforts to provide quality goods/services and be consistent in it. *Secondly*, he must ensure timely delivery of his goods/ services. In today's business world, customers are approached by competitors with equally good or better efforts all the time. Not delivering timely service will make his customers switch to an alternate organization. *Thirdly,* the entrepreneur must be ethical in all his dealings or his reputation will be damaged. *Fourthly,* he must be adaptive to change or be ready to perish.

The inaugural session ended with a vote of thanks by the Faculty Coordinator of Sampark 2017, Prof. Subhrangshu Sekhar Sarkar, wherein he thanked all the dignitaries, guest speakers and participants from different institutions for attending the event. He also thanked the co-organizers, NEDFi and Ministry of DONER for their continued support in organizing the event.

TRACK I: ENTREPRENEURSHIP AND ACT EAST POLICY

Moderator: Prof. Mrinmoy Kr Sarma
Professor, Department of Business Administration, Tezpur University

Speakers:

Prof. E. Bijoykumar Singh
Professor, Department of Economics, Manipur University

Shri Ravi Ranjan
Entrepreneurship Evangelist, NASSCOM, 10000 Start Ups

Mr. Mark Laitflang Stone
Managing Director, Group Avenues

Shri Manoj Basumatary,
Founder, Symbiotic Foods Private Limited

Track I of the conference, titled "Entrepreneurship and Act East Policy" was the first track on the first day of the event. Prof. Mrinmoy Kr Sarma was the moderator for this track. The track began with Prof. Sarma, introducing and inviting the four guest speakers – Prof.. E. Bijoykumar Singh, Mr. Ravi Ranjan, Mr. Mark Laitflang Stone, and Mr. Manoj Basumatary on the dais. Prof. Sarma then shared his own thoughts on the Act East Policy, erstwhile known as the Look East Policy, and elaborated on how vital it is to the growth of North East India.

Prof. E. Bijoykumar Singh
Professor, Department of Economics, Manipur University

The first speaker of the track, Mr. Singh began his address by introducing the topic to the audience. He delved on the basics of the Act East Policy and explained how it is an improvement on the earlier 'Look East' policy. He pointed out how the Look east Policy faced certain difficulties because of the changing political equations in the region. The newly drafted Act East Policy, according to him, is an opportunity of rediscovering ourselves, one that will lead to more prosperity in the region. He also talked about the future possibilities of growth, in light of the geopolitical changes witnessed in the region recently. According to Mr. Singh, the global economy is increasingly shifting its gravity from West to East and the role of the two Asian economies — China and India — are therefore gaining wider scope. The significance of Act East policy is paramount as we have missed out on so many opportunities to collaborate in the past and work for regional integration. He also opined that while there is always room for more improvement, North East India is now no longer treated as an outlier, but as a hub of economic activities. According to Mr. Singh, in order to attain faster inclusive growth in the region, the government's focus should be on strengthening the manufacturing sector here, as it holds various potentialities. We need to

change our perception from being “market for raw materials” to “marketer of finished products.”

Mr. Ravi Ranjan
Entrepreneurship Evangelist, NASSCOM, 10000 Start Ups

The second speaker in this track, Mr. Ranjan shed light on NASSCOM’s “**10,000 Startups**” initiative, which is committed to incubate, fund and provide ambient support to impact 10,000 technology startups in India, by 2023. He also talked primarily about the possible obstacles one faces in his/her entrepreneurial journey and how they can be countered. Mr. Ranjan raises three key points in his talk – Firstly, one should be agile and keep track of all the environmental changes happening around them so as to identify new business opportunities as and when they arise. Secondly, one should create a good team of employees as they are the ones who will implement your policies and decisions and it is only their cooperation that will make the startup successful. Thirdly, acquiring financial resources should be the last priority for the budding entrepreneur. If the idea is good enough and if it’s economically viable, there will be no dearth of funds. There are too many institutional finance schemes launched by government agencies and angel investors.

Mr. Mark Laitflang Stone,
Managing director, Group Avenues

Mr. Mark began his address by stressing on the importance of making the right choices. According to him, entrepreneurship is all about making choices. If you choose security over passion, you will never be a good entrepreneur. In order to be successful in business world, you need to work with endless courage and limitless passion and be patient at the same time. Money, according to him, is the by-product of the hard work and knowledge one puts into a task. The rewards might not come now but you need to be resilient and keep working hard towards your goals. You might fail many times but you need to get up and accept a loss as it is. Mr. Mark also opined that there is no right time to enter into an entrepreneurial career. If you keep waiting for the 'right time' you will miss out on a lot of opportunities. So, act now. According to Mr. Mark, in order to be successful in business, you must stay true to the promises made to your customers and deliver it right. He also talked about the vast growth potential of the North Eastern region as it shares similar stories, cultures, languages and boundaries with so many other countries.

Shri Manoj Basumatary,
Founder, Symbiotic Foods Private Limited

The last speaker of the track, Mr. Manoj Basumatary talked about his individual journey – a journey that started from the confines of a conservative rural Assam, a journey that took him to Delhi where he studied in one of the best colleges in India, a journey that followed the routine pattern and ended with him landing a lucrative job with SBI. But he decided to embark on a new journey, taking the road less travelled and quit his job and ventured into entrepreneurship. Mr. Manoj founded Symbiotic foods Private Ltd and ventured into the piggery business, a sector that is totally unorganized and contributes roughly around Rs 4,000 to Rs 5,000 crore towards the economy of the region.

According to Mr. Manoj, entrepreneurship is all about finding solutions and meeting challenges. It's about leaving safe choices and taking risks. He talked about two different mindsets – the growth mindset and the fixed mindset. People having a growth mindset are always ready to learn and want to do something new whereas people with a fixed mindset chase secure carriers and care content with the current state they are in. In addition to the above, Mr. Manoj stressed on three key issues: Firstly, backward integration in our markets require much improvement. Secondly, we need to distinguish between unnecessary noise

and reality. Thirdly, that funding should be the last cause of concern for entrepreneurs. Maximum attention should be put on the actual idea and its viability.

The technical session was concluded by the moderator announcing for an open question and answer session. A few pertinent questions were raised ad answered on issues ranging from physical connectivity in the North East, to role of technology in starting a new enterprise.

TRACK II: SHARING THE JOURNEY OF LIVELIHOOD CREATORS

Moderator: Prof. Chandan Goswami
Professor, Dept. of Business Administration, Tezpur University

Speakers:

Shri Aurvind Lama
Founder, Travelyaari.com

Shri Samrat Deka
Director, SRD Group

Shri Partha Pathak
Founder, Fresh Air

The moderator began the session by sharing the importance of different stages in entrepreneur's journey. Generally, people look at successful entrepreneurs but ignore the ups and down they go through in the way to success, therefore, missed the chance to talk to failed entrepreneurs. He asked experts to talk about their journey as an entrepreneur so that student learns and get motivated from the challenges they faced and how they handled those challenges. So that it helps them to prepare themselves for the journey into entrepreneurship. Finally, Prof. Goswami invited the experts to talk about their endeavours and share their struggle stories.

Shri Aurvind Lama
Founder, Travelyaari.com

Mr. Lama, started his speech with the Government's initiative in encouraging entrepreneurship and emphasized upon the multiple opportunities arising from opening up the markets with the neighbouring countries. He shared the attributes of a successful entrepreneur from his own experience as an entrepreneur:

1. Passion and resilience for any work a person takes up.
2. Awareness about the changing market and competitors.
3. Keeping an eye on the basic things as an entrepreneur- revenue, cost, a scalable model and technology to scaled up to renew cost allocation for creating anti barriers.

According to Mr. Lama, Entrepreneurship is actually a journey which starts with a unique idea. He narrated his own story how he became an entrepreneur even though he never thought

of taking up entrepreneurship as a career option while he was studying in business school. He pointed out the challenges faced by most entrepreneurs in the journey of entrepreneurship: Steep competition, Funds crunch, changing regulations, strikes etc. Such situations how the entrepreneur and his team work dedicatedly and face those challenges with all the determination. Further, he added that in every phase in the entrepreneurial journey, different challenges may arise. It is wise to think of scalable fund and Government help and be ready for the challenges accordingly.

Shri Samrat Deka
Director, SRD Group

Mr. Deka, an established local entrepreneur started his address by narrating his grandfather's rags to riches story. At a very young age, he had decided to leave his village with almost nothing on him. He worked under mahajans and with a government officer in different capacities, but he had an entrepreneurial streak in him which eventually led to him starting his own shop. Drawing from this story, Mr. Deka urged the audiences to keep a tab on the surroundings as it is essential to gather knowledge about the existing business opportunities. Being informed of the latest happenings, one can expand his business if he is proactive in his decisions, quick learner/ adapter and is willing to undertake risks.

Mr. Deka also shared his experience how they could manage to influence a foreign investor on the way from Guwahati airport to the city with the help of one to one communication. They were successful in influencing the investor that Mangaldai that despite being a small

town in Assam was a better business option then Guwahati which is the biggest city in North East India and is also known as the gateway to north East India. Towards the end of his speech, Mr. Deka suggested the young entrepreneurs to work in a dedicated and focused manner towards achieving their goals.

Shri Partha Pathak
Founder, Fresh Air

Mr. Pathak started his talk with a brief introduction about his company. He shared the struggles that he went through in his early years before starting his own venture. He went through a phase in his life, where he was jobless and two of his ventures didn't materialize. But he didn't lose hope and continued working with the same zeal. He came in touch with one of the promoters of International Hospital in Guwahati and talked to him about their waste management practices. He solved one of their technical issues, related to their existing system and later on requested the promoter to let him use the machine at lease. Because of his goodwill, they agreed to give the machine at lease. So this is how the first phase of his business was without a single monetary investment.

Waste management was a pretty new concept in those times and he found his clients very acceptable of his ideas. Though his idea implementation was not simple, it was profitable for

the hospitals. By 2007, he had set up a common biological waste treatment facilities treatment. He rented and had the machine in 2006 and in between he kept on updating himself. He emphasized on updating himself about new rules, suggestions and guidelines in every five years for example. 1998- Biomedical waste rule, 2000- M&H rule.

With the knowledge that he had, he approached banks for funds. Although, it was difficult for him to make them understand his project, he was lucky enough that NEDFi believed in his idea and supported him financially.

According to Mr. Pathak, there were four factors, which led to his success - Quality Service, Timely delivery, Regular update of accounts, and Total awareness of processes, and any changes happening in his line of work.

He also pointed out that hurdles like financial crunch, maintenance issues, manpower shortage and legal issues were routine and common to every business and budding entrepreneurs shouldn't be discouraged by it. He concluded by encouraging everyone to enjoy and love what they do and do not chase financial gains.

TRACK III: START UPS AND THEIR STRUGGLES BEHIND

Moderator: Prof. Chandana Goswami,
Professor, Dept. of Business Administration, Tezpur University

Speakers:

Mr. Supratim Roychoudhury,
Founder, Pratyaksha Agrotech Private Limited

Mr. Soumen Das,
Founder, Bhavishya India Learning Private Limited

Mr. Shiva Srinivasan
Partner, Diwakar & Srinivasan

Track III of the conference, titled "Start-ups and their struggles behind" was the third track on the first day of the event. Prof. Chandana Goswami was the moderator for this session. The session began with the moderator introducing and inviting the three guest speakers for the session - Mr. Supratim Roychoudhury, Mr. Soumen Das, and Mr. Shiva Srinivasan on the dais. Prof. Goswami then shared her own thoughts on the theme of the session, and elaborated on how new ventures are of paramount significance to the economic growth of North East India, a region marked by the presence of limited industries.

Mr. Supratim Roychoudhury,
Founder, Pratyaksha Agrotech Private Limited

Mr. Supratim began his address by talking primarily on the issue of idea conception and the struggles that lie ahead when starting a new venture. The prime focus of a budding entrepreneur should always be on identifying a potential business idea as well as seeking ways to fund the conceived idea. Again, to find that potential idea, one needs to find an unsolved problem or come up with a better solution to an existing problem. The problem needs to be big enough, though. Mr. Roychoudhury also talked about the two principal challenges that every entrepreneur needs to overcome in order to succeed in his/her business. The first struggle is about generating a potential idea that is economically viable at

the same time. The second challenge is how to acquire financial resources to commercialize the idea and start an enterprise around it. Every entrepreneur has to overcome these challenges in order to survive and succeed. The speaker also narrated his individual journey, as to how he came to discover the absence of plant tissue culture in Assam as compared to other parts of the country. That absence of plant tissue culture in Assam represented a problem that needed a solution. It was a unique opportunity that he came across and he took it up. Mr. Supratim highlighted the struggle to survive amongst intense market competition as another challenge, which could be tackled by being prudent and not chasing early profits. He pointed out that the environment presents us with limitless opportunities to start our own businesses and grow. The present generation is fortunate to have so many opportunities. Only if they could do away with the fear of failure, these opportunities could be utilized properly.

Quitting is not an option. One should instead strive endlessly towards fulfilment of his dreams because your failure turns to success, if you know how to utilise the resources at your disposal. Towards the end of his talk, Mr. Supratim acknowledged the efforts of Tezpur University for organising such an interactive event and giving students the opportunity to learn first-hand about the struggles faced by start-ups.

Mr. Soumen Das
Founder, Bhavishya India Learning Private Limited

The next distinguished speaker, Mr Soumen Das, started his talk posing certain relevant questions to the audience, asking how many of us actually see entrepreneurship as a viable career alternative and what is the right time to be an entrepreneur. According to him, entrepreneurship could be a very good career choice but the environment is not right for it. People view it as a risky decision, something that does not guarantee returns and naturally it goes down in the pecking order of career choices, behind government and public sector jobs that are thought of as secure careers.

There are again some people think they will get a job and gain some experience, earn money and save some, marry and settle down in life and then start something of their own. Mr. Soumen argued that there's no guarantee that someone else has already not come up with a similar business idea to yours. The speaker has rightfully stressed on the fact that the right time to go entrepreneurial is now. Focus on 'finding opportunities rather than calculating upon struggles.' The speaker also stated that, although we want to create our own enterprise, we lack focus and are too busy in our jobs. We need to eliminate the gap in

what we want to do and what we end up with. So, what we want must be achieved with constant focus.

Mr. Soumen wound up his speech by stating how North East is a land of opportunities with abundant scope for entrepreneurship and international trade, which still needs to be tapped. The speaker expressed his happiness at being able to create so many job opportunities for other and requested the students to try to be 'job givers' rather than 'job seekers'. He concluded his lecture with a message: "Look for opportunities and be positive. Anything is possible. Challenge is itself an opportunity".

Mr. Shiva Srinivasan
Partner, Diwakar & Srinivasan

The session turned interesting with the next wonderful speaker Mr Shiva Srinivasan, who shed light on the ground realities of starting a start-up. He articulated that the two most essential things that needs to be taken care of in case of a new start-up is to firstly, find the right partner to go along with and secondly, to gain an understanding of the legal issues surrounding a new business. Acquiring funds for your business, although important, comes much later. The biggest hurdle while starting a new business is to choose the right partner, who shares equal or more level of passion about the business idea. If he is not as passionate

as you, don't involve him in your business as it may lead to personal battles in the distant future. Your personal life should not have any bearing on your decisions like who you want to partner with.

The speaker also talked about the need for entrepreneurs to be proactive in nature, so as to tackle all threats that crop up from time to time. According to Mr. Srinivasan, there are four things that you need to take care of when you decide to start your own enterprise: *Firstly,* you need to share your business idea with the right people. Choose people with whom you can share vital and sensitive information. *Secondly*, as first-timers, you need to get in touch and seek help from mentors and incubators. *Thirdly,* try to understand the structure of your idea. Get it incorporated. Retain the corpus of your idea and good employees. *Fourthly*, you need to acquire legal protection and clearly define the relationship between the partners, their rights and duties.

The technical session was concluded by the moderator announcing for an open question and answer session. Questions were raised and answered on a wide range of issues ranging from founder agreements to legal protection schemes.

TRACK IV: FINANCING AND CREDIT: THE ROOTS BEHIND

Moderator: Shri B Paul Muktieh
CMD, NEDFi

Speakers:

Shri PVSLN Murty
Chief General Manager, State Bank of India

Shri Ugen Tashi
Regional Head, North East IDBI

Shri S.S. Saha
General Manager, NABARD, Regional Office, Guwahati

Shri PVSLN Murty
Chief General Manager, State Bank of India

Mr. Murty opened the session by suggesting the young entrepreneurs that they should prepare their project proposals with such finesse that it attracts a lot of attention from the bankers and investors on its own. He further pointed out three main aspects that the young entrepreneurs should possess- risk, common sense and logic. “If you don’t take risk, no one else will.” He pointed out how the entrepreneurs should be willing to take risk and come forward with an idea which should have a business logic i.e. why and what for the business would come to existence. He emphasized on the fact that mutual understanding and a common sense among the co-founders of the idea is most important for the idea to succeed as a business. Mr. Murty talked about the problems which are associated with the startups and overcome them. The first problem for the startups which he discussed is to find investment and capital for their idea to come into existence into the real world. He said the solution lies with the confidence shown by the entrepreneurs to the banker. Once the banker sees the confidence, commitment and authority towards the idea, the banker would solve the capital issue.

Secondly, he talked about importance of the firm’s legal structure for clearance of the proposal. He also pointed out that most of the entrepreneurs often fail to identify the return on investment of their projects, and waste funds in unproductive expenditure like office

architecture, rather than utilizing it judiciously. He further added that the pricing of the product and financial discipline are also important considerations which the entrepreneur should consider wisely. Mr. Murty concluded that the decision of a banker whether favorable or unfavorable comes from his many years of experience in dealing with various projects and proposals. He welcomed young entrepreneurs to come up with convincing proposals.

Shri Ugen Tashi
Regional Head, North East IDBI

Mr. Tashi began his address by observing that a university is a place where new ideas are created and shared. He outlined how students can gather information and prepare new products and with the help of banker bring the product to the customer. He suggested that the potential entrepreneurs should regularly visit events like Sampark, which is marked by the presence of people from academia, industry and government bodies, to get an idea about how to start a business venture and to successfully operate it over time.

Mr. Tashi also argued that entrepreneurs need to come prepared with both a proper product plan and the revenue model. He highlighted few myths about how collateral security does not play an important role until and unless the project is viable.

Further, he suggested that the potential entrepreneurs should not be dependent only on one bank and should keep looking for alternative sources of funds, to increase their chances of getting funds. Entrepreneurs should approach those bankers who offer them funds

quickly, at low interest rates and are known for offering better services. Towards the end, Mr. Tashi concluded by sharing the journey of how IDBI bank transformed from a development bank to a commercial public sector bank. He wished budding entrepreneurs great success and asked them to approach IDBI bank with innovative business plans.

Shri S S Saha
GM, NABARD, Regional Office, Guwahati

Mr. Saha highlighted the role of NABARD as a facilitator for new entrepreneurs in the agriculture and rural development sector. He further emphasized on how agro-entrepreneurship can be a viable business alternative and suggested the soon to be graduating students to look at agriculture as a business opportunity. Mr. SS Saha cited the example of how Mr. Manoj Basumatary, a local entrepreneur from Sonitpur district has successfully ventured into piggery business and insisted other budding entrepreneurs to follow the same.

Mr. Saha also gave a brief idea about how bankers and angel investors evaluate new ideas and proposals of budding entrepreneurs. He said that while the bankers' determine the economic viability and the marketability for such projects, the entrepreneurial potential of the individuals associated with the project also have a bearing on the banker's decision.

Mr. Saha also shed light on the various assistance schemes that NABARD offers to budding entrepreneurs who are interested in agri-business through the various funds they have, such as Technology Innovation Fund, Venture Capital Fund, and NABARD Startup Fund. He further added that there is no upward ceiling, and that the amount of funding depends upon the project. In addition to the above, the Co-Financing project of NABARD is yet to be initiated in the North-east region of India, which has already been a success in other parts of the country.

Towards the end of his speech, Mr. Saha expressed his hope that the association with Sampark will continue for a long period of time. He also encouraged the management students present to come up with unique ideas and projects, related to agriculture and rural development and share the same at guwahati@nabard.org.

WORKSHOP WITH STUDENTS ON 04 MARCH 2017

Mr. Ravi Ranjan
Entrepreneurship Evangelist, NASSCOM, 10000 Start Ups

Shiva Srinivasan
Partner, Diwakar & Srinivasan

Mr. Mark Laitflang Stone,
Managing director, Group Avenues

Shri Manas Chaliah
Founder, Organic Majuli

More than 150 students joined the interactive session that started from 9 am on 04 March 2017 and ended at 6 pm on the day. It was a very effective day for the budding entrepreneurs as they could listen and interact with the speakers.

PRE EVENT ACTIVITY ON 02 MARCH 2017

Total number of Entries = 59

Finalist selected for Presentation = 15

Jury

1. **Sri O S Meitei,** NEDFi
2. **Mr Zaveer Zaman,** NEDFi
3. **Dr. Achyanta Sarma,** IIM Shillong
4. **Mr. Biswajit Garg,** Fudan University, China

Three Winners

First Prize

Second Prize

Third Prize

Advanced Workshop on HPC & Parallel Programming
using
Accelerator Technologies
March 15-16, 2017
Venue: Department of Computer Science and Engineering
Tezpur University, Napaam, Assam

Organized by:

Department of Computer Science and Engineering Tezpur University, Napaam, Assam

in association with

Development of Advanced Computing (C-DAC), Department of IT, Ministry of Electronics and IT, Government of India

High Performance Computing (HPC) has become pervasive, from supercomputers and server farms containing multi-core CPUs and GPUs, to individual PCs, laptops, and mobile devices. It is very important for every computer user (and especially every programmer) to understand how parallelism and distributed computing affect problem solving. It is essential for educators to impart a range of HPC knowledge and skills at multiple levels within the educational fabric woven by Computer Science (CS), Computer Engineering (CE), and related computational curricula. Industry require resources with these skills, and as a result, they are finding that they must now engage in extensive on-the-job training. Nevertheless, rapid changes in hardware platforms, languages, and programming environments increasingly challenge educators to decide what to teach and how to teach it, in order to prepare students for careers that are increasingly likely to involve HPC.

With this background, Center for Development of Advanced Computing (C-DAC), Department of IT, Ministry of Electronics and IT, Government of India in association with Tezpur University is organizing *Advanced Workshop on HPC & Parallel Programming using Accelerator Technologies* during March 15-16, 2017. The workshop includes valuable deliberations from the C-DAC experts on the state-of-the-art HPC and parallel programming, discussions and exchange of ideas that assures to offer an enlightening platform for the people working in this research direction. Furthermore, the experts will also provide extensive hands-on training on GPGPU computing including installation and execution of HPC applications and many more, that would be instrumental for one to become an expert in the field of HPC.

The topics for the deliberations include:

- Fundamentals of High Performance Computing
- Overview of PARAM Tez cluster and PARAM Shavak at Tezpur Uiversity
- Overview of Parallel Programming
- Performance Metrics and profiling of codes
- Distributed-memory Computing - MPI (basic & advanced)
- Shared Memory Computing - OpenMP (basic & advanced)
- Setting up of users environment (paths of compilers, libraries etc.)
- Installation and execution of HPC applications
- Cluster Resource Manager and Job Scheduler (Torque)
- GPGPU Computing: overview, architecture, CUDA programming model
- Computing with Intel Xeon Phi (MIC): overview, architecture, programming model
- Bash shell scripting along with hands-on/demonstration sessions

Who can apply?

Students, Faculty, Researchers and Industry candidates interested in high performance computing technologies.

How to apply?

Spot-on registration will be conducted on the first day of the workshop (15/03/2017). Candidates should send a mail expressing their interest for participating in the workshop to one of the following:

deb0001@tezu.ernet.in
arindam@tezu.ernet.in
rosy8@tezu.ernet.in

Registration fee:

An amount of Rs. 200/- to be paid by out-station candidates and Rs. 200/- by local candidates. Fee has to be paid at the time of registration.

Workshop on IOT and Security
March 27-28, 2017
Venue: Department of Computer Science and Engineering
Tezpur University, Napaam, Assam

Organized by:

Department of Computer Science and Engineering Tezpur University, Napaam, Assam

in association with

Department of Computer Science and Engineering, IIT Guwahati, Assam

Nowadays, smart grid, smart homes, smart water networks and intelligent transportation are the new catch terms in our day-to-day life that have connected our world like never before. The common vision of such systems is associated with the concept of “Internet of Things” (IoT), wherein through the use of sensors, the system infrastructure is intertwined with information and communication technologies. Here, with the use of network embedded devices, intelligent monitoring and management can be achieved. These types of sophisticated dynamical systems require devices to be interconnected via distributed sensor networks to transmit useful measurement information and control. With the rapid technological development of sensors, wireless sensor networks (WSNs) has become the key technology for IoT.

With this background, Department of CSE, IIT Guwahati in association with Dept of CSE, Tezpur University is organizing a Workshop on 'IoT and Security ' during March 27-28, 2017. The workshop includes valuable deliberations from the IITG and IIITG experts on the state-of-the-art 802.11 WiFi Networks and Cloud Security along with discussions and exchange of ideas that assures to offer an enlightening platform for the people working in this research area.

The topics for the deliberations include:

- Hands-on session on 802.11 WiFi Networks: Basics, vulnerabilities, hacks
- Sniffing, Bands
- Promiscuous Modes
- Analyzing Ap-Client Connections
- Analyzing Wlan Headers
- Bypassing Mac Filters
- Wlan Authentication Hacks
- Man-In-The-Middle Attack
- Wep Cracking, Wpa/wpa2 Cracking
- Rogue Access Point & Evil Twin Access Point
- Authentication Flooding Attack
- Deauthentication/Dissociation Flood attack.
- Introduction to cloud computing and its security.
- Authentication, Authorization and Access Control in cloud.
- Identity Issues, Single Sign On, Open Identity Protocol
- Threats, attacks on Cloud based Systems and how to secure them.
- Demonstration of cloud based security using Amazon AWS
- Hand on cloud security using AWS.
- Hands on using open protocols for authentication.

Who can apply?
Students, Faculty, Researchers and Industry candidates interested in IOT technologies and WSNs. **Candidates should send a mail expressing their interest** to participate in the workshop to one of the following:
deb0001@tezu.ernet.in, ddas@tezu.ernet.in , zubin@tezu.ernet.in

Registration:
Registration of candidates will be conducted on the first day of the workshop (27/03/2017) at 9AM. **Candidates should send a mail expressing their interest for participation by 24/03/17.**

Accommodation fee: Out-station candidates should declare previously if accommodation is required in guest house or hostels. Guest house accommodation is based on seat availability. Candidates will pay for their accommodation.

Tezpur University

Intellectual Property Rights Cell

विज्ञानं यज्ञं तनुते
Specialized Knowledge promotes creativit

Activity 2017-2018

Workshop on Information Access and Analysis in the Innovation and Research Value Chain on 10 May, 2017

A day long workshop was organised by the Tezpur University Intellectual Property Rights Cell in collaboration with the Central Library, Tezpur University on 10 May, 2017 for the stude researchers in the University. The workshop was themed on Information Access and Analysis in the Innovation and Research Value Chain. The main aim behind organising such a work addition to the annual Patent Search and Analysis workshop, was to give a hands-on exposure to the diverse information sources/databases that may be accessed in various subjects of in Science, Technology, Humanities and Languages etc. Shri N.V. Sathyanarayana, who is one of pioneers and experts working in the field of information access and technologies, a Sambhunath Sahoo, Information Scientist in Central Library, Tezpur University deliberated upon various topics. The topics of discussion ranged from the Art of Searching: Non-Patent L which covered broadly the issue of conducting targeted search of databases for contextual information with special emphasis on approaches, strategies and methods, to Access of E-Re at Tezpur University. 37 participants from within and outside the university participated in the same.

Colloquium on World IP Day celebration on 26 April, 2017

With the theme “Innovation – Improving Lives”, Tezpur University Intellectual Property Rights Cell celebrated the World Intellectual Property Day, on 26 April, 2017. The celebrations in half day programme comprising of the IP Day Quiz, Best Innovative Idea Competition and Slogan writing competition relevant to Intellectual Property Rights. The event was organise Council Hall of Tezpur University with a gathering of students, research scholars and faculty members from various departments. This year 23 groups, consisting of 46 students partic the quiz competition which lasted for 4 long hours. Other events also witnesses encouraging participation. IP Day talk was delivered by an eminent scientist in the field of Chemis Niranjan Karak, who is also a Professor in the Advanced Polymer and Nanomaterial Laboratory Center for Polymer Science and Technology, Department of Chemical Sciences & Hea Tezpur University. Keeping track with theme of this year’s IP Day celebration, Prof Karak presented the developments and innovations that has been taking place in the world of Mat Material sciences. 57 students and faculty members participated in the event.

Quick Links

- Annual Report (annual-report.php)
- Newsletters (newsletter.php)
- WIPO booklets on IPR (booklates.php)
- IPR Policy of Tezpur University (quick_links_files/IPR_Policy_Feb_2019.pdf)
- Invention Disclosure Form (quick_links_files/Invention_Disclosure_Form.pdf)

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Week long Workshop on Research Methodology

A week long workshop on research methodology was organized by Teaching Learning Centre, Tezpur University, Tezpur from June 19 – 24, 2017 through a selection of 50 participants from different academic institutions of North East India. There were also 4 in house faculty participants allowed to join in the workshop. This workshop aimed to train the participants irrespective of their discipline and area of research. Hence, resource persons were also invited from various disciplines so that participants can be enriched in different aspects of research methodology.

Day 1 (June 19, 2017)

The first session of the programme was started with "Icebreaking", conducted by Prof. Chandana Goswami, Dean School of Management Sciences, Tezpur University and Prof. Papori Baruah, Head, Department of Business Administration, Tezpur University.

Prof. Chandana Goswami & Prof. Papori Baruah

In this session participants were divided into small groups and each participant introduced the other participant in a group and some activities were performed so that each participant gets opportunity to interact with other participants and with the resource persons as well.

Second session was taken by Prof. Pradip Jyoti Mahanta, Department of Cultural Studies, Tezpur University. The speaker delivered his speech on "Review and Referencing" mentioning about the literature of language and importance of cultural ecology. The speaker also pointed out about the documentation of cultural history. Post lunch sessions were taken by Prof. Jiten Hazarika,

Prof. Pradip Jyoti Mahanta

Prof. Jiten Hazarika

Department of Statistics, Dibrugarh University. In those two sessions, the speaker interacted with participants on different aspects of research like “Scales of Measurement, Instruments for Data Collection, Sampling Procedure and Data Processing”.

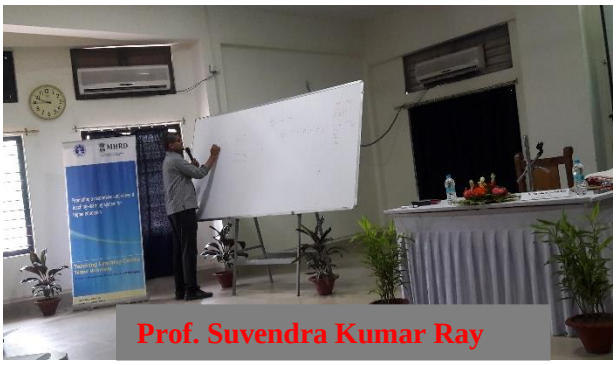
Day 2 (June 20, 2017)

Two pre-lunch sessions were conducted by Prof. Jiten Hazarika on “Basic data analysis techniques”. In those sessions, the speaker discussed elaborately about various techniques of data analysis, and how to proceed for different types of analysis.

In the post lunch session, Prof. Debabrata Das, Department of Business Administration, Tezpur University discussed about "Writing Research Proposal". The speaker mentioned about different types of shortcomings of writing a research proposal. He also pointed out essential ingredients of a research proposal. The last session of second day of the workshop was a practical session of SPSS. The session was conducted by Prof. Mrinmoy Kumar Sarma, Director, TLC, Tezpur University and Dr. Bhushita Patowari, Research Associate, TLC, TU. In the session a questionnaire was given to the participants and after filling up that the participants were taught different techniques of data entry, export data file, data coding, data cleaning and tabular representation based on that questionnaire.

Day 3 (June 21, 2017)

First session of day 3 was taken by Prof. Suvendra Kumar Ray, Department of MBBT, Tezpur University on the topic "Statistics for Science". The speaker explained about some general concepts where statistics can be used as a layman. In the second session, Prof. Chandan Kumar Sharma, Department of Sociology, Tezpur University spoke about "Qualitative Research". The speaker discussed about various aspects of quality of research which should be taken care by new researchers. Post lunch



sessions were taken by Prof. Kishore K. Das, Department of Statistics, Gauhati University on the topic "Univariate/ Bi-variate Data Analysis". The speaker discussed about data handling & visualization of data, how to compare data sets and how to choose right statistical tools in analysis of data categorized as parametric and non-parametric tests.

Day 4 (June 22, 2017)

In the pre-lunch sessions Prof. M.P. Bezbaruah, Department of Economics, Gauhati University delivered his speech on "Multivariate Data Analysis Technique". The speaker explained the topic elaborately with accent on regression analysis, estimation techniques and interpretation of results.

The third session of the day was practical session of SPSS. The session was jointly taken by Prof. Mrinmoy Kumar Sarma and Dr. Bhushita Patowari. The session involved discussion and exercise of graphical representation of data and some data analysis statistical tools. In the last session B.K. Puspalatha Rao, Rajayoga teacher, Prajapita Brahmakumaris Ishwariya Viswavidyalaya, Ketekibari, Tezpur delivered her speech on Spiritual Orientation and taught some basic meditation techniques among the participants.

Day 5 (June 23, 2017)

First session of the day was taken by Prof. Mrinmoy Kumar Sarma on "Overview of Research". He gave a brief overview about different phases of research like how to transfer data into information, scales used in research and data analysis as well as relationship of reliability and validity in research.

In the second session Prof. D.K. Bhattacharyya, Department of Computer Science and Engineering discussed about "Plagiarism and ethics in research". The speaker mentioned about plagiarism, the importance of checking plagiarism in research and different tools for checking plagiarism. In the post lunch session Prof. Ramesh C. Deka, Department of Chemical sciences, Tezpur University delivered his speech on "Getting Published". The speaker highlighted the main elements in a research paper including the general outline of an article.

In the last session of the day participants were asked to give a presentation in a group of 4

participants in different topics discussed in the programme. Altogether there were 10 groups and 5 groups presented their topics in that session.

Day 6 (June 24, 2017)

In the first session 5 groups presented their group presentation on select topics and a short valedictory session was followed.

The session was chaired by Prof. Prasanta K. Das, Dean, school of Humanities and Social Sciences. A few participants gave their feedback regarding the sessions of workshop and some of them performed activities of their interest. Certificates of completion were given to all the participants at the end.

23rd International Conference of Himalayan Languages Symposium

July 5th to 7th, 2017

Organized by
The Department of English and Foreign Languages (Linguistics Wing)
Tezpur University,
Napaam, Sonitpur, Assam, India-784028

The Himalayan languages broadly refer to the languages of north-western and north-eastern India, where languages of Indo-Aryan, Dravidian, Tibeto-Burman, Austro-Asiatic, and Tai-Kadai linguistic stocks are spoken; the languages of Nepal, Bhutan and the Tibetan Plateau; the languages of northern Burma and Sichuan; and the languages of Nuristan, Baltistan and the Burushaski speaking area in the west. This area is known for its large scale of linguistic diversity where being multilingual is a need rather than an urge. Considering the huge diversity of ethno-linguistic peoples of this region and the 'contact' linguistic situation, it could be well assumed that different research insights may have emerged in the works of various scholars. The Himalayan Languages Symposium would provide a platform to discuss and share these linguistic aspects of Himalayan languages. The Himalayan Languages Symposium is a multidisciplinary conference that covers a broad range of topics of the Himalayan languages. As mentioned in the official website of Himalayan Languages Symposium (http://www.himalayansymposium.org/), contributions are welcome on any language of the greater Himalayan region, e.g. Burushaski, Kusunda, Tibeto-Burman, Indo-Iranian, Austroasiatic, Kradai, Andamanese, Nihali, Dravidian etc. Contributions are also invited from related disciplines such as history, anthropology, archaeology and prehistory focusing on the greater Himalayan region.

We are delighted to inform you that the 23rd Himalayan Languages Symposium will be held at the sprawling Tezpur University Campus, Tezpur, Assam, India from July 5th--7th, 2017, hosted by the Linguistics wing of the Department of English and Foreign Languages, School of Humanities and Social Sciences (HSS). This year at Tezpur University, we will pay special attention to the following areas of research in the Himalayan Languages:

1) Phonetics and Phonology
2) Cognitive Linguistics
3) Syntax
4) Semantics
5) Morphology
6) Language Technology Development
7) Natural Language Processing
8) Writing systems and typography
9) Language and Politics
10) Migration pattern of the greater Himalayan region
11) History of linguistic research in the Himalayan region
12) Speech Technology
13) Second Language Acquisition
14) Language Documentation
15) Sociolinguistics
16) Pragmatics
17) Psycho-linguistics / Neuro-linguistics

Submissions

We invite abstracts from scholars, academicians, language planners, community members and students. The abstract should be of not more than 350 words and it has to be submitted latest by 20th October, 2016 through an Easychair account which is available in the link: https://easychair.org/conferences/?conf=hls23. One can submit a maximum of 2 abstracts on two different topics, i.e. one single authored and the other joint.

All abstracts will be anonymously peer reviewed. Acceptance will be notified latest by 20th December, 2016. Authors whose abstracts are accepted will have to submit a short paper (Maximum 4 pages) on the concerned topic. The deadline of submission of such a paper will be 30th January 2017. Select papers are likely to be invited for submission as full length papers in a volume to be published after the conference.

Here is the Linguist List notification:

http://linguistlist.org/callconf/browse-conf-action.cfm?ConfID=256836

Registration and Accommodation

The local organizing committee of HLS23 has decided to keep the registration fees of the participants/presenters as follows:

Categories	India and SAARC countries	Countries other than SAARC
Post-Graduate students	500 INR	1500 INR or 25 USD
Research Scholars	1000 INR	1500 INR or 25 USD
Faculty Members/Other Participants	2000 INR	3500 INR or 55 USD

Please note that this registration fees include conference kit, working lunch, tea and snacks etc.

Accommodation will be provided in the University Guest House on twin sharing basis and in the hostels. Delegates are requested to meet lodging, travel and other incidental expenses from their own resources. Here is the link which has all the details:

http://www.tezu.ernet.in/guesthouse/rules_guest_house.htm

However, accommodation in the Guest House is subject to availability and the rates are subject to change as per University regulations. The students and research scholars will be accommodated in the hostels in the university campus.

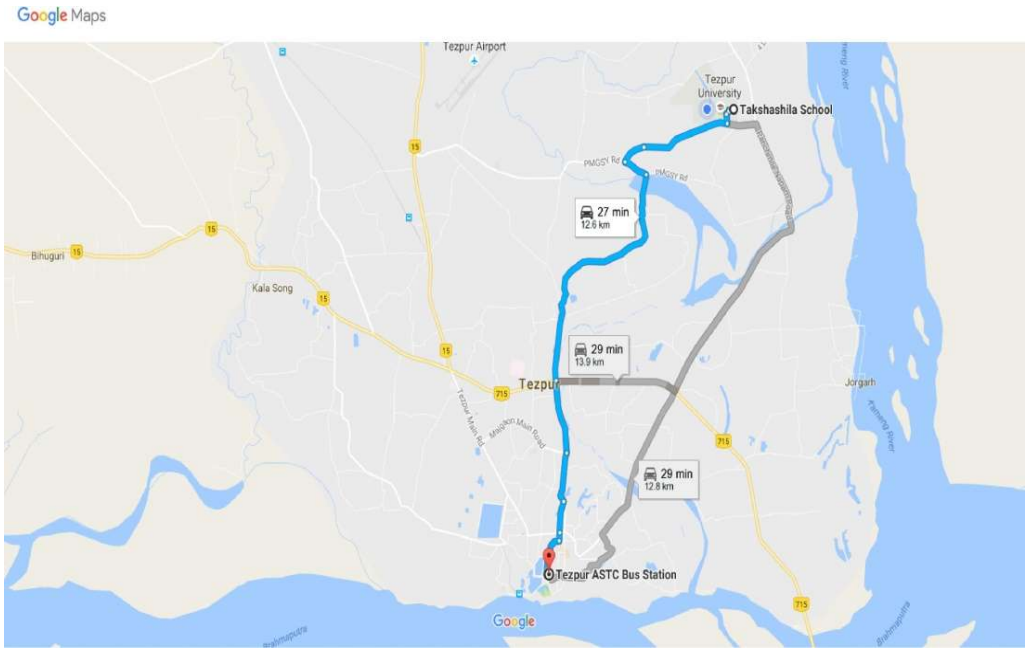
About Tezpur University:

Tezpur University was established by an Act of Parliament of India in 1994. Located in Tezpur, a historic town of Assam on the northern bank of the mighty Brahmaputra, the University has a scenic campus stretching over 262 acres of land filled with greenery. An outcome of the Assam movement, the University, one of the 46 Central Universities of the country, has found its niche in the national educational scenario with its dynamic and innovative methods of pedagogy and research. Recently, the University has been conferred with the Visitor's (President of India's) Best University Award, 2016 among all central universities of India. This was immediately followed by yet another honour: the first ever National Institutional Ranking Framework (NIRF) of Ministry of Human Resource Development, Government of India, ranked this University 5th among all the Institutions in India. The University has also found a place in the list of top 800 universities of the world as prepared by the Times Higher Education World University Rankings among the list of top 980 universities of the world, 2016-17. The University has also been accredited with an 'A' grade by the National Assessment and Accreditation Council in 2016. Currently, the University offers 70 academic programmes through 20 Departments under the Schools of Engineering, Humanities and Social Sciences, Management, and Sciences. With 3800 students, 260 faculty members and 280 administrative and technical personnel, the University today has emerged as a leading centre of quality activities in higher education and research. The University has got a world class infrastructure, part of which is 15 hostels for girls and boys and an international standard guest house with a capacity for over 100.

How to reach Tezpur?

Tezpur is situated on the northern bank of the Brahmaputra. Tezpur is well connected to Guwahati, the capital city of Assam, both by road and railways. There are two roads to

Tezpur from Guwahati, one via Nagaon, the other via Mangaldoi. The second road is slightly shorter than the first one, but the first one perhaps is the better. The distance between Tezpur and Guwahati is 190 kilometres, and it takes around four hours by bus. Buses are available from the Guwahati Railway Station to Tezpur from 5 am to 8 pm. The bus fare is around Rs 250. On reaching Tezpur, participants may avail of the University bus service at the Tezpur Bus Station to come to the University campus (by paying Rs 20), or hire an auto (by paying Rs 150). Instead of travelling up to the Tezpur Bus Station they may also get down at the Parowa Charali (some 7 kilometres ahead of the Tezpur Bus Station), from where they can take an auto to the University campus by paying Rs 100. Participants can also hire an (app-based) shared taxi at Guwahati or the Guwahati Airport to reach the Tezpur University campus direct by paying a maximum of Rs 3,500. Below is the Google map showing the Tezpur bus station –Tezpur University route.



Advisory Committee:

1) Prof. Van Driem, University of Berne, Switzerland
2) Prof. Anvita Abbi, Formerly at JNU
3) Prof. U.N.Singh, Visva Bharati University
4) Prof. Pramod Pandey, JNU, New Delhi
5) Prof. Madhavan, EFLU, Hyderabad
6) Dr. Niladri Shekhar Das, ISI, Kolkata
7) Dr Umarani Pappuswamy, NEHU, Shillong
8) Prof. Shyamal Das, Tripura University
9) Prof. Yashwanta Singh, Manipur University
10) Prof. Mina Dan, University of Calcutta
11) Dr Priyankoo Sarma, IIT Guwahati
12) Dr Shakuntala Mahanta, IIT Guwahati
13) Dr Gail Coelho, University of Delhi
14) Dr Mark Turin, University of British Columbia, Canada

Important Dates

Conference Dates: 5th to 7th July, 2017
Deadline for submission of abstract: 20th October, 2016
Notification of Selection: 20th December, 2016
Deadline for submission of short papers is 30th January 2017

Local Organizing Committee:

Chairperson: Prof. Mihir Kanti Chaudhuri, Vice Chancellor, Tezpur University

Co-ordinator: Prof. Madhumita Barbora
Joint Co-ordinator: Prof. Gautam K Borah
Members: Dr Arup Kumar Nath, Ms Bipasha Patgiri, Dr Amalesh Gope, Dr Dhanapati Shougrakpam, Dr Bobita Sarangthem, Dr Monali Longmalai. Email: Himalayan.linguistics23@gmail.com

SERB SCHOOL
ON
OBSERVATIONAL ASTRONOMY

25 OCTOBER – 14 NOVEMBER, 2017

About :

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- Galaxies
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- Data analysis lectures and hands on session

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School Directors :

- **Prof. Ranjan Gupta**
  IUCAA, Pune
- **Dr. Rupjyoti Gogoi**
  Tezpur University

Email :
astrophytu@gmail.com

Sponsored By:
Science & Engineering Research Board
Department of Science & Technology (DST)
New Delhi, India.
Website: **www.serb.gov.in**

Organized By:
Department of Physics
Tezpur University
Napaam-784028, Assam.
Website: **www.tezu.ernet.in/dphy**

SITARE

Southampton IUCAA Training for Astronomical Research and Education

2 - 4 May, 2018

Sponsored by:
Science and Technology Facilities Council (STFC), United Kingdom (UK)

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Department of Physics, Tezpur University and the Inter-University Centre for Astronomy and Astrophysics (IUCAA), Pune.

For queries please write to:
astrophytu@gmail.com

Event coordinators:

IUCAA:
Prof. Ajit Kembhavi
Prof. Ranjeev Misra

Tezpur University:
Dr. Gazi Ameen Ahmed
Dr. Rupjyoti Gogoi

Webinar organised by,

IUCAA Centre for Astronomy Research & Development, Tezpur University

&

Department of Physics, Tezpur University

Date: November 9th, 2020

Time: 03:30 pm

Speaker: *Prof. Somak Raychaudhury*

Somak Raychaudhury is the Director of the Inter-University Centre for Astronomy and Astrophysics (IUCAA), Pune. He graduated from Presidency College, University of Calcutta, with further studies at the University of Oxford, UK. After his PhD from the University of Cambridge, UK, he worked at the Harvard-Smithsonian Centre for Astrophysics, USA, where he also was part of the team that built the Chandra X-Ray Observatory for NASA. After teaching for over a decade at the University of Birmingham, UK, he returned to India as Head of Physics and Dean of Sciences at Presidency University, Kolkata, before he became Director of IUCAA. His research involves a wide range of topics in Cosmology and Astrophysics, from the ground and from Space.

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Black holes are the most extreme environments in nature, where the force of gravity is so strong that even light cannot escape. Since we observe the rest of the Universe through light, black holes must be directly unobservable. Theories of stellar evolution predict that black holes of various masses must be everywhere in the Universe. In the last decade, direct evidence of black holes have been found in many ways. This year's Nobel prize in Physics has been awarded for both theoretical work on understanding these exotic objects (Roger Penrose) and detecting and characterising the supermassive black hole at the core of our Galaxy (Andrea Ghez and Reinhard Genzel). The speaker will discuss their work, and the connection with past, present and future research and opportunities in India.

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Dr. Moon Moon Devi
Webinar Coordinator

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All faculty members,
Department of Physics,
Tezpur University

Email: astrophytu@gmail.com

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Watch online : https://youtu.be/YOE2hvTob-s

Webinar organised by,

IUCAA Centre for Astronomy Research & Development, Tezpur University

&

Department of Physics, Tezpur University

Date: 5th Nov, 2020
Time: 03:30 pm

Speaker: ***Dr. Gautam Saikia***

Dr. Gautam is an observational astrophysicist working as a post-doctoral researcher at the Indian Institute of Science (IISc), Bengaluru, India. He finished his Masters and PhD in Physics from Tezpur University.

Title: **Exploring the life and times of Cosmic Dust in our local universe**

The Milky Way Galaxy is home to not only us, but billions of stars we see in the night sky. Each astronomical object, such as a star, within any galaxy emits radiation across multiple wavelength bands of the electromagnetic spectrum. The inter-stellar medium of our Galaxy is ~99% gas and ~1% dust, by mass. In this talk, we will take a closer look at how dust, even with such tiny fraction, plays an important role in controlling our view of the surrounding universe. We will also try to understand why multi-wavelength astronomy is the need of the hour, such that we gather a complete understanding of various astrophysical phenomenon occurring around us.

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CONDENSED MATTER DAYS - 2017

(August 29-31, 2017)

to be organized by

Department of Physics, Tezpur University

Napaam-784028, Assam, India

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Topics to be covered….

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- *Disordered Systems and Phase Transitions*
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Call for papers

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Co-Convener: **Dr. Ritupan Sarmah**

Chief Patron

Vice Chancellor,
Tezpur University

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Pralay K. Karmakar
Ritupan Sarmah
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Rajib Biswas
Shyamal K. Das

Contact details

Convener, CMDAYS-2017,
Department of Physics, Tezpur University, PO: Napaam, Tezpur-784028, Assam, India
Email: cmdays2017@gmail.com, Phone: +91-3712-275558, Fax: +91-3712-267006, Cell: 8876507550

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OBSERVATIONAL ASTRONOMY

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माननीय कुलपति (कार्यकारी), तेजपुर विश्वविद्यालय, तेजपुर, असम

एवं

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निदेशक, अयोध्या शोध संस्थान, अयोध्या, संस्कृति विभाग, उत्तर प्रदेश सरकार

व

श्री अरुण माहेश्वरी
अध्यक्ष, वाणी फ़ाउण्डेशन, नयी दिल्ली

संरक्षक

डॉ. बीरेन दास
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सलाहकार समिति

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प्रो. चर्या धर्म भूमि
ललित कला महाविद्यालय, थाईलैंड, बैंकॉक

डॉ. आमिला दमयन्ती
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श्री हृदय शइकिया
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डॉ. मुनव्वर इक़बाल
उपपुस्तकालयाध्यक्ष, तेजपुर विश्वविद्यालय, तेजपुर, असम

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दिनांक : 20-22 नवम्बर, 2017
"एशियाई जीवन, साहित्य एवं कला में राम (पूर्वोत्तर के विशेष संदर्भ में)"

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2. पदनाम/Designation: .....
3. पता/Address : .....
4. ई-मेल/e-mail : .....
5. संस्था/Institution: .....
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तेजपुर विश्वविद्यालय

वाणी फ़ाउण्डेशन

अयोध्या शोध संस्थान

हिन्दी विभाग, तेजपुर विश्वविद्यालय, तेजपुर, असम और अयोध्या शोध संस्थान, अयोध्या, संस्कृति विभाग, उत्तर प्रदेश सरकार के संयुक्त तत्वावधान में तथा वाणी फ़ाउंडेशन, नयी दिल्ली के सहयोग से आयोजित

त्रिदिवसीय अन्तर्राष्ट्रीय संगोष्ठी/Three day International Conference

"एशियाई जीवन, साहित्य एवं कला में राम (पूर्वोत्तर भारत के विशेष सन्दर्भ में)"/"Ram in Asian Life Literature and Art (In the special context of Northeast India)"

20-22 नवम्बर, 2017

प्रायोजक
अयोध्या शोध संस्थान, संस्कृति विभाग, उत्तर प्रदेश सरकार
एवं
वाणी फ़ाउण्डेशन, नयी दिल्ली

आयोजक
हिन्दी विभाग
तेजपुर विश्वविद्यालय, तेजपुर
असम-784028

एशियाई जीवन, साहित्य एवं कला में राम (पूर्वोत्तर भारत के विशेष सन्दर्भ में

Ram in Asian Life Literature and Art (In the special context of Northeast India)

महोदय/महोदया,

'सहरा में जमाँ, मक्काँ के खो जाती हैं
सदियों बेदार रह के सो जाती हैं
अक्सर सोचा करता हूँ खिल्वत में फ़िराक़
तहजीबें क्यों गुरुब हो जाती हैं।'

जब भी दिक् और काल में सांस्कृतिक गतिरोध या सांस्कृतिक विलम्बन उपस्थित होता है तो अक्सर यह नौबत आती है और सांस्कृतिक विलोपन का संकट पैदा हो जाता है। आज यह संकट अपनी पराकाष्ठा पर है। तकनीक और प्रौद्योगिकी ने हमारे भौतिक विकास को तीव्र गति दे दी है और इस स्पर्द्धा में संस्कृति काफी पीछे छूटती जा रही है और सभ्यता काफी आगे बढ़ गयी है। भौतिक दृष्टि से सभ्यता इस सौरमंडल से परे दूसरे सौरमंडल में प्रवेश करना चाहती है तो दूसरी ओर हम सांस्कृतिक दृष्टि से इतने कंगाल होते जा रहे हैं कि पड़ोस में दीवार के पार की कोई खोज-खबर नहीं ले पाते। यह संवेदनशून्यता हमें मानव-रोबोट का दर्जा देती जा रही है। सभ्यता तो मात्र आबोहवा है और संस्कृति वह प्राण-वायु है जो हमारी संवेदना को स्पंदन देती है, मनुष्यता को शक्ति देती है और हमें होमो-सिपियन प्राणी सिद्ध करती है। जिस दिन हमारे दिलों में दूसरों के लिए मर-मिटने की भावना आयी, वही हमारी संस्कृति की जन्मतिथि है और जिस दिन आदमी ने दो पत्थरों को टकराकर आग पैदा की, उसी दिन हमारी सभ्यता का जन्म हुआ था। दरअसल, किसी सभ्यता का अवसान सम्भव है, लेकिन किसी संस्कृति का पूर्णतः विनाश सम्भव नहीं। कारण कि सभ्यता का निवास विचारों में होता है और संस्कृति का अधिवास संस्कारों में होता है। संस्कृति हमारी रगों में दौड़ती है और सभ्यता कलेवर में। इसलिए आधुनिकता, भूमंडलीकरण, बाजारवाद आदि पूँजीवादी अवधारणाएँ हमारे सांस्कृतिक आशियानों पर लाख बिजलियाँ बरपाएँ लेकिन उनके तिनके नष्ट नहीं हो पाए हैं। वे अपनी टहनियों को इतनी सख्ती से पकड़े हुए हैं कि फिर से नीड़ का निर्माण सम्भव है। बस, जरूरत है आयातित चक्रवातों को रोकने की। मैं समझता हूँ कि इस दौर में रामकथा से बढ़कर कोई सुरक्षा कवच नहीं। रामकथा ही वह ढाल है जिसकी वजह से अब भी हमारे रोम-रोम में राम बसते हैं। कारण कि राम और कृष्ण मनुष्यता के बहुत बड़े सपनों के नाम हैं। वे हमारी पुतलियों में नाचते हैं, धमनियों में तैरते हैं।

रामकथा की जड़ें बहुत गहराई में जमी हुई हैं। और, उसकी शाखाओं एवं प्रशाखाओं की व्याप्ति देश-देशान्तर तक है। छोटे-मोटे साम्य-वैषम्य के साथ पूरे एशिया में उसकी पैठ है। पूरे एशियाई जनमानस पर इसका साम्राज्य है। दशकों पहले अपने शोध-प्रबन्ध में फादर कामिल बुल्के ने साबित कर दिया है कि रामकथा केवल भारतीय कथा नहीं है, यह अन्तर्राष्ट्रीय कथा है। रामकथा के इस विस्तार को फादर कामिल बुल्के आदिकवि 'वाल्मीकि की दिग्विजय' कहा करते थे। इस कथा की जड़ें ईसा पूर्व चौथी शताब्दी में मिलती हैं। लेकिन यह वाचिक परम्परा में ही सीमित रह जाने के कारण अप्राप्य है। राम को ही 'बोधिसत्व' मानकर रामकथा को जातक कथाओं में स्थान मिला है। वाल्मीकि से प्रेरित और प्रभावित होकर भारत की विभिन्न भाषाओं में रामकथा के रूपान्तर मिलते हैं। इसकी स्पष्ट छाप देश-विदेश की साहित्येतर कलाओं में भी मिलती है। श्रीलंका, जावा, सुमात्रा, कम्बोडिया की चित्रकला और मूर्तिकला पर रामकथा के दृष्टान्त मिलते हैं। मारिशस में हमारे पूर्वजों को काले पानी की सजा मिली थी तो दिन भर जी तोड़ परिश्रम के बाद शाम को रामकथा (रामायण) ही उनको राहत देती थी तथा हताशा और अवसाद से उबारती थी। रामायण उनके लिए ट्रैन्क्विलाइजर थी। यही उनकी मानसिक खुराक थी, संजीवनी थी।

मानसिक और आर्थिक साम्राज्यवाद से निपटने के लिए इसी संजीवनी कथा को पुनर्जीवित करने की जरूरत है और चर्चा-परिचर्चा के माध्यम से लोगों के मानस की देहरी पर राम नाम रूपी दीपक को प्रतिष्ठित करने की महती आवश्यकता है :

रामनाम मणि दीप धरु, जीह देहरी द्वार
तुलसी भीतर बाहिरहुँ, जौ चाहसि उजियार

इसीलिए हिन्दी विभाग, तेजपुर विश्वविद्यालय, तेजपुर, असम अयोध्या शोध संस्थान, अयोध्या, संस्कृति विभाग, उत्तर प्रदेश सरकार के सहयोग से "एशियाई जीवन, साहित्य एवं कला में राम (पूर्वोत्तर भारत के विशेष सन्दर्भ में)" शीर्षक विषय पर त्रि-दिवसीय अन्तर्राष्ट्रीय संगोष्ठी का आयोजन कर रहा है जिसमें निम्नांकित उपशीर्षकों के अन्तर्गत विचार-विमर्श सम्भव है :

1. एशिया के विभिन्न देशों के जीवन, साहित्य एवं कला में राम
2. पूर्वोत्तर भारत के विभिन्न राज्यों के जीवन, साहित्य एवं कला में राम
3. पूर्वोत्तर भारत में रामकथा एवं कला का महत्त्व
4. उत्तर भारत तथा पूर्वोत्तर भारत की रामकथा एवं कला का तुलनात्मक विवेचन
5. माउली की मुखौटा कला में राम
6. विभिन्न एशियाई कलाओं में राम
7. वर्तमान परिदृश्य में रामकथा की प्रासंगिकता
8. रामलीला के विविध रूप
9. मानवीय मूल्य, मर्यादा एवं आदर्श के परिप्रेक्ष्य में राम

- मुख्य विषय से सम्बन्धित अन्य उपविषयों पर भी प्रतिभागी अपने आलेख प्रस्तुत कर सकते हैं लेकिन इसके लिए संगोष्ठी-संयोजक से पूर्वानुमति लेना आवश्यक होगा। चयनित प्रतिभागियों को ही प्रपत्र वाचन की अनुमति दी जाएगी।

महत्वपूर्ण तिथियाँ :

- आलेख-सारांश भेजने की अन्तिम तिथि : 05 नवम्बर 2017
- पूर्ण आलेख भेजने की अन्तिम तिथि : 10 नवम्बर 2017
- आलेख-प्रस्तुति हेतु स्वीकृति की सूचना : 15 नवम्बर 2017

शब्द-सीमा : आलेख-सारांश कम-से-कम 250-350 शब्दों में **तीन-चार संकेत शब्दों (Key Words)** के साथ होना चाहिए। आलेख-सारांश केवल हिन्दी या अँग्रेजी में ही स्वीकार किये जाएँगे।

आलेख कम-से-कम 3000-5000 शब्दों में होना चाहिए तथा **सन्दर्भ (Reference) के लिए MLA(7th Edition) शैली** अपनायी जानी चाहिए।

फॉन्ट : आलेख-सारांश और आलेख **अनिवार्यतः यूनिकोड (मंगल)** फॉन्ट में ही स्वीकार्य होंगे।

प्रपत्र-प्रस्तुति की भाषा : हिन्दी, असमिया एवं अंग्रेजी (प्राथमिकता हिन्दी को दी जाएगी)

ई-मेल : सभी आलेख-सारांश एवं आलेख **rallatu2017@gmail.com** पर **वर्ड तथा पीडीएफ दोनों फॉर्मेट** में भेजें।

संगोष्ठी-शुल्क : **विद्यार्थियों के लिए रु. 1000/-**
शोधार्थियों के लिए रु. 1500/-
अध्यापकों एवं अन्य बुद्धिजीवियों के लिए रु. 2000/-

शुल्क भुगतान विधि : पंजीकरण के लिए 'REGISTRAR, TEZPUR UNIVERSITY' के पक्ष में डिमांड ड्राफ्ट संयोजक के पते पर भेजें। या आयोजन समिति से प्रत्यक्ष रूप से सम्पर्क करके पंजीयन कराएँ और पंजीयन रसीद प्राप्त करें।

*पंजीयन दिनांक 20/11/17 के प्रातः 9 बजे से 10 बजे तक सम्भव है। हालाँकि अग्रिम पंजीयन से प्रतिभागियों के लिए आवास एवं भोजन के प्रबन्ध में सुविधा होगी।

आवास व्यवस्था : प्रतिभागियों को आवास की सुविधा हेतु 31अक्टूबर 2017 तक संगोष्ठी-संयोजक को सूचना देनी होगी। आवास का खर्च प्रतिभागियों को स्वयं वहन करना होगा।

*पंजीकरण शुल्क में संगोष्ठी-सामग्री, प्रमाण-पत्र और दोपहर का भोजन एवं चाय (केवल संगोष्ठी के दौरान) शामिल है।

GIAN course on

When Good Algorithms Yield Bad Software

(20 – 24 November, 2017)

Overview

Disciplined software development typically starts with one or more suitable algorithms that are then translated into code. These algorithms may be standard ones, taken from the literature, or they may be custom algorithms developed during the software design process. There exists a well-developed body of theory related to the question what constitutes a good algorithm. Apart from the obvious requirement of correctness, the most important quality of an algorithm is its efficiency. Computational complexity provides the tools for determining the efficiency of an algorithm; often, it is relatively easy to capture the efficiency of an algorithm in this way. However, for the software developer the ultimate goal is efficient software, not efficient algorithms. Here is where things can get complicated – it is often not well understood how to go from a good algorithm to good software. It is this transition that the course addresses.

Computational complexity is based on basic assumptions which help designers in analysing algorithms. Unfortunately, many of these assumptions are violated by modern computing environments. As a result, it is quite possible to start with a good algorithm and end up with bad software, either altogether incorrect or of unacceptable performance.

This course carefully examines the fundamental assumptions of algorithm analysis and explains, with concrete examples, how these assumptions may fail to hold for software. It explores the consequences and implication of these differences and proposes techniques that avoid the resulting pitfalls. The overarching objective is achieving the desired goal of producing software as efficient and effective as possible. Consequently, the course's emphasis is on practical aspects of the software development process, especially on the transition from good algorithms to efficient software

Objectives

- Exposing the student to the fundamental assumptions made when designing and using algorithms
- Contrasting these assumptions with the reality of today's computational platforms, emphasizing the crucial differences with the assumptions underlying algorithm developments and analysis
- Reviewing the implications for software development of this discrepancy between the two worlds (algorithm development and software development)
- Explaining the implications of the assumptions in the algorithm world that cause problems for the software world
- Discussing methods of mitigating the resulting negative implications for the software arising in this process

Schedule	Duration : November 20 – 24, 2017 (20 hours) Place/Venue : Tezpur University, Tezpur, Assam, India **Number of participants for the course will be limited to 50.**
You Should Attend If…	• You are a student at any level (BTech/MCA/MSc/MTech/PhD) or a Faculty from reputed academic institutions and technical institutions. • You are an executive, engineer, researcher from private, service, and government organizations including R&D laboratories who has had experience with large-scale industrial programming since it is only when doing this work that one becomes aware of the pitfalls that are addressed in this course
Fees	The participation fees for taking the course is as follows: Participants from abroad : US $500 Industry/ Research Organizations:INR 10000/- Academic Institutions: ➢ Faculty/staffs: INR 4000/- ➢ Research scholars: INR 2500/- ➢ PG Students: 1000/- The above fee includes all instructional materials, computer use for tutorials and assignments, laboratory equipment usage charges, 24 h internet facility. The participants will be provided with accommodation on payment basis in the University Guest House (current official rate is Rs.500/- per day for single occupancy; Rs.400/- per day for double occupancy and Rs.300/- per day in the dormitory of the guest house) and outstation research scholars/PG students will be accommodated in the University hostels (current official rate is Rs. 150/- per day with bed roll).
Modules	**Tentative outline:** **Part I:** *The Algorithm World: Regularity, Predictability, and Asymptotics* • A taxonomy of algorithmic complexity,including time and space, worst case, average, and best case,bit andword,on-line andoff-line, and I/O complexities of an algorithm • Fundamental assumptions underlying algorithmic complexity **Part II:** *The Software Side: Disappointments and How to Avoid Them* • Sources of disappointments, including incorrect software, performance discrepancies, unpredictability, and infeasibility and impossibility • Implications of non-uniform memory for software, including the influence of Virtual Memory Management • Implications of compiler/system issues for software, including recursion and space complexity, garbage collection, and memory mappings • Implications of the finiteness of the representation of numbers • Infeasibility and undecidability: implications for software development

The Faculty

Ernst L. Leiss is Professor of Computer Science at the University of Houston. He earned degrees in computer science (M. Math., University of Waterloo, Canada, 1974), engineering (Dipl.-Ing., TU Vienna, Austria, 1975), and mathematics (Dr. techn., TU Vienna, Austria, 1976). He taught at Waterloo, the University of Chile in Santiago, and the University of Kentucky before joining the faculty at the University of Houston in 1979. His research interests include formal language theory, high-performance computing, and security. He has supervised and conducted research resulting in 17 doctoral dissertations, over 100 master theses, six books, and about 170 peer-reviewed publications in conferences and journals.

Leiss has lectured in 32 different countries, in three different languages. He has been an ACM Distinguished Lecturer from 1991 until 2014 (he was the first ACM Distinguished Lecturer to visit India) and the chair of the Houston chapter of the IEEE Computer Society since 1981.

Registration: Interested participants should register first with the GIAN website (http://www.gian.iitkgp.ac.in) for a one-time registration fees of INR 500 which will enable them to enrol for any number of courses being offered. Subsequent registration for this course will have to be done with Tezpur University by the **SHORTLISTED CANDIDATES AFTER GETTING CONFIRMATION E-MAILS FROM THE COURSE COORDINATOR.** They need to pay the requisite fees and fill up the Registration Form attached with this brochure. Duly filled in registration form can be sent to the coordinator both by online and offline modes.

Travel Information: The university campus is about 15 km east of Tezpur town which is located on the northern bank of mighty river Brahmaputra. Tezpur is the district headquarters of Sonitpur District of Assam, and is also known as cultural capital of Assam. It is well connected with Guwahati/Dispur, the capital city of Assam, which is about 200 km from Tezpur. Guwahati, the gate way to the Northeast India is well connected through major airlines and good trains with the rest of the country. Tezpur is connected with Kolkata by Air India flights thrice a week on Tuesday, Thursday and Saturday. Private buses and ASTC buses ply frequently from Guwahati ISBT to Tezpur. Tezpur (Dekargaon) is also connected by rail through the Dekargaon-Rangapara-Kamakhya route. However, preferred mode to reach Tezpur from Guwahati is by road.

Course Coordinators

- Prof. Bhogeswar Borah
- Dr. Arindam Karmakar

Department of CSE
Tezpur University, Napaam-784028,
Tezpur, Assam, INDIA

Phone:

(+91)-3712-275355, 9435490984 (M)
(+91)-3712-275320, 9435506206 (M)

E-mail:

bgb@tezu.ernet.in
arindam@tezu.ernet.in

REGISTRATION CUM ACCOMMODATION REQUEST FORM

(To be submitted by the SHORTLISTED CANDIDATES ONLY AFTER GETTING CONFIRMATION E-MAILS FROM THE COURSE COORDINATOR. This form should reach electronically by September 30, 2017 and hard copy by October 10, 2017)

INTERNATIONAL WORKSHOP (GIAN) ON

When Good Algorithms Yield Bad Software

November 20 - November 24, 2017

Department of Computer Science and Engineering, Tezpur University

Tezpur, Assam

Name (BLOCK LETTERS): ……..... M/F:…….. Designation/ Professional Title: ……..

Affiliation/Organization:…… Address:

……

……...

……

Tel.: …….. . Mobile: ……....

E-mail: ……

*GIAN Registration ID: .....

Accommodation Required (Yes/No): ……..……... Single The Registration fee of Rupees ……has been paid via Demand Draft No……..in favour of the Registrar, Tezpur University/through SBI online/offline banking bearing Transaction No. ……..... to SBI Tezpur Main Branch (RTGS/IFSC code: SBIN0000195, Bank MICR Code: 784002002) A/C No. 30448821505 of Tezpur University. Demand Draft/Fee Receipt has been enclosed herewith.

Date: Signature

*To be generated through registration on the GIAN website http://www.gian.iitkgp.ac.in

AICTE SPONSORED
FACULTY DEVELOPMENT PROGRAMME
ON
ALGORITHMS IN APPLICATIONS

December 26 - 30, 2017

Organized by:

Department of Computer Science and Engineering
Tezpur University, Napaam, Assam-784028

ABOUT THE PROGRAMME

The one week faculty development program (FDP) on Algorithms in Applications is designed to dissipate knowledge on various aspects of algorithms and its applications in today's world. It is anticipated that the participants would gain far reaching insights and enrich their knowledge in this field. The FDP, supported by AICTE-NEQIP, is planned keeping in view a wide range of topics of current teaching, research and innovation trends which will cater to a wide array of domains which require algorithms at its base.

AREA OF FOCUS

- *Distributed Algorithms*
- *Multi Objective Algorithms*
- *Randomized Algorithms*
- *Computational Geometry Algorithms*
- *Network Security Algorithms*
- *Computer Vision & Image Processing*
- *IOT & Enterprise*
- *Sensor Networks*
- *Pattern Recognition*
- *Machine Intelligence*

RESOURCE PERSON

Eminent experts and researchers from IITG, IIITG, ISI and TU will deliver lectures and engage in interactions.

ADMISSION ELIGIBILITY

Faculty members from various government or private Engineering Colleges/ Institutions/ Universities with teaching and research interests in the area of algorithms, or working professionals from industry/ R&D organizations with any of the above specializations, are invited to participate.

VENUE

Seminar Hall, Dept. of Computer Science & Engineering, Tezpur University, Tezpur, Assam.

ORGANIZING COMMITTEE

PATRON

Prof. M. M. Sarma, Vice Chancellor, TU

ADVISORS

Prof. D. K. Bhattacharyya, Dean, Academic Affairs

Prof. C. L. Mahanta, Dean, School of Engineering

Prof. N. Sarma, Head, CSE, TU

Prof. D.K. Saikia, CSE, TU

Prof. U. Sharma, CSE, TU

Prof. S.K. Sinha, CSE, TU

Prof. B. Bora, CSE, TU

Dr. S. Saharia, Head, Computer Centre, TU

COORDINATORS

Dr. Debojit Boro, Assistant Professor, CSE, TU

Dr. Rosy Sarmah, Assistant Professor, CSE, TU

Ms. Shobhanjana Kalita, Assistant Professor, CSE, TU

Phone: 03712 - 275118 / 275113/5123

E-mail: fdpcse@tezu.ernet.in

IMPORTANT DATES

Deadlines:

Expression of interest: 30/11/2017

Selected participant list: 05/12/2017

Submission of registration form: 15/12/2017

Programme dates: 26/12/17 - 30/12/17

TEZPUR UNIVERSITY

Tezpur University was established by an Act of Parliament in 1994. The objectives of this Central University, as envisaged in the statutes, are that it shall strive to offer employment oriented and interdisciplinary courses to meet the local and regional aspirations and the development needs of the state of Assam and also offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology.

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

The Department of Computer Science and Engineering came into being in 2006. The department strives to impart quality technical knowledge and skills in the field of Computer Science and Computer Application, and also aims to contribute towards research in the field of Computer Science & Information Technology, to fulfill the increasing demand for highly qualified manpower in the field for Industries as well as academic institutions. The programmes currently offered under this department are B. Tech in Computer Science & Engineering, MCA, M. Tech in Information Technology, and PhD in Computer Science and Engineering. The Department envisions to be a dedicated centre of learning and research in Computer Science & Engineering for creating competent professionals capable of taking leading roles in industry, academia, entrepreneurship and application.

The Department of CSE is accredited by National Board of Accreditation for B.Tech (CSE) and has been nominated by UGC as a Participant of BRICS Network University. It has been selected for setting up MHRD's Centre of Excellence based on Machine Learning and Big Data Analysis, for the period 2014-2019. It has also been selected for UGC SAP DRS-II in the area of Big Data Analytics- Bioinformatics, Network Security and Robotics for the period 2015-2020. A High Performance Computing Centre has been established at the department in June 2015 to provide high end computing facility to the scientific researchers of North-East region. The department was awarded DST-UKIERI Project on 'BCI as an Intelligent Sensor: BCI Integrated Collaborative Control of a Cognitively Enhanced Smart Wheelchair' in collaboration with University of Essex, United Kingdom, for the period 2014-2016.

SELECTION AND REGISTRATION

The number of participants is limited to 50. The registration fee is Rs. 500/- (five hundred only) for faculties of Universities, Colleges and R&D institutions. For working professionals from Industries or other organizations the registration fee is Rs. 1000/- (One thousand only). The interested participants should send a mail expressing their interest to fdpcse@tezu.ernet.in on or before 30/11/2017. The selected participants will be intimated through email by 05/12/2017. Selected participants should send the scanned copy of the duly filled registration form and the demand draft on or before 15/12/2017 to fdpcse@tezu.ernet.in.

Once selected, participants should send a mail regarding their accommodation preference (university hostels/guest house). For hostel accommodation no charges will be levied. Guest house accommodation is subject to availability and charges have to be borne by the participants. No TA/DA will be provided to the participants.

All mails should be directed to fdpcse@tezu.ernet.in.

ACCOMODATION

Accommodation for participants is limited and will be provided subject to prior intimation via mail and on a first-come-first-serve basis.

HOW TO REACH

Regular bus services are available from Guwahati (ISBT) to Tezpur ASTC Bus Station via Nagaon or Mangaldai. To reach Tezpur University, University Bus Services are available from Tezpur ASTC Bus Station via Paruwa to University Campus.

FACULTY DEVELOPMENT PROGRAMME

ON

ALGORITHMS IN APPLICATIONS

DECEMBER 26 - 30, 2017

REGISTRATION FORM

Name: Dr/Mr./Ms. _____

Designation: _____

Department: _____

Qualification (Degree / Specialization) : _____

Institution Name: _____

Years of Teaching Experience: _____

Is the Institution approved by AICTE? : Yes / No Accommodation required ?: Yes / No

Address for communication: _____

_____

_____

Phone: _____ Mobile: _____

E-mail (mandatory): _____

PAYMENT DETAILS:

Bank: Demand Draft No.:
Place: Date:

Signature of the applicant

Recommendation

Dr./Mr./Mrs.----------, an employee of our institute/ department is hereby allowed to attend the FDP on ***"Algorithms in Applications"*** *at Tezpur University, during* ***26th Dec -30th Dec, 2017.***

Date:

Signature of the Recommending Authority

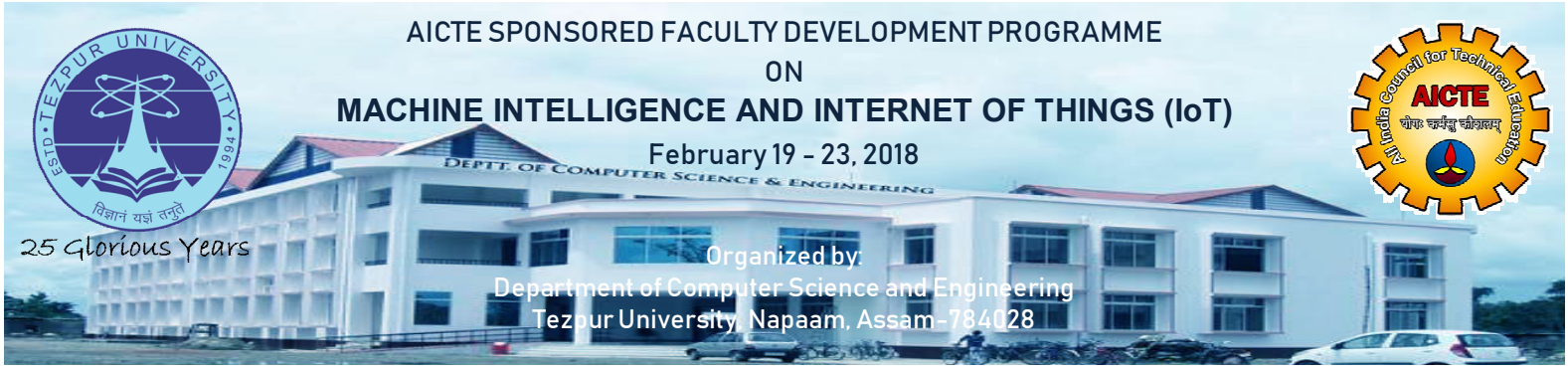
Designation:

Office Seal:

DECLARATION BY THE APPLICANT

The above mentioned information is true to the best of my knowledge and belief. I agree to abide by the rules and regulations governing AICTE - FDP programme. I shall attend the programme for the entire duration.

Signature of the applicant



AICTE SPONSORED FACULTY DEVELOPMENT PROGRAMME

ON

MACHINE INTELLIGENCE AND INTERNET OF THINGS (IoT)

February 19 - 23, 2018

25 Glorious Years

Organized by:
Department of Computer Science and Engineering
Tezpur University, Napaam, Assam-784028

The one week long faculty development program (FDP) on MACHINE INTELLIGENCE AND INTERNET OF THINGS (IoT) is designed to disseminate knowledge on various methodologies of machine intelligence and IoT and their applications in today's world. It is anticipated that the participants would gain far reaching insights and enrich their knowledge in this field.

This FDP is supported by AICTE-NEQIP and it is planned keeping in view a wide range of topics of current teaching, research and innovation trends going on in the domain of Machine Intelligence and IoT.

MACHINE INTELLIGENCE TRACK:

Topics to be covered (but not limited to):

- Automation and machine learning
- Machine learning algorithms & paradigms
- Machine Intelligence
- Hot topics on Machine Intelligence

Illustrative hands-on session:

- Machine learning using Python with Scikit and TensorFlow library

IoT TRACK:

Topics to be covered (but not limited to):

- IoT and its applications
- IoT & Enterprise
- IoT revolutionizing Transportation
- Perception of Internet of Everything
- Smart cities & IoT
- Software-Defined Networking

Eminent experts and researchers from prestigious academic institutes and IT Industries such as - University of Missouri-Kansas City, University of Colorado, IITG, IIIT Manipur, TU, CDAC, Intel and Ekagga will deliver lectures and engage in interactions.

Event deadlines:

Expression of interest:	**02/02/2018**
Selected participant list:	**05/02/2018**
Submission of registration form:	**12/02/2018**
Event dates:	**19/02/18 - 23/02/18**

Eligibility:

Faculty members from various government or private Engineering Colleges / Institutions / Universities with teaching and research interests in the area of Machine Intelligence and IoT, or working professionals from industry / R&D organizations with any of the above specializations, are invited to participate.

Venue:

Seminar Hall, Dept. of Computer Science & Engineering, Tezpur University, Tezpur, Assam.

PATRON

Prof. M. M. Sarma, Vice Chancellor, TU

ADVISORS

Prof. D. K. Bhattacharyya, Dean, Academic Affairs

Prof. C. L. Mahanta, Dean, School of Engineering

Prof. N. Sarma, Head, CSE, TU

Prof. D.K. Saikia, CSE, TU

Prof. U. Sharma, CSE, TU

Prof. S.K. Sinha, CSE, TU

Prof. B. Bora, CSE, TU

Dr. S. Saharia, Head, Computer Centre, TU

COORDINATORS

Dr. Sanjib K. Deka, Assistant Professor, CSE, TU

Mrs. Sanghamitra Nath, Assistant Professor, CSE, TU

Mr. Nabajyoti Medhi, Assistant Professor, CSE, TU

Phone: 03712 - 27- 5114 / 5122 / 5352

E-mail: fdpcse@tezu.ernet.in

Tezpur University **was established by an Act of Parliament in 1994. The objectives of this Central University, as envisaged in the statutes, are that it shall strive to offer employment oriented and interdisciplinary courses to meet the local and regional aspirations and the development needs of the state of Assam and also offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology.**

The Department of Computer Science, established in 1994, and the Department of Information Technology, established in 1997, merged and over time transformed into the Department of Computer Science and Engineering in 2006. The department strives to impart quality technical knowledge and skills in the field of Computer Science and Computer Application, and also aims to contribute towards research in the field of Computer Science & Information Technology, to fulfill the increasing demand for highly qualified manpower in the field for Industries as well as academic institutions. The programmes currently offered under this department are B. Tech in Computer Science & Engineering, MCA, M. Tech in Information Technology, and PhD in Computer Science and Engineering. The Department envisions being a dedicated centre of learning and research in Computer Science & Engineering for creating competent professionals capable of taking leading roles in industry, academia, entrepreneurship and application.

The Department of CSE is accredited by National Board of Accreditation for B.Tech (CSE) and has been nominated by UGC as a Participant of BRICS Network University. It has been selected for setting up MHRD's Centre of Excellence in Machine Learning and Big Data Analysis, for the period 2014-2019. It has also been selected for UGC SAP DRS-II in the area of Big Data Analytics- Bioinformatics, Network Security and Robotics for the period 2015-2020. A High Performance Computing Centre was established at the department in June 2015 to provide high end computing facility to the scientific researchers of North-East region. The department was awarded DST-UKIERI Project on 'BCI as an Intelligent Sensor: BCI Integrated Collaborative Control of a Cognitively Enhanced Smart Wheelchair' in collaboration with University of Essex, United Kingdom, for the period 2014-2016.

The number of participants is limited to 50. The registration fee is Rs. 500/- (five hundreds only) for faculties of Universities, Colleges and R&D institutions. For working professionals from the Industry or other academic organizations, the registration fee is Rs. 1000/- (One thousand only). The interested participants should send a mail expressing their interest to *fdpcse@tezu.ernet.in* on or before 02/02/2018 *mentioning clearly his/her educational qualification, specialization, current designation and years of teaching experience*. The selected participants will be intimated through email by 05/02/2018. Selected participants should send the scanned copy of the duly filled registration form and the demand draft on or before 12/02/2018 to *fdpcse@tezu.ernet.in*.

Once selected, participants should send a mail regarding their accommodation preference (university hostels/guest house). For hostel accommodation no charges will be levied. Guest house accommodation is subject to availability and charges have to be borne by the participants. No TA/DA will be provided to the participants.

All mails should be directed to *fdpcse@tezu.ernet.in*.

Accommodation for participants is limited and will be provided subject to prior intimation via mail and on a first-come-first-serve basis.

Regular buses are available from Guwahati (ISBT) to Tezpur ASTC Bus Station via Nagaon or Mangaldai. To reach Tezpur University, University Buses are available from Tezpur ASTC Bus Station via Paruwa to University Campus.

FACULTY DEVELOPMENT PROGRAMME
ON

MACHINE INTELLIGENCE AND INTERNET OF THINGS (IoT)

FEBRUARY 19 - 23, 2018

25 Glorious Years

REGISTRATION FORM

Name: Dr/Mr./Ms. _____

Designation: _____

Department: _____

Qualification (Degree) : _____ Specialization : _____

Institution Name: _____

Years of Teaching Experience: _____

Is the Institution approved by AICTE?: Yes / No Accommodation required?: Yes / No

Address for communication: _____

_____

_____

Phone: _____ Mobile: _____

E-mail (mandatory): _____

PAYMENT DETAILS:

Bank: Demand Draft No.:

Place: Date:

Signature of the applicant

RECOMMENDATION

Dr./Mr./Mrs.----------, an employee of our organization / department is hereby allowed to attend the FDP on "MACHINE INTELLIGENCE AND INTERNET OF THINGS (IoT)" at Tezpur University, during 19 Feb - 23 Feb, 2018.

Date:

Signature of the Recommending Authority
Designation:

Office Seal:

DECLARATION BY THE APPLICANT

The above mentioned information is true to the best of my knowledge and belief. I agree to abide by the rules and regulations governing AICTE - FDP programme. I shall attend the programme for the entire duration.

Signature of the applicant

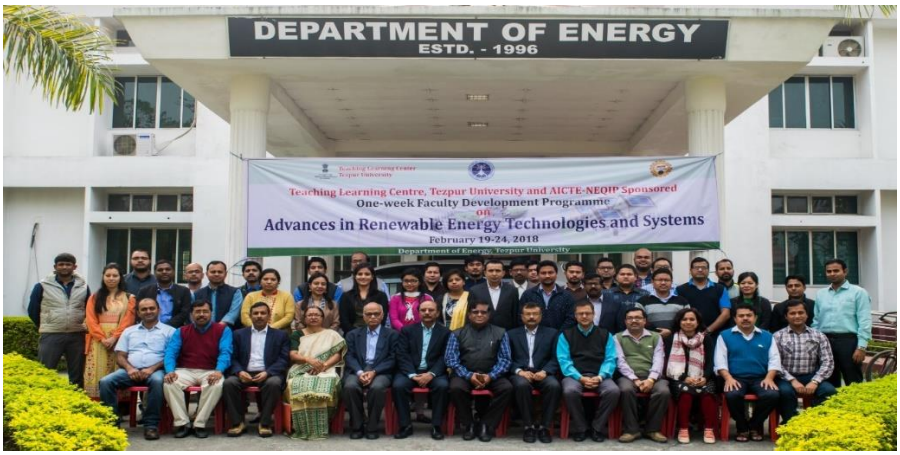
Report on
One-week Faculty Development Program on
Advances in Renewable Energy Technologies and Systems
February 19-24, 2018

This one-week Faculty Development Program (FDP) in collaboration with Teaching Learning Centre (TLC), Tezpur University, supported by AICTE-NEQIP was organised successfully with participation of different stakeholders. The FDP addresses the various aspects of Advances in Renewable Energy Technologies and promotes student centric effective teaching-learning pedagogy among the participants. This course was aimed for teachers who are teaching various disciplines of science and engineering subjects in colleges or Universities. There were 42 number of participants registered for this programme from different Universities and Colleges of Assam, Meghalaya and Arunachal Pradesh and 40 number of participants successfully completed the programme. Prof M M Sharma, Vice-chancellor (acting), Tezpur University inaugurated the programme. In his inaugural address, Prof Sharma stressed upon the paradigm changes from black board based teaching to modern ICT base teaching and the importance of using online tools for teaching and evaluation in present days. Prof Biswajit Ghosh, Professor and Dean of Engineering Sciences, The Neotia University, Kolkata was the Chief Guest in the inaugural function. Prof Ghosh spoke about the importance of energy education in the country. Prof Khanindra Pathak, IIT Kharagpur was the Guest of Honour in the inaugural function. Prof Pathak deliberations creates the curiosity on pedagogical approach in teaching among the participants. Prof M K Sharma, Director, Teaching Learning Centre, Prof C L Mahanta, Dean, School of Engineering and Prof R Kataki, Head, Department of Energy also graced the inaugural function of the programme.

Prof M K Sarma, Prof C L Mahanta, Prof K Pathak, Prof M M Sharma, Prof B Ghosh, Prof R Kataki (L to R)

Resource Persons from reputed academic institutions like IIT Kharagpur, IIT Guwahati, The Neotita University, North Eastern Hill University, Shillong and Research laboratory like

National Institute of Solar Energy, New Delhi, and Industry like Central Electronics Limited, Sahibabad and faculties of Tezpur University having expertise in the different relevant areas related to the programme deliver the lectures in this Faculty Development Programme.



Group photo with the participants

In the first technical session of the first day of the programme, Prof B Ghosh spoke on Renewable Energy and Sustainability. This session focussed on the relationship between the access to energy through renewable energy base systems with the sustainability. In the next sessions of the day, Prof K Pathak delivered talks on pedagogical aspects of teaching and how the technological enabled learning environments become more effective towards student centric teaching learning. In the activity sessions, Prof Pathak guided the participants to develop curriculum of their choice and also helps the participants to familiarize with the outcome base learning methodology.

In the second day of the programme, Prof R Kataki from Department of Energy, Tezpur University delivered talk on Pyrolysis of Biomass and elaborate the various experimental results and the new research areas in this emerging field. Prof D Deka from Department of Energy, Tezpur University spoke on advances in liquid fuel generation from biomass. The deliberation focussed on the recent work related to catalysis development for bio-diesel production and algal biofuel. Dr Sadhan Mahapatra from Department of Energy, Tezpur University discussed on the physics of biomass gasifier reactor design. The deliberation primarily focussed on the generation of clean producer gas from open top downdraft gasification systems. The various solar energy radiation measurement instruments and solar energy base systems were demonstrated to the participants. Participants were also learned the measurement protocol of solar radiation and systems. A 50 m^3 biogas plant installed at Patkai Men's Hostel was also demonstrated to the participants. This biogas plant uses the kitchen waste of the hostel and the produced gas is used for cooking in the hostel. The system

shows the application of conversion of waste to useful gases. Two types of biomass gasification systems namely open top gasification systems and closed top gasification systems were demonstrated to the participants. In last session of second day, Dr Nabin Sarmah demonstrated various tools that are commonly in use for the pedagogical aspect to move from the physical classroom to the smart classroom to online classroom. Dr. Sarmah also demonstrated the tools for web presence of the teacher and tools in use for video lectures.

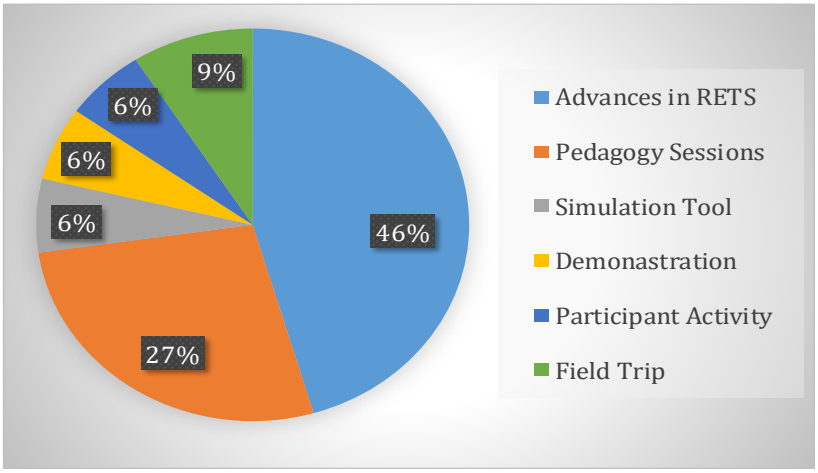
In the third day of the programme, Dr Nabin Sarmah delivered a talk on off-grid and grid connected Photovoltaic systems. In this deliberations, Dr Sarmah discussed in details the various system configurations, technical specifications of each component and various applications of off-grid PV systems. The system design criteria of grid connected systems was also discussed in details. Dr Mahapatra delivered lecture on Decentralized energy systems and simulation tool HOMER. The village load assessment procedure is discussed and various renewable energy systems configuration based on the cost of energy generation approach is analysed based on the simulation tool HOMER. HOMER simulation tool demonstrated for various scenario and hands on experience is also carried out with the participants. Participants were taken to a field trip to 5 MW grid connected PV systems near Balipara. This is the largest PV power plant is in operational in Assam. Site engineer shows the plant operation to all the participants. Participants were also quite excited to have real experience of knowing all technical details of the power plant.

Field Trip to 5 MW grid connected Photovoltaic Power Plant at Balipara

On the fourth day, S K Singh, senior scientist from National Institute of Solar Energy, New Delhi delivered two lecturers on solar thermal energy. Various experimental work related to refrigeration, air-conditioning by using solar thermal energy explained in details. Participants also quite excited to learn various experiments by using solar thermal energy. Dr Sanjai Kumar

from Central Electronics Limited, gave two lectures on solar cell physics and fabrication of solar module in industry. In this lecturers, basic of solar cell, various module technologies, fabrication techniques of modules, module production cost in India and other countries are discussed. Dr Sadhan Mahapatra presented a talk on the Simulation tool PVsyst to the participants. This simulation tool is quite useful to analyse the energy generation from off-grid or grid connected PV systems. Participants was curious to know on the operation of this simulation tool.

In the fifth day, Prof D C Baruah from Department of Energy presented a talk on GIS base Biomass Energy Mapping. He shows how the GIS can be effectively use to map any kind of renewable energy resources in any location. Dr B Kakati delivered a talk on advances in Fuel cell and hydrogen energy research. In the afternoon session, Prof J K Deka from Department of Computer Science Engineering, IIT Guwahati gave two lecturers on Pedagogy aspects of teaching and curriculum development. Prof Deka shows the techniques to develop curriculum, program educational objectives and program outcome of a sample course. On the last day, Prof V S Mohalkar gave a talk on bioethanol production and Dr Samrat Paul on advances materials for energy applications.



Different Sessions in the Programme

This FDP emphases on stimulating inquisitiveness in the students during the process of acquiring and assimilating new scientific knowledge and concepts, rather than treating students as a passive recipient of lecture driven classes. The programme delivers the concept of integration of ICT in the teaching-learning process and training in research-based strategies in teaching process. Similarly, the exposure to tools like open source courseware, simulation tools, and scientific approaches of planning and execution of experiments are also delivered in

the programme, to enhance the student's ability to understand the subjects or create the curiosity on the subjects.

More than 50% of the total hours spent in the programme is devoted to the pedagogy sessions, demonstration, simulation tools, field trip etc. Participant's feedback also reveals that the programme is perfect blend of technical knowledge on the advances in renewable energy technologies, pedagogy sessions, demonstration and field trip.

Prof V K Jain, Vice-chancellor, Tezpur University in the Valedictory Function (second from Left)

Prof V K Jain, Vice-chancellor distributed the certificate of completion to the participant

Prof V K Jain, Vice-chancellor of Tezpur University joined in the valedictory programme to distribute the programme completion certificate to the participants. Prof Jain in his inaugural comments stressed upon on the new methods for delivering lecturers and also the importance of online course like MOOCs, NPTEL etc in the College/University teaching. Three participants also put forward their feedback in the valedictory programme. Prof Jain distributed the programme completion certificate to 40 number of participants. Prof C L Mahanta, Dean,

School of Engineering, Prof M K Sarma, Director, Teaching Learning Centre and Prof R Kataki, Head, Department of Energy also grace the valedictory programme.

This Faculty Development Programme (FDP) fulfils its prime objectives to bring the faculties of different engineering, science and allied subjects onto one platform to update with the advances in the renewable energy technology and applications, effective teaching learning practices, integration of ICT in the teaching-learning process, expose to tools like open source courseware, simulation tools, and scientific approaches of planning and execution of experiments.

About the Department of Mass Communication and Journalism, Tezpur University

Established in 2001, the Department of Mass Communication & Journalism, Tezpur University provides state-of-the-art facilities for the students with an objective of producing skilled manpower in the ever-changing dynamic media world. It offers an intensive two-year M A program in Mass Communication & Journalism that includes print journalism, television production, advertising and public relations, new media, development communication, communication research methods, etc.; and M A in Communication for Development focusing on development communication, content production and social reconstruction.

The department owns some of the most modern infrastructure, allowing a rich exposure and hands on experience on the equipment(s) of the media such as Audio-edit Suite, Non-Linear Video Editing Suite, Television studio, and Exclusive computer workstations with 24 hours net connectivity, Screening Hall, New Media Lab and many more.

There is a balanced emphasis between theory and practice in the syllabus designed keeping in mind the global standards. The curriculum of the various courses offered by the department has a strong focus on communication for social change. Courses on Media Law and Ethics, Development Communication, Specialized reporting on conflict, environment etc. included in the pedagogy aims at creating responsible media professionals with aptitude for technical skills combined with sense of ethical and social commitment. The department has also been ranked No. 1 in the entire country in the recent Times Higher Education Survey 2018.

About the Event

A Seminar and Workshop on “Gandhian Philosophy and Peace Journalism” was organized by Department of Mass Communication and Journalism, Tezpur University, Assam in collaboration with Gandhi Smriti and Darshan Samiti, New Delhi on the 21st and 22nd February 2018. The two day event saw a rich amalgamation of industry and academia where experts in the field of media and journalism shared their thoughts and experiences about Mahatma Gandhi and his pioneering work in advocating peace journalism. The invited speakers and the student participants reflected on the theme and brought forth their knowledge and opinions as to how journalism can be used as a powerful tool to spread peace in the world.

Media plays a very important role in shaping social reality. Mass media are often people's only source of information about events happening outside of one's locality. Particularly during conflict situations, media reportage on a story can be the sole information available to the audience. The slant of public opinion, the society's construction of reality and the role of the media therein can well be decisive factors in the possible escalation or resolution of the conflict. While professionally practiced journalism of constructive agenda-setting in a conflict environment can open up channels for communication, educate people, build confidence, humanize disputants, provide emotional outlets and note solutions elsewhere; poor or deliberately manipulated conflict coverage can further fuel the conflict. A responsible media, which is 'conflict-sensitive' can not only set in motion the process of construction of a general 'culture of tolerance', but can also help dispel the sense of 'singular affiliation' by emphasizing 'multicultural knowledge'.

In this context the concept of peace journalism assumes significance. Peace journalism identifies itself as socially responsible journalism and interprets the events to resolve the conflicts. According to Jake Lynch, Peace journalism is when editors and reporters make choices – about what to report, and how to report it – that create opportunities for society at large to consider and to value non-violent responses to conflict. Peace journalism, is a remedial strategy and an attempt to supplement the news conventions to give peace a chance. It explores the backgrounds and contexts of conflict formation, presenting causes and options on every side (not just 'both sides'); gives voice to the views of all rival parties, from all levels; offers creative ideas for conflict resolution, development, peace-making and peacekeeping; exposes lies, cover-up attempts and culprits on all sides, and reveals excesses committed by, and suffering inflicted on, peoples of all parties; pays attention to peace stories and post-war developments.

Mahatma Gandhi, the father of our nation who led India to freedom through his non-violent struggle was also a great journalist. Gandhiji published Navajivan, Young India, Harijan, Harijansevak and Harijanbandhu during the freedom struggle in India. He advocated peace as an important news value for journalists and practiced peace journalism in his role as a journalist, a columnist, an editor, and a publisher. Ethical journalism in general and peace journalism in particular has a lot to draw from Gandhiji and his ideology of non-violence. It is high time for journalism practitioners, educators and students to reflect upon and learn from Gandhiji's thoughts on non-violent communication as well as the journalistic values that he espoused. This could go a long way in making the practice of journalism much more ethical, responsible and socially relevant.

Under the aforementioned backdrop, the two day programme on Gandhian Philosophy and Peace Journalism was aimed towards reflecting upon the need for peace Journalism in the present day context and to discuss about the relevance of Gandhiji's philosophy of non-violence and peace communication in this context. The purpose was to mainly orient the MCJ students who are media professionals of the future towards using journalism for peace.

Objectives of the Seminar cum Workshop

- To reflect upon the need for peace Journalism in the present day context;
- To discuss about the relevance of Gandhiji's philosophy of non-violence and peace communication;
- To orient the MCJ students who are media professionals of the future towards using journalism for peace.

List of Participants

Resource Persons:

Sl. No	Name	Designation	Affiliation
1	Dr. Syed Murtaza Alfarid Hussain	Assistant Professor	Department of Mass Communication, Assam University
2	Mr. P. J. Baruah	Executive Editor	The Assam Tribune
3	Mr. Sushanta Talukdar	Editor	Nezine
4	Mr. Rajeev Bhattacharyya	Freelance Journalist and Author	

Representatives from Local Media:

Sl. No	Name	Designation	Affiliation
1	Mr. Shambhu Boro	Dist. H.Q. Correspondent	The Assam Tribune
2	Mr. Samir Kar	Photo Journalist	UB Photos
3	Mr. Raj Kumar Mahanta	Correspondent	Asomiya Pratidin
4	Mr. Aswini Bora	Correspondent	Assam Talks
5	Mr. Amarjeet Prasad	Video Journalist	Assam Talks

Representatives from Tezpur University

Sl. No	Name	Designation	Affiliation
1	Dr. Biren Das	Registrar	Tezpur University
2	Prof. P.K. Das	Dean, School of Humanities and Social Sciences	Tezpur University
3	Mr. Samaresh Barman	Public Relations & Information Officer	Tezpur University
4	Prof. Abhijit Bora	Associate Professor and Head	Dept. of MCJ, Tezpur University
5	Dr. P Anbarasan	Associate Professor	Dept. of MCJ, Tezpur University
6	Dr. Uttam Kr Pegu	Associate Professor	Dept. of MCJ, Tezpur University
7	Dr. Joya Chakraborty	Associate Professor	Dept. of MCJ, Tezpur University
8	Dr. Anjuman Borah	Assistant Professor	Dept. of MCJ, Tezpur University
9	Dr. Junali Deka	Assistant Professor	Dept. of MCJ, Tezpur University
10	Mr. Manoj Deori	Assistant Professor	Dept. of MCJ, Tezpur University
11	Ms. Veda Yumnam	Assistant Professor	Dept. of Social Work, Tezpur University
12	Mr. Debajit. K. Sarmah	Assistant Professor	Dept. of Law, Tezpur University

Student Participants

Sl. No	Name	Programme	Semester
1.	Ritu Raj Choudhury	M.A. Communication for Development	II
2.	Ankita Dutta	M.A. Communication for Development	II
3.	Shaheed Ahmed Alomgir	M.A. Communication for Development	II
4.	Abhishree Borah	M.A. Communication for Development	II
5.	Rajat Kamal Hazarika	M.A. Communication for Development	II
6.	Pratyush Deep Kotoky	M.A. Communication for Development	II
7.	Arnab Jyoti Arya	M.A. Communication for Development	II
8.	Sujit Bhattacharya	M.A. Communication for Development	II
9.	Pranamee Chutia	M.A. Communication for Development	II
10.	Bhaswati Saharia	M.A. Communication for Development	II
11.	Anamika Mazumder	M.A. Communication for Development	II
12.	Mr. Debajit. K. Sarmah	M.A. Communication for Development	II
13.	Shruti Sharma	M.A. Mass Communication and Journalism	II
14.	Nidarshana Mahanta	M.A. Mass Communication and Journalism	II
15.	Seauj Sajib Nath	M.A. Mass Communication and Journalism	II
16.	Indrani Choudhury	M.A. Mass Communication and Journalism	II

17.	Srishti Saikia	M.A. Mass Communication and Journalism	II
18.	Ruma Kalita	M.A. Mass Communication and Journalism	II
19.	Amlan Jyoti Das	M.A. Mass Communication and Journalism	II
20.	Khushbu Bin	M.A. Mass Communication and Journalism	II
21.	Jiri Swargiary	M.A. Mass Communication and Journalism	II
22.	Pubali Das	M.A. Mass Communication and Journalism	II
23.	Tirtharaj Gohain	M.A. Mass Communication and Journalism	II
24.	Shreejana Rai	M.A. Mass Communication and Journalism	II
25.	Abhilasha Pathak	M.A. Mass Communication and Journalism	II
26.	Barsaindi Naiding	M.A. Mass Communication and Journalism	II
27.	Syed Towhid Momin	M.A. Mass Communication and Journalism	II
28.	Kaushik Das	M.A. Mass Communication and Journalism	II
29.	Nibirjyoti Mriduta	M.A. Mass Communication and Journalism	II
30.	Tanuj Nath	M.A. Mass Communication and Journalism	II
31.	Shyam Gogoi	M.A. Mass Communication and Journalism	II
32.	Komal Doley	M.A. Mass Communication and Journalism	II
33.	Bina Sharma	M.A. Mass Communication and Journalism	II
34.	Pankhi Das	M.A. Mass Communication and Journalism	II
35.	Ayan Goswami	M.A. Mass Communication and Journalism	II
36.	Bishal Sharma	M.A. Mass Communication and Journalism	II
37.	Atlanta Baruah	M.A. Mass Communication and Journalism	II
38.	Partha Protim Das	M.A. Mass Communication and Journalism	II
39.	Anurupa Sonowal	M.A. Mass Communication and Journalism	II
40.	Debojit Das	M.A. Mass Communication and Journalism	II
41.	Debabrat Gogoi	M.A. Mass Communication and Journalism	II
42.	Anindita Kashyap	M.A. Mass Communication and Journalism	II
43.	Ananya Dewgharia	M.A. Mass Communication and Journalism	II
44.	Lipika Chutia	M.A. Mass Communication and Journalism	II
45.	Bedanan Borah	M.A. Mass Communication and Journalism	II
46.	Arindam Goswami	M.A. Mass Communication and Journalism	IV
47.	Upasana Swargiary	M.A. Mass Communication and Journalism	IV
48.	Rinkumani Pathak	M.A. Mass Communication and Journalism	IV
49.	Debashis Pratim Sarma	M.A. Mass Communication and Journalism	IV
50.	Jayasmita Deka	M.A. Mass Communication and Journalism	IV
51.	Pranati Sinha	M.A. Mass Communication and Journalism	IV
52.	R K Yaibiren Sana	M.A. Mass Communication and Journalism	IV
53.	Kuwoli Hazarika	M.A. Mass Communication and Journalism	IV
54.	Tapas Mali	M.A. Mass Communication and Journalism	IV
55.	Deepak Kumar	M.A. Mass Communication and Journalism	IV

	Leonard Kanime	M.A. Mass Communication and Journalism	IV
57.	Rahul Sinha	M.A. Mass Communication and Journalism	IV
58.	Abhilekh Gogoi	M.A. Mass Communication and Journalism	IV
59.	Saibal Krishna Sharma	M.A. Mass Communication and Journalism	IV
60.	Pritesh Kumar	M.A. Mass Communication and Journalism	IV
61.	Sudarkhina Basumatari	M.A. Mass Communication and Journalism	IV
62.	Priyadarshini Saikia	M.A. Mass Communication and Journalism	IV
63.	Pulakesh Das	M.A. Mass Communication and Journalism	IV
64.	Maumita Mazumdar	M.A. Mass Communication and Journalism	IV
65.	Sneha Kumari	M.A. Mass Communication and Journalism	IV
66.	Gangutri Borgohain	M.A. Mass Communication and Journalism	IV
67.	Upasana Gogoi	M.A. Mass Communication and Journalism	IV
68.	Mridusmita Chakraborty	M.A. Mass Communication and Journalism	IV
69.	Rimiana Baruah	M.A. Mass Communication and Journalism	IV
70.	Sonal Sidhu K. Sharma	M.A. Mass Communication and Journalism	IV
71.	Gaurav Verma	M.A. Mass Communication and Journalism	IV
72.	Sushmita Dey	M.A. Mass Communication and Journalism	IV
73.	Kakoli Phukan	M.A. Mass Communication and Journalism	IV
74.	Toka V	M.A. Mass Communication and Journalism	IV
75.	Polash Patangia	M.A. Mass Communication and Journalism	IV
76.	Angita Mahanta	M.A. Mass Communication and Journalism	IV
77.	Mahamaya Ghosh	M.A. Mass Communication and Journalism	IV
78.	Kuntala Das	M.A. Mass Communication and Journalism	IV
79.	Saket Kumar Bhardwaj	Ph.D. Research Scholar	
80.	Kumari Pallavi	Ph.D. Research Scholar	
81.	Eishita Das	Ph.D. Research Scholar	
82.	Madhusmita Boruah	Ph.D. Research Scholar	
83.	Muktikam Hazarika	Ph.D. Research Scholar	
84.	Vansanglura	Ph.D. Research Scholar	
85.	Richa Chattapadhyay	Ph.D. Research Scholar	
86.	Subhajit Paul	Ph.D. Research Scholar	
87.	Harshwardhani Sharma	Ph.D. Research Scholar	
88.	Manaswinee Mahanta	Ph.D. Research Scholar	

The profiles of the invited speakers

Mr. Prasanta J Baruah

Mr. Prasanta J Baruah is a senior journalist with over thirty years of working experience in Assam and the North East. He is presently the Executive Editor of The Assam Tribune, the oldest and premier English daily of the region. He started his journalistic career with the English daily The Sentinel in Guwahati after completing his postgraduate studies in English from Dibrugarh University In 1984.He joined as the Principal Correspondent of the Assamese newspaper Dainik Janambhumi at their Guwahati office in 1986.In 1987, he became the North East correspondent of the English daily Newstime (Eenadu Group) of Hyderabad. He later worked for a year at the paper's Hyderabad office before returning to Guwahati in 1989 to join The Assam Tribune. He has been associated with the Tribune ever since and took over as the Executive Editor the paper in 1998.

Mr. Baruah has been closely associated with journalism education in the region. He has been a Guest lecturer of the Journalism department of Gauhati University, Dibrugarh University, Assam University, KK Handique State Open University, and Cotton College among others. Widely travelled, Mr. Baruah has been a member of the Prime Minister's Media delegation to South Africa, USA, Philippines, Japan, Malaysia, Vietnam, Bangladesh, Bhutan, Switzerland and Trinidad & Tobago. He has visited the USA and UK on invitation from the respective governments.

He is presently doing a PhD research work on the issues of identity and humanity in the songs of the internationally reputed Assamese singer, composer, film maker and journalist Dr. Bhupen Hazarika.

Mr. Rajeev Bhattacharyya

Mr. Rajeev Bhattacharyya, is currently working as a Freelance Journalist and Author. He has more than two decades of experience in the media world and has worked as a correspondent for various newspapers including The Times of India, The Telegraph, The Indian Express, Times Now, The Bengal Post, and Seven Sisters Post and now with The Wire, First Post and the DNA. In his career he has covered North east India, Bhutan, Jharkhand, New Delhi, and adjacent regions in Myanmar and Bangladesh.

His book “Rendezvous with Rebels: Journey to Meet India's Most Wanted Men” has been inspiring journalist across the country. Rajeev Bhattacharyya walked nearly 800 kilometers, over some of the most hostile terrain and through no man's land. His journey, which took three months and twenty

days to complete, is unprecedented in Indian journalism. He visited the rebel bases in Eastern Nagaland, which covers a part of Myanmar's Sagaing Division, stayed in the ULFA camp and interviewed its chief of staff Paresh Baruah, as also chairman of the NSCN (Khaplang), S.S. Khaplang himself. He interacted with rebels from banned outfits like the NDFB, UPPK, PLA and other groups - for many of them, this was their first conversation with an Indian journalist. Bhattacharyya is one of very few journalists in the world to have made this journey, and among the fewer still to have had such intimate access.

He actively participates in seminars and workshops throughout the country on issues like insurgency, ethnic conflicts, border relations, peace struggles and many more.

Mr. Sushanta Talukdar

Mr. Sushanta Talukdar, Editor, Nezine, also has an experience of over 25 years in the field of journalism and has worked for leading newspapers like The Hindu, Frontline, The Telegraph, The North East Daily, and The North East Times. He was awarded with the prestigious Parag Kumar Das journalism award in 2016. He has reported on varied issues like national politics, ethnic conflicts, communal riots, natural disasters, tribes & traditions, environment, trade & commerce, migration issues, development & government and many more. He is one of the celebrated names in Assamese journalism.

His recent venture, Nezine is an online magazine focusing on India's Northeast region, published by Nezine Media. It makes efforts to bridge the information gap on the region – a repository of traditional knowledge, a bio-diversity hotspot and a living museum of cultural diversities. We generate and publish content that add to a state-of-the-art digital archive of quality information about the region.

Nezine provides a platform for publication of news, features and articles on wide-ranging subjects and issues which will help its visitors derive their own notions about the region instead of looking at it through fixed frames of perception about its geography, history, society, culture and tradition.

Dr. Syed Murtaza Alfarid Hussain

Dr. Syed Murtaza Alfarid Hussain is a senior Assistant Professor at the Department of Mass Communication, Assam University at Silchar. A postgraduate in English Literature from Delhi University, he also has a master's degree in Mass Communication and Journalism from Tezpur

Central University. In 2006, he was awarded with a British Council fellowship and attended a training course on Conflict Reporting in the UK, conducted by Thomson Foundation at Cardiff University in Wales and Belfast in Northern Ireland. In 2008, he was awarded a Rotary scholarship to attend a six-month course on Peace and Conflict Studies at Chulalongkorn University in Thailand. He did his PhD on 'Media Framing of Intra-State Conflicts in Assam' from Berhampur University, Odisha. His primary research interest is Media Framing, and is currently supervising doctoral research in the areas of Social Media and Political Communication, Human-Computer Interaction for Development (HCI4D), Mediatisation and Media Literacy. He has presented his research findings at the IVSA 2017 conference held at Concordia University in Montreal, Canada and also at the AMIC conference in Manila, Philippines, besides presenting papers at several national and international seminars and conferences in different parts of the country. He has also directed a few documentary films on issues of culture, health, ethnicity and marginality in northeast India. He was awarded the best postgraduate gold medal in Tezpur University in 2004.

Details of the two day event

DAY 1

Inauguration

[10:30 am – 11:15 am]

The seminar began with a formal inauguration ceremony where the students presented a classical song "Raghupati Raghav Raja Ram" in memory of *Father of the Nation*, whose hard work and determination has always been a source of inspiration. The same took us back to the perennial efforts of Mahatma Gandhi who tried to unite the citizens across all communities and identities by his communication skills, diction, writings and even songs.

Prof Abhijit Bora, Head of the Department, Mass Communication and Journalism, Tezpur University welcomed all the distinguished guests and dignitaries who spared their time to share their knowledge with the students and other participants. He said that Mahatma Gandhi possessed an unimaginable vision that he visualized the use and potential of mass media much ahead of

anyone else in the country. The same was evident in Gandhiji's speech when he used the phrase "Broadcasting is power" in his message on All India Radio, 1947 while addressing the refugees of partition in Kurukshetra. Prof Abhijit Bora also mentioned that it is extremely relevant to hold the seminar amidst budding media aspirants, i.e. the students as this is an opportunity for all of us to contribute towards the noble cause of peace journalism. He invited the distinguished guests to share their expertise and enlighten the audience, while he remembered the wonderful work of John Lennon, "Give Peace a Chance".

Prof Bora announced with great delight that Tezpur University is ranked 100th in Times Higher Education Asia University Rankings 2018 and that its Department of Mass Communication & Journalism was ranked 1st in the country by the same survey. He gave the credit of this milestone achieved by the department to faculties and students who work ceaselessly and add value to it. He said that maintaining this reputation is always a challenge for the university and the same cannot be fulfilled without the support of the media and resource personalities who visit the department and enrich and nurture it with a positive flow of information as well as ordeals.

Prof P K Das felicitating Mr. P J Baruah

After the welcome address by Prof Abhijit Bora, a 'Felicitation Ceremony' followed, where the invited guests Mr. P J Baruah, Executive Editor, The Assam Tribune, Mr. Rajeev Bhattacharyya, Freelance Journalist and Author, Mr. Sushanta Talukdar, Editor, Nezine and Dr. Syed Murtaza Alfarid Hussain, Assistant Professor, Department of Mass Communication and Journalism, Assam University were honored by the traditional Assamese 'Gamusa', flowers and small tokens of respect from Tezpur University.

Further, **Dr. Anjuman Borah**, Assistant Professor, Department of Mass Communication and Journalism, Tezpur University, introduced the theme of the event and why it is crucial to deliberate on the topic for the media fraternity.

She emphasized that there was a felt need to discuss the relevance of Peace Journalism as we witness that the whole world is conflict struck. Mass Media these days shapes social realities and it

can go miles in resolving warlike situations and spread peace across the globe. She further elaborated that the panel of the speakers were meaningfully selected in order to make the most of the deliberations that the entire audience would engage in and gave a brief introduction about each of the members.

Dr. Anjuman anticipated that post the seminar and the workshop that would take place on Day 2, the students shall acquire the ability to construct media messages that highlight peace and not conflict.

Prof P K Das, Dean, School of Humanities and Social Sciences, Tezpur University delivered the inaugural address and declared the event open. He expressed that he honored to share the dice with such eminent personalities and extended his whole hearted gratitude to them for taking out time to enlighten the students and other participants. He said that north east itself is a conflict sensitive region and prone to violence and other forms of distress. It is high time that media inclines itself to peaceful narratives and bring about the required change in its communication strategies for a larger social benefit. He recollected the fact that Mahatma Gandhi was a journalist all his life, who knew that journalism can be used for good and bad purposes alike. He envisaged that if Gandhiji was alive in the present world, he would also made use of social networking sites like Twitter and Facebook to spread peace and positivity, just as he electrified the nation using print media in a very effective way.

Prof P K Das declared the event open by announcing a brief lamp lighting ritual where all the dignitaries participated in loving memory of the Mahatma.

A glimpse of the inauguration ceremony

Dr. Biren Das, Registrar, Tezpur University was also present to grace the occasion and he conveyed sincere gratitude to all the guests and participants who assembled to hold such a significant discussion. He remembered the famous quote while addressing the audience, "There is no way to peace, but peace is the only way." Dr. Biren Das wished that the mandates of the event be fulfilled and it comes out in flying colors of success.

Mr. P J Baruah, Executive Editor, The Assam Tribune delivered his introductory remarks where he conceded that the theme selected for the seminar & workshop is quite different from usual ones and probably cardinal to the profession in the recent times. He said that the 20th century was a game changing century for entire human civilization as it saw the rise and fall of empires, wars, racial conflicts, bloodshed and subsequent attempts of proliferating peace amongst the affected. He mentioned that Gandhiji's concept of truth, non-violence (Ahinsa) and peace were capable to convince the opponents, i.e. the British rule, that they are wrong and must be fair in their conduct. He asked them to provide the Indian nation, justice, as they deserved to be free and independent in their own native land.

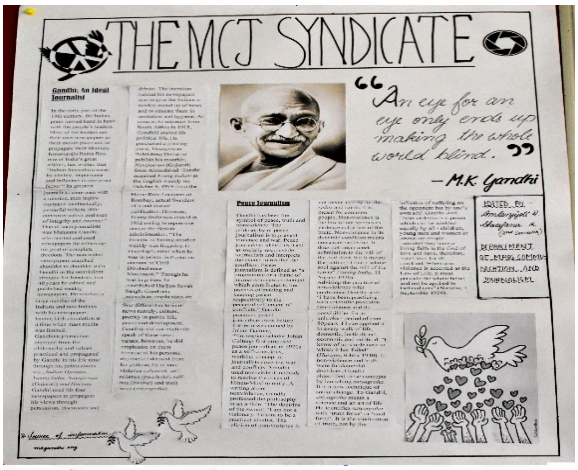
Mr. P J Baruah felt that a lot of circumstances must have affected Gandhiji's philosophy in the Indian freedom struggle. Since he studied in England, he was already familiar with the English way of thinking and also must have built up a connection with the local communal. He avoided any direct conflict and sought for peaceful communication to end the disharmony and bring about social justice in the Indian subcontinent. He further adds in the present times, one is not that familiar with the opponents and hence resort to violent defensive measures in order to safeguard one's own interests. Under these situations, we must look back to the historical accounts of peaceful struggles and their long lasting impact in the achievement of intended goals. It shall also be practical to study the findings of Johan Galtung in the arena of peace and conflict resolution. Mass Media as a profession should be free from any bias and must have the confidence of both the opposing parties in order to practice peace journalism successfully. He said that the eminent panel would further discuss the intricacies of the matter and appraise the gathering on the same.

Giving a formal end to the inaugural ceremony, **Dr. Junali Deka**, Assistant Professor, Department of Mass Communication and Journalism, Tezpur University conveyed the vote of thanks. She conveyed sincere gratitude to Gandhi Smriti and darshan Samiti, New Delhi for agreeing to collaborate with the Department of MCJ, TU to organize the seminar and workshop. She also thanked Mr. P K Das, Dean, Humanities and Social Sciences, Tezpur University and Dr. Biren Das, Registrar, Tezpur University for their presence and support. Also, the guests, speakers, media personnel, faculties and students were appreciated for taking the effort to participate and organize the seminar cum workshop. Dr. Junali said that it is expected that a productive discussion will take place between the experts and the budding journalist, i.e. the students that will in turn help them to grow in the right direction.

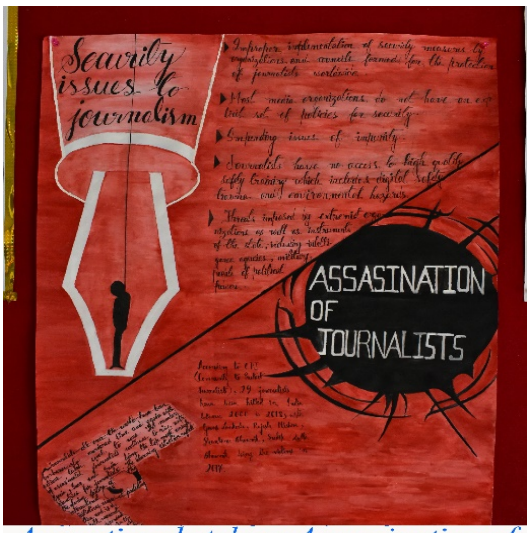
Poster Exhibition

It must be mentioned that the students also presented a **"Poster Exhibition"** that added vibrant colors to the cause. They created artistic pieces on topics like Gandhian Way of Life, Pulitzer Award Winners, Do's and Don'ts of Peace Journalism, Assassination of Journalists, Conflicts in North east and many more. All the invited guests and dignitaries took out time to walk through the poster exhibition to praise the hard work of the students and encourage them for future endeavors.

Some Do's and Don'ts of Peace Journalism showcased on a poster



A poster representing work and life of Mahatma Gandhi



A creative sketch on Assassination of Journalists

Academic Session 1

[11:30 am – 1 pm]

The first session of the seminar included two student presentations and a detailed lecture by Mr. Rajeev Bhattacharyya, Freelance Journalist and Author who spoke upon Peace Journalism in Theory and Practice: Observations in North East. The session brought forth important insights of the expert as well as the students who spoke about their views on the topic under scrutiny.

The first student presenter was **Mr. Amlan Jyoti Das,** Semester II, Department of Mass Communication and Journalism, Tezpur University and his topic was *Gandhi and Peace Journalism*. He touched upon Gandhiji's way of life, his philosophy and his journalistic competencies that enriched the Indian society and paved the path of peace journalism that influenced the century.

Mr. Amlan gave a brief account of Gandhiji's early life and how he worked to transform the social structure of the nation. His ideas and practices of non-violence and truth can serve as the best content for the discipline of peace education.

One of the greatest attributes of Mahatma Gandhi was the simplicity with which he spoke, wrote and communicated. Quoting the Mahatma, "Each one has to find his peace from within. And peace to be real must be unaffected by outside circumstances." Today, when the contemporary media scenario bristles with turmoil and over-riding role of market forces in the media, it would be worthwhile to revisit Mahatma Gandhi's philosophy and his contribution as a journalist.

Gandhiji started his journalistic foray in South Africa with Indian Opinion in 1903. It featured articles and editorials that highlighted the discrimination and harsh conditions under which indentured laborers worked. Through the 19th century Indians were brought to South Africa as laborers by the authorities of the British Empire, which governess both South Africa and India. Alongside various multi-ethnic communities, the Indian community suffered from significant political, economic and social discrimination, administered by the system of apartheid. Gandhiji's Indian Opinion became a crucial vehicle for challenging state laws and urging defiance of unjust regulations. His views evolved into the concept of Satyagraha, the philosophy and practice of non-violent resistance, which was adopted by other freedom movements throughout the latter half of the 20th-century.

Student Presenter Mr. Amlan Jyoti Das talking about Gandhian philosophy

Young India was another weekly paper or journal - in English edited by Gandhiji from 1919 to 1931. He used Young India to spread his unique ideology and thoughts regarding the use of non-violence in organizing movements in India's struggle to freedom. It helped masses to understand the concept of 'Satyagraha' and it's far reaching consequences. In 1933, Gandhiji started another weekly named *Harijan* meaning 'People of God' with an intention to eradicate untouchability, discrimination and poverty. Quoting him in the Harijan, "My faith in truth and non-violence is ever growing, and as I am ever trying to follow them in my life I too am growing every moment. I see new implications about them. I see them in a newer light every day and read in them a newer meaning."

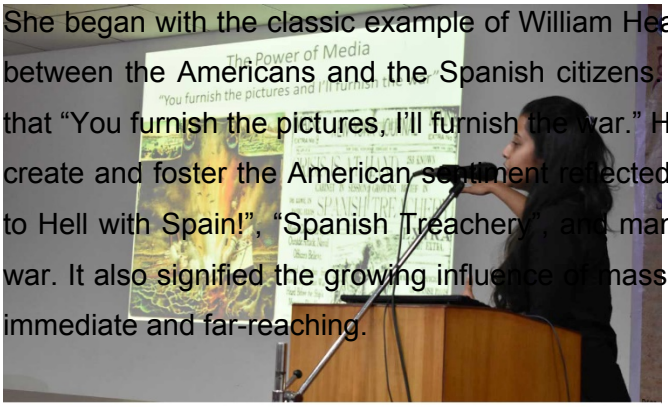
According to his book, My Experiments with Truth, the cornerstone of Gandhian journalism were to understand popular opinion and give expression to it, to arouse desirable sentiments among the people and to fearlessly expose popular defects. The objectives of his newspapers included provision of news to all the sections of the society in vernacular languages, to advocate their cause, provision of information regarding the various happening in India and to garner contributions from competent writers, Indian as well as Europeans.

Further Mr. Amlan elaborated on his understanding of Peace Journalism, and said that it is a programme or a frame of journalistic news coverage which contributes to the process of making and keeping peace respectively to the peaceful settlement of conflicts. He also illustrated upon five core principles of peaceful and ethical journalism, viz. Truth & Accuracy, Independence, Fairness & Impartiality, Humanity and Accountability.

He further added that 'Peaceful Journalism' was one of the key factors that transformed Gandhi into "Mahatma Gandhi'. Even a wooden stick, which we often associate with violence and force was used by Gandhiji as a symbol of support. There were many leaders and freedom fighters who struggled for Indian Freedom and many who remained alongside him, but it is Gandhi that we remember the most because no one could have caused an upheaval in the colonial rule like him.

He ended his presentation by the famous words of Mahatma Gandhi, *"Freedom of the press is a precious privilege that no country can forgo."*

The second student presenter was **Ms. Nidarshana Mahanta**, Semester II, Department of Mass Communication and Journalism, Tezpur University and her topic was *Role of Media in Conflict*. She gave real time examples on how media can arouse or mitigate conflict and crisis situations.



Student Presenter Ms. Nidarshana Mahanta explaining the role of media in conflict

She began with the classic example of William Hearst and his hate journalism which instigated war between the Americans and the Spanish citizens. He use to tell his out stationed correspondents that "You furnish the pictures, I'll furnish the war." His paper vigorously published stories that helped create and foster the American sentiment reflected in the popular phrases, "Remember the Maine, to Hell with Spain!", "Spanish Treachery", and many more that finally led to the Spanish-American war. It also signified the growing influence of mass media, which had never before proven to be as immediate and far-reaching.

Another example of was the pictures of Alan Kurdi, a 3 year old Syrian boy drowned to death. The heartbreaking photograph of Alan, whose body washed up in Turkey, had a great impact on policy, with the U.K. agreeing to take thousands more refugees. Thus, the use of mass media can lead to good or bad outcome; it's the power that needs to be handled with care.

Ms. Nidarshana added that *words can become swords* if used inappropriately. When ULFA attacked Hindi speaking people in the districts of Tinsukia and Dibrugarh, Assam and it was reported as an attack on 'Biharis' by the national media; it further led to retaliation by the people in Bihar who counter attacked the north eastern people leading to prolonged crisis. In another case, the assassination of Smt. Indira Gandhi was reported as carried out by her 'Sikh' bodyguards which gave communal colors to the conflict. Contemporary media seems to use conflict as a tool to rise up the popularity ladder. In case of war and conflict, sensationalism becomes common and there is a mutual competition among the media houses, as to who will publish or broadcast the news in the most provocative manner. The Indo-Pak conflict sees a number of news channels blaming Pakistan and using hate statements very often. Here, the example of Anchor Gaurav Sawant from India Today was given, who created a war room in the studio and is dressed up like a warrior all set to attack the enemies any moment.

In fact, in a very interesting survey published in The Hoot, the researcher, compared the coverage of India in Dawn (Islamabad edition) and Pakistan in The Hindu (Delhi edition) during the period May 01 - May 31, 2016. Both these newspapers are known to be liberal and, as such, are not representative of the news media. Dawn published more news items, editorials, and opinion pieces on India than The Hindu on Pakistan, which means it better voiced India's side than the Hindu did for Pakistan.

Another observation made in the presentation was that China's aggressive state-backed media has accused Western media of being biased in favor of India simply because it is a democracy. It emphasized that India "arouses sympathy" because it is "in a weaker position compared with China", elaborated in an opinion piece in China's Global Times.

At times, governments also use conflict as a tool for propaganda as seen in the case of *embedded journalism*. National media journalists are taken into war zones under full security who usually ends up publishing what the military wants them to; while the local media of such conflict ridden states have no voice. This in turn we may refer to as planted stories which are biased in nature as the other side of the conflict remains untouched.

Also, the flare up tension in the race to break news can cause a lot of damage to the safety and security of the country. One such example is the 26/11 Mumbai Attacks that shook the nation; media constantly reported the movement of NSG commanders and soldiers that in turn helped the enemies to cause more damage as they got firsthand information about where the soldiers are located. In the age of social media and digital networking platforms, the circulation of news and information has become easier and faster. This calls for more caution to be exercised in the rush to break the news as once published the message reaches thousand and lakhs of people in a few hours and any mistake cannot be rectified with ease thereafter.

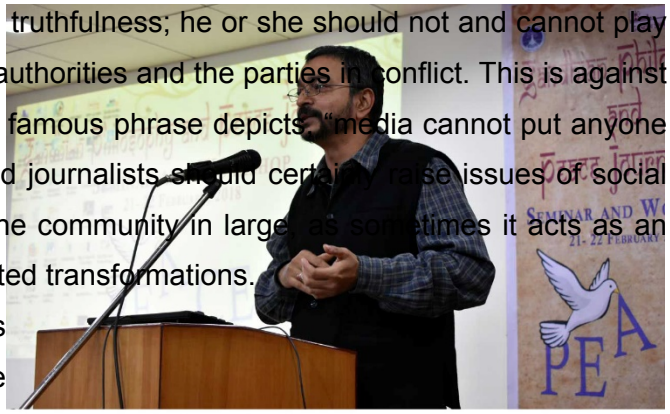
Ms. Nidarshana ended her presentation with the term CSR of mass media; not Corporate Social Responsibility but Cultural and Social Responsibility that the media fraternity should put into practice. Since, media is deemed as the forth pillar of democracy, it should fulfill its larger responsibility of positive social construction and pave the path of peace and prosperity.

After the two presentations by the students, next **Mr. Rajeev Bhattacharyya,** Freelance Journalist and Author enlightened the gathering on the theory and practice of peace journalism in north east India and the various conflict situations he has reported.

He began his speech by recalling his visit to rebel camps of Myanmar in 2011 where it was mandatory to move around in camouflage, else it could risk a journalist's life. Such situations makes one understand the importance of peace and futility of war and conflict.

Mr. Rajeev said that Mahatma Gandhi was a great journalist and edited three newspapers which had a lasting impact on the society. Once can read truth and non-violence in all his writings. Very few people know that he wrote a book on Srimad Bhagwat Geeta. He was aware that the British rule in India was a technologically strong one and it was impossible to dodge them with aggression and rebellious revolts. It was only through peace and persistent efforts that the country received the rightful independence. We must make India what Gandhiji envisioned it to be so that his divine soul can rest in peace.

He said that North east as a region is not the perfect spot for modernization and industrial activities. It a biodiversity hotspot and not a place to establish smoke emitting factories. The beauty of the region lies in its greenery and agricultural opulence.



Mr. Rajeev Bhattacharyya sharing his experiences

A journalist's role is to report with objectivity and truthfulness; he or she should not and cannot play the role of a facilitator between the government/authorities and the parties in conflict. This is against the modus operandi of peace journalism, as the famous phrase depicts, "media cannot put anyone on trial". Again sometimes, media personnel and journalists should certainly raise issues of social interest again and again for the betterment of the community in large as sometimes it acts as an awakening message and brings about long awaited transformations. North eastern media has no culture of follow ups and there is an acute necessity to be more methodical in their approach. Sometimes crucial news items are covered but what happens to them in near future is not even attempted to be reported. For example, there was less emphasis in reporting Tibet earthquakes. There are artificial dams that might affect the flow of water in the Brahmaputra River; might as well cause unexpected floods in Assam and adjoining areas. There is culture to let go off some such climacteric incidents and more focus is on Global Summits and networking conclaves. Mr. Rajeev re-emphasizes that

north east is not a place for establishment of jumbo industries; rather its distinguishing feature lies in its natural beauty and rich flora and fauna.

Coming to peace journalism and ethical reporting, he says that a journalist should consult all sources equally and not just rely on one single source. There can be varied sources of information that may include intelligence agencies, government agents, correspondents and many more; one should try to take in view both sides of the conflict and not just be publishing what one view informs him. At the same time, it's equally important to sort and filter news and use caution in disseminating news related to conflict.

There is always some degree of risk involved in the life of a war journalist and one must be courageous and prepared to face such consternations. For example, Mr. Rajeev said he was detained with a pistol on his head in a case of mistaken identity in the region of Dima Hasao while he was reporting there. He said that north east India is a goldmine of information and usual sight of communal conflicts; but peace journalism was never practiced in the region before. The Anti-Dam project in Dhemaji area gave him the idea that what wonders can peace journalism bring about to conflict resolution where the construction of dam was disputed in the Arunachal Pradesh as it directly affects the district. One should check all the facts and should not publish wrong stories intentionally just for the sake of viewership or readership.

He further gave the example of Karbi Anglong and Dima Hasao conflicts that occurred in October 2005 in Assam where there was a lot of violence that took place. There was attacks on buses, arsons, beating and so on that triggered from one single incident of violence. He consulted both the parties and tried to gather information on what was the root cause of such happenings which was later disclosed to him as a race or competition for collection of taxes in the boundaries. He published his findings in good light so as to resolve the conflict as soon as possible and put an end to the instances of bloodshed. While he was researching in the region, he also came across facts as to who was the miscreant who initiated violence, but preferred not to talk against one party in order to maintain peace. But he also mentioned that sometimes access to leaders and members of both the parties of conflict becomes difficult as they might recognize the journalist as belonging to or representing one side of the conflicting parties.

The next example he gave was of the 2012 Bodo vs. illegal migrants' conflict who were popularly understood as the illegally migrated Muslims. In this scenario, access to Bodo leaders and members was easily available but it was difficult to gather any information or talk to the so called

illegal migrants without which the story remains incomplete for a peace journalist as he or she should never consult only one angle. In the north east, terrain and geography at times is a huge barrier, as there are places where land and road connectivity is even absent. A journalist should be physically and mentally prepare to surpass such barriers in information gathering process.

Further, Mr. Rajeev spoke about the Rohingya refugees of Myanmar and Bangladesh and how the western media have covered their tragic lives. Also, many Rohingya refugees in Bangladesh's Cox's Bazar are doubtful of returning to their homes in Myanmar's Rakhine state engulfed by violence, riots and a brutal crackdown by the army since 2016. Around six lakh Rohingya are estimated to have crossed over to Bangladesh and they join two lakh of earlier Rohingya settlers in the coastal district in camps and at other locations. Most of the refugees, who had arrived in 1978 and 1992, had settled in Chittagong, some granted citizenship, while others migrated to the Middle East and Southeast Asia. We usually see reports of massacre in the refugee camps of the Rohingyas, extreme food shortage, beating, killing and arsons and the whole world has developed a sympathy for the tribe. But the unfortunate fact that they have indulged into drug pedaling is unknown to most of us. About 30 lacs pills of Ya ba drug is smuggled in the adjoining areas. Mr. Rajeev further adds that sometimes a journalist may get some stories that are of importance but even if there is a slight doubt on the authenticity, one should clearly structure the report like, "It is speculated that…." So that in future, if there are any corrections, they can be easily accommodated.

Lastly, Mr. Rajeev said that technology is very democratic and with the advent of social media and citizen journalism, more and more people are getting access to first hand access to information. He believes that news should be filtered and verified before its mass circulation so that the credibility of journalistic profession is maintained.

Academic Session 2

[2:30pm – 3:30pm]

The post lunch second session saw one student presentation, by Mr. Tirtharaj Gohain, Semester II, Department of Mass Communication and Journalism, Tezpur University and one expert lecture by Mr. Sushanta Talukdar, Editor, Nezine, Guwahati.

Mr. Tirtharaj Gohain elaborated on his topic Peace Journalism vs. War Journalism and what are the radical differences between the two. He began with the famous words of Jake Lynch "Peace journalism is when editors and reporters make choices – about what to report, and how to report it – that create opportunities for society at large to consider and to value non-violent responses to conflict." He adds that when peace is combined with journalism, the motive clearly becomes conflict resolution. Peace journalism allows one to explore the background and context of conflict formation, on every side, not just 'both sides', gives voice to the views of all rival parties, offers ideas for conflict resolution, peacemaking and peacekeeping, exposes lies, reveals suffering inflicted on peoples, and pays attention to peace stories & post-war developments.

Student Presenter Mr. Tirtharaj Gohain establishing distinction between war & peace

Mr. Tirtharaj said that in Indian mythology, Narad Muni is perfect personification of war journalism, as he instigated the 'devas' and 'asuras' alike and leaked information that provoked each of the parties to violent consequences. While if we see the epic Mahabharatha, Sanjay, the blind man who narrated the war proceedings to Dhritarashtra, requested him to stop the war as it will lead to killing of brothers amongst themselves; the same we can relate to peace journalism.

War journalism is about conflict that has a value bias towards violence; it usually leads audiences to overvalue violent responses to conflict and ignore non-violent alternative. He further gave examples of the Syrian bombing by American nation and how heart moving pictures of Syria's devastated people have had attracted international aids to the innocent localities. Also, the details of the agony of people of Kashmir and the death of Burhan Wani have given a clear picture of what is happening in the valleys and how local people suffer due to the ongoing wars and military violence. Such a literature is necessary to establish peace and mutual cooperation of the communities in the region.
He also believes that war and war related news sells in news media as due to the interest garnered by violence and fear among the masses that anything can happen to them anytime. So they prefer reading and viewing war related content in order to be prepared for any mishap.

In the era of new media and digital platforms, it becomes the responsibility of each and every journalist and even the common man to only publish peaceful messages and not incite violent and hatred through our words and depictions.

Next was the expert speech by **Mr. Sushanta Talukdar**, Editor, Nezine, who elaborated on the topic: Looking for Stories of Rebuilding Lives and untold stories of Rehabilitation Fault lines in conflict-hit areas. He began with a note of thanks to the earlier speakers who did a lot of context setting and expanded the theme of the seminar and forthcoming workshop.

Mr. Sushanta Talukdar talking about rebuilding lives in conflict zones

He initiated his presentation by reminiscing the Joypur Relief Camp in Kokrajhar district of Assam. A series of violent ethnic clashes between the Bodos and the adivasis in lower Assam's Kokrajhar and Bongaigaon district in 1996 and 1998 and between Bodos and Muslims in 1993 uprooted 48,556 families from their homes. Some of them have been rehabilitated. However, for past 16 years, thousands of refugees, mostly adivasis, are still languishing in congested makeshift relief camps in sub-human conditions without proper food, drinking water, sanitation, healthcare and livelihoods. Children born in the camps do not have any idea what a proper home is. For more than 13,000 occupants of the Joypur relief camp at Karigaon by the side of the National Highway there are only five tube wells as the only source of water for drinking and other household purposes. The refugees have not heard about the Total Sanitation Campaign and open defecation is the normal practice for children and elders alike. Among such strife what impressed Mr. Talukdar the most was school for the refugee children which was set up by the camp members who saved the relief meal and ration that they got, sold it in the market and made arrangements to educate their children in such adversity. This rehabilitation story is truly inspiring and giving people hope that they can have a better future and need not live an entire life in vain.

It is evident that whenever conflict happens, it leads to displacement of innocent people and civilians being victimized. There is always a narrative and a counter narrative to any conflict situation and the challenge for a journalist is not to get trapped between the true and produce only truthful narratives. Access to both the sides of a conflict is usually very difficult and one finds himself biased or overtly sympathetic to one side that is accessible and visible. Hence, it goes without

saying that one must attempt to gather information from both and if possible from all sides of the conflict.

Mr. Sushanta Talukdar further spoke about the role of social scientists in conflict and war like situations. He says that they play a major role in post conflict rehabilitation and rebuilding of lives; but the initial role of communication and information dissemination should be carried on by a professional communicator and not a social scientist. The content that is created for mass circulation at an early stage of any conflict impacts it course. Usually communities are not at war and prefers to remain in peace and interdependence. Hence while reporting on violence or any similar activity, one must use terms like “Miscreants among the community….” And should refrain from accusing any community directly or indirectly as it further aggravates the situation.

He furnished examples of Barpeta riots of 1994 which he investigated as a journalist and told that every party had its own story and it was extremely difficult to judge whose was correct. At times shots were fired in abandoned village to ensure that fear prevails in the region, which some journalists mistook and reported as acts of violence; so a fact finding exercise was missing and resolution of the conflict could not be achieved amidst massacre and bloodshed. Survivors usually loose hope to rebuild their life under such circumstances and prefer to keep quiet and not to give any media statements.

What is needed in such conflict sensitive regions is confidence among the victims and a hope to survive. One such way to evoke confidence is the relief materials and food that is provided to them that brings life to their already wounded and dead minds. He also recalled that in the Joypur Relief camp, children made balls out of waste plastic bags and were playing with the same; what is remarkable here is that they are not even aware about the brutality of war and the pitiable living conditions they are in, joyous and want to live life up to the fullest. He even attended rituals and subsequent religious ceremonies taking place in the camp which streaked in a ray of positive energy and strong desire to lead a normal life and not to be tagged as refugees.

Another story was of a lady named Vimala, in Saron Basti, Assam who was an inhabitant of a relief camp; when all other establishments of the camp were destroyed in violence, she decided to convert her own house into a school for children in a hope that their will to live and rehabilitate should remain undaunted. Such stories should be entertained more and more by the mass media rather than focusing only on conflict and violence. Also, there is dire need to reframe the rehabilitation policies if we really have to hope for an independent life for the victims. Media should

also work in this angle aggressively. At times political forces do not allow two communities to be interdependent for their own selfish motives; such flaws in political procedures need to be checked by the media professionals. Mr. Talukdar ends his lecture by saying that we should analyze history and saints like the Mahatma Gandhi to become a just journalist and offer balance in conflict reporting.

Academic Session 3

[3:45pm – 5:30pm]

The last session of the day one saw a student presentation by Mr. R K Yaibiren Sana, Semester IV, Department of Mass communication and Journalism, Tezpur University and expert talk by Mr. P J Baruah, Executive Editor, The Assam Tribune. Lastly, the concluding remarks were delivered by Dr. Syed Murtaza Alfarid Hussain, Assistant Professor, Department of Mass Communication and Journalism, Assam University summing up the entire learnings of the day.

Mr. R K Yaibiren Sana, presented on his topic Peace Journalism in North East India with special reference to Naga Peace Accord. He began by saying that the objectives of his presentation includes understanding media's reaction to Naga Peace Framework Agreement and to analyze whether the national and local media has made any attempts to resolve conflict and avoid the prevailing violence.

Student Presenter Mr. R K Yaibiren Sana throwing light on the Naga Accord

Mr. R K Yaibiren Sana defines conflict as a process through which two or more actors try to pursue incompatible aims or goals while trying to stop the other(s) from pursuing their own goals. Conflict may sometimes lead to violence, but not always and mass media has a major role to play in information distribution in a conflict situation. It can be a tool for peace building and development of mutual trust and harmony; yet a common journalist's principle is "If it bleeds, it leads." Violence and conflict often happens to make the headlines while peace building takes a backseat in most of the print and broadcast media channels. This tendency to cover conflict and violence distorts reality and

leads many people to think that conflict is pervasive and peace is abnormal. Now the question to be discussed is that is the same fact true with the media vis a vis the Naga Peace Accord?

On the other hand, Peace Journalism is when the editors and the reporters make choices of what to report and how to report in conflict situation. It uses conflict analysis and transformation to update the concept of balance, fairness and accuracy in reporting. It calls for positive representation of facts and appropriate balance between what is to be said and what is not to be said.

Post the signing of the agreement, On the 4th of August 2015, the Huyen Lanpao, a daily vernacular newspaper published from Imphal put its headline as, “The Indian Government and the IM (NSCN) signed Peace accord: Manipur Government left un-consulted; contents of the agreement left secret”. It is understandable in the situation that the vernacular media communalized the whole situation without even any detailing of the draft as seen evident from various Assamese and Manipuri newspapers.

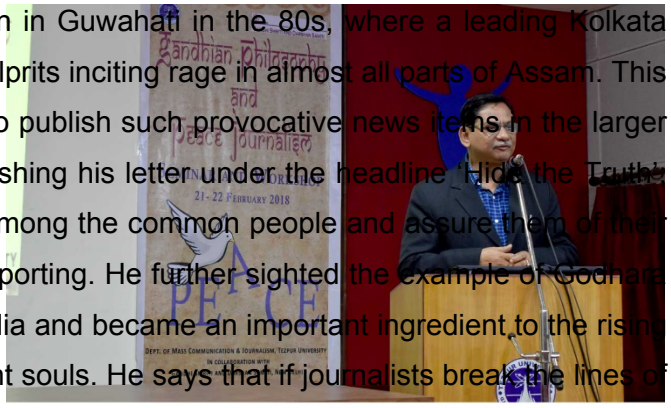
The National Media including the NDTV, Lok Sabha TV, RJ TV, Times Now held panel discussions on the issue--the Peace agreement. These talks were arranged to focus on the objectivity of the issue rather than making assumptions. However, many local channels of Assam exaggerated the issue and brought in a communal element in their dissemination of information. Many things were spoken on mere assumptions. Further on, the local news channel in Manipur- Impact TV and ISTV held a series of panel discussions and talks to bring about objective knowledge on the agreement. Further the impact TV also had a one to one talk with RN Ravi, the interlocutor to have a clear opinion on the framework. It seemed that there is lack of detailed research and the Dima Hasao violence was a result of misinformation.

He ended his presentation by pointing out that much depends on the socialization of the journalist, esp. in context of communal reporting. There are always a few people who instigate violence and media should not be one of them or aid them in any way for the overall benefit of the communities in conflict.

Mr. P J Baruah, Executive Editor, The Assam Tribune initiated his lecture on Issues and Challenges of Covering Conflict: An Editor’s Perspective by highlighting the fact that there is a proliferation in the media business with cut throat competition. He recalled that he joined the media business in 1984 in The Sentinel. In those days, The Assam Tribune was the 1st English Daily of

Assam and a few vernacular newspapers such as Dainik Asom, Dainik Janambhumi and so on cropped up in the information world. In the same year, Television was developing as a medium in India and the country also won its 1st Cricket world cup. In contrast, the present day Guwahati alone sees 15 plus local language newspapers and 6-7 news channels broadcasting news; all aspiring to top the charts.

He further recalls an incident of bomb explosion in Guwahati in the 80s, where a leading Kolkata newspaper gave headlines with names of the culprits inciting rage in almost all parts of Assam. This made Mr. P J Baruah to write to the editor not to publish such provocative news items in the larger good of the society. The Editor reacted by publishing his letter under the headline 'Hide the Truth' whereas his intention was only to instill peace among the common people and assure them of their safety by avoiding communal colors to media reporting. He further sighted the example of Godhara train blasts that was repeatedly projected in media and became an important ingredient to the rising of the Gujrat riots that killed hundreds of innocent souls. He says that if journalists break the lines of ethical reporting, conflict will certainly follow without exception.



Mr. P.J. Baruah elaborating on the Editor's Perspective

He specifically feels that TV news channels exaggerate information and presents a dramatic picture of petty issues that can be resorted with peace. Just like we have guidelines for Press functioning, similar regulations are needed to control the TV news channels so that they do not broadcast misleading or sensationalized news. In a pluralistic country like ours, we need more rules and regulatory bodies due to the diversity we accommodate. Such regulations might not have been anticipated by the makers of the Indian constitution on account of limited technology available in those times. Electronic media should put a check on those news and features that go against the sovereignty, safety and security of its people. This in turn calls for a greater responsibility on the part of the editor or the 'gatekeepers' as they are the one who filter news.

Mr. Baruah recalled an incident in a Guwahati-Adivasi rally where there arose a conflict and a minor girl was stripped naked and the footage was captured by local television. The same was repeatedly shown in news channels to make the public more furious and thus resulted in larger damage. It was the right to dignity, privacy and respect of the girl which was violated by the news media in lieu of their own profits. Hence, certain professional attributes need to be inculcated and seeking permission before publishing any controversial content is very important and falls under media ethics. An Editor is supposed to practice restraint in the times when he finds a news piece too alluring for the popularity of his channel or newspaper.

He further mentions that Gandhiji and his philosophy has deeply influenced Assam and its people during the freedom struggle. He says that Dr. Bhupen Hazarika, himself was affected by Gandhian thoughts on peace and truthfulness that he composed many verses propagating his messages to the Assamese people. Assam was a land of peace and tranquility in the ancient times owing to its natural heritage; but communal violence has broken this peace into pieces. Media has a critical role to play to mitigate such adversity and restore peace in the land; one should put the interest of people foremost during reporting and gatekeeping.

The last speech of the day was delivered by **Dr. Syed Murtaza Alfarid Hussain**, Assistant Professor, Department of Mass Communication and Journalism, Assam University in his concluding remarks.

Dr. Syed Murtaza Alfarid Hussain sharing the concluding remarks

He said that that there can be no peace without conflict and vice-versa and there is a lot of sensitivity & maturity that goes in construction of peaceful journalistic messages. There can be different categories of conflict, with or without bloodshed and violence that require fruitful resolutions.

He gave the example of 'Hotel Europa' in Belfast which has gained popularity to be world's most bombed hotel as it has been attacked more than 36 times. Many a time terrorist groups informed BBC before attacking in order to gain media coverage. This is exploiting the reach and power of media by the defaulters. The then UK Prime Minister Ms. Margaret Thatcher has requested many a times not to give coverage to insurgent group like Irish Republican Army and cut down their "oxygen of publicity".

He said that there are deep fissures and faultiness in Northeast too, that require immediate attention. Seminars and events of this nature certainly provide us with a platform to judge the existing media framework in the region and allow us to work to improve upon the drawbacks. Sometimes media professionals deem that they are striking debates on important social issues but the same might not fulfil the desired purpose and end up in adding fuel to the fire.

Dr. Syed also touched upon the importance of sources of gathering information in a journalistic journey. Normally, one attaches a lot of importance to government agents and military personnel as reliable conduits of information, but it is equally important for us to give context to a story and ensure careful construction of media messages with objectivity. At the same time media should give a platform to common people to vent out their grievances. Newsroom diversity can make a huge impact to the purpose of peace journalism and there should be unity, not segregation of journalists based on the communities they hail from. Another important factor is gender sensitivity as people make moral judgements, especially in the contemporary times. There should be equal number of men and women in the newsroom too.

He ended by saying that the seminar was indeed an eye opening experience and gave food for thought in media's role in covering conflict.

A pledge for peace - Participants putting their thumb impressions

The first day ended with a **'pledge taking ceremony'** where the respected industry experts, guests, faculties, students and all other participants placed their thumb impressions in a silhouette outline of Mahatma Gandhi and vowed to stand for peace throughout their lives. A simple promise would certainly serve as a beacon light to show the righteous path to justice and peace.

DAY 2

Full Day workshop on "Peace Journalism"

By

Dr. Syed Murtaza Alfarid Hussain

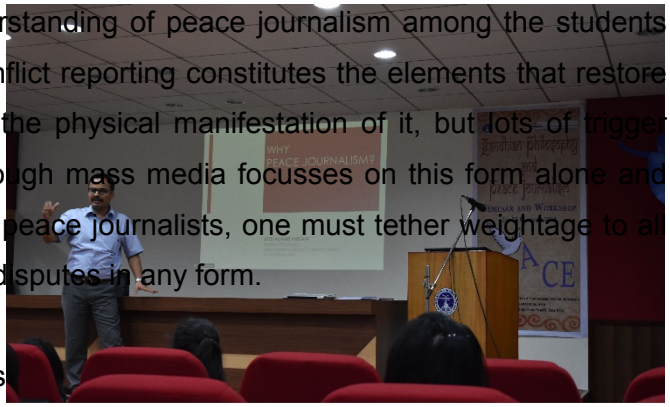
[10am – 5pm]

Morning Session

Dr. Syed Murtaza Alfarid Hussain, Assistant Professor, Department of Mass Communication and Journalism, Assam University, took an extensive workshop for the second and forth semester

students of Tezpur University on the theme of 'Peace Journalism'. He has conducted in depth research on the same in the region of northeast and its conflict areas.

He began by clarifying on the conceptual understanding of peace journalism among the students and sculpted their know how on the theme. Conflict reporting constitutes the elements that restore order in crisis conditions. Violence is not only the physical manifestation of it, but lots of trigger points that leads to such physical violence. Though mass media focusses on this form alone and need not give much coverage to the others. As peace journalists, one must tether weightage to all forms of violence alike and endeavor to resolve disputes in any form.



Dr. Syed Murtaza Alfarid Hussain explaining the concept of Peace

It was felt that the concept of peace journalism is less deliberated among the other topics related to media and mass communication, both in practice as well as academia. One should take small steps to inculcate an attitude towards the discipline and become 'peace warriors', i.e. aggressively acting towards restoring and propagating peace.

Dr. Syed gave a practical situation to the students to ponder about. He asked them that if you know that one of your hostel boarders have stolen INR 500 and some books from your room, what shall be your immediate reaction to the situation? The room was filled with varied responses ranging from beating the culprit, expelling him/her out of the hostel, complaining against him or her to the warden/authorities and so on. But among these answers, a few voices called for a peaceful solution. They said that it was better if we interrogated the boy or the girl on what made him or her commit such an unlawful activity and try to help rather than punish the culprit. At times it is the circumstances that lead to breach of law and moral ethics, it should be dealt with maturity and sensibility rather than outrage and volatile reactions.

The same maturity is needed in a journalistic career and peaceful deliberations can make a lot of impact on a person's or a group's way of thinking. What is needed is 'empathy' and not 'sympathy' under these situations where complex issues can be accommodated with simplest steps.

Another situation presented before the students was when a journalist was told that someone shall be murdered in a particular area well in advanced by a trustworthy informer; he put up cameras and captured the entire brawl without the knowledge of the attackers who actually murdered an individual on a street. As a media worker, what is one's social role in these circumstances? Should

they show footages of a man being murdered on national news television with audiences of all age groups watching it? These incidents pose question marks on ethics of a journalist and he or she must look for practical solutions as well as perform their duties as a responsible citizens of the world. Ideally, the journalist should share the evidences generated to the local police who should immediately arrest the attackers and then give a peaceful, non-violent message on their news channel or newspaper about the sad event without arousing emotions of fury and insecurity in the public. Also, the discretion and human ideology of the Editor/Gatekeeper is also very crucial in such significant occasions as to what to show and what to hide from the viewers.

A BBC correspondent while covering the Kosovo bombing in Eastern Europe, came across British troops entering the sight of conflict. He reported the same incident as “Our boys have arrived…..” which was criticized immensely by fellow colleagues as he clearly displayed his personal affiliation towards his country and projected an image of being biased with his own people. A peace journalist trying to disseminate information for conflict resolution would have never used such phrases and would always prefer to remain neutral in the times of distress. “We should make patriotic journalists” is a wrong statement by any nation for the cause of peace in the world as only one side of the conflict shall be looked into by them. Rather, one should attempt to understand the brad paradigm that leads to peace movements across the globe.

The Anti-war movement in Vietnam in the 1960s-1970s furnishes a great example of a peace movement given due importance by the mass media. The movement against U.S. involvement in the Vietnam War began small–among peace activists and leftist intellectuals on college campuses–but gained national prominence in 1965, after the United States began bombing North Vietnam in earnest. Anti-war marches and other protests, such as the ones organized by Students for a Democratic Society (SDS), attracted a widening base of support over the next three years, peaking in early 1968 after the successful Tet Offensive by North Vietnamese troops proved that war’s end was nowhere in sight.

The students brainstorming during the workshop

Dr. Syed said that the ‘mainstream media’ is inclined towards using the logic of 3Ps, viz. Power, Politics and Profit. While the ‘alternative media’ such as news websites, applications, social networking sites, volunteer movements, blogs and so on (example of The Wire, The Hoot, Firstpost, etc.) are also occupying prominent space

in the business. The mainstream media is living in a “delusion of grandeur” that they are setting the agenda; on the contrary they pick up agenda from the alternative media based on citizen interests. It is noteworthy to read the *Agenda Setting Theory* and the *Framing Theory* to a deeper understanding of the role played by different mass media.

Earlier, mass communication was understood to be the one initiated by professional journalists over a specified platform meant for the purpose. But in the contemporary era of citizen journalism, every man or woman is a source of information that can be accessed by the common masses. For example, Indian Prime Minister Shri Narendra Modi has 37 million plus followers on Twitter. If he sends out a message on the Twitter rostrum, and the same gets retweeted by his followers, it automatically becomes a mass communication as it reached millions of people within hours. We can add that ‘objectivity’ is very ‘subjective’ in journalism as it depends on the numerous interpretations of the content circulated, by different groups and individuals exposed to it. The role of academia is to analyze empirically the different works and stories produced by different media houses and making a comparative study of their performances. Stories can be assessed as peace frames and conflict frames. He further suggested that we all live in the age of ‘spectacle’, i.e. dramatic events affect us more than the peaceful ones.

In the context of north eastern society, the pre industrial era was full of amity where peace had a larger part in our lives and there was interdependence between communities. But the post-industrial times saw that man became more self-centered and stopped interfering in each other’s life. These days, people’s sense of reality is determined by screen images and they are more depended on simulations, moving away from the authenticity of social reality. The big question here was whether media is fulfilling its duty or making us feel more vulnerable?

Dr. Syed presented a VUCA model (Volatility/Vulnerability, Uncertainty, Complexity and Ambiguity). This implies that mass media wants us to believe that the world is in a bad state with no hope for improvement and that anything can happen any moment. This they furnish by extreme escalation of violence and proliferation of fake news sent with a motive of incitement.

Talking about citizen journalism, he said that apart from the positive faith that it has earned, there is a darker side to it as well. It is making traditional media weak; as they have stopped employing correspondents and rely greatly on the information generated by general public and showcase it on air without any fact checking or verification. Many reporters are losing their jobs in the due course.

These days consumers have transformed into “Prosumers = Consumers + Producers”. The catch here is one can easily produce content but not in the discipline and ethics of a journalist. This affects the social structure to a great extent.

Coming to the question, why do we need peace journalism? The answer is to add a forth P in the 3Ps policy of mass media conglomerates and motivate them to work for peace in their quest to earn power and profit with political support. We find that people are amused with war scenes on news television and become glued to the screen in case of any violent conflict being broadcasted. News media uses the terms collateral damage, friendly fire, smart bomb, peace process, terrorism, etc. with ease not realizing its true nature and that the innocent soul such activities victimizes. We must remember that we all are in great danger of losing democracy if journalists act as a conduit to state government and military of a nation.

In the 5W and 1H of the traditional journalism (Who, What, When, Where, What & How) we can add 1C and 1S of peace journalism, i.e. Common ground of agreement and Solution to the problem. Peace journalists should bring about some kind of resolution in the way they structure the content. One should leave his or her ethnic identity and prejudice behind and never allow them to sweep to the content of the story.

Dr. Syed then discussed the 11 Framing Tools of James Tankard that must be looked into while reporting and writing media messages. They are headlines, subheads, photos, photo captions, leads, source selection, quotes selection, pull quotes, logos, statistics and charts, concluding statements and paragraphs. All these aspects must be taken into account while framing a message for the masses and must ensure that they adhere to the peace phenomena.

Afternoon Session

The post lunch session began with Dr. Syed explaining the students some important concepts related to peace and conflict journalism, such as embedded and unilateral war journalism, episodic and thematic frames, culture of impunity, difference between intractable and normal conflict and so on. He furnish India vs. Pakistan, North vs South Korea and Israel vs. Palestine as examples of intractable conflicts where all possible efforts of peace and conflict resolution have failed and there

is no chance of mutual agreement. He adds that the worst sufferers of such a conflict are the women and children of any nation who are often exposed to inhuman brutality.

As peace journalists, we must be familiar with International Humanitarian Laws (IHL) commonly known as the Geneva Convention that specifically deal with rules governing the execution of war and treatment ought to be given to the refugees. We must also be capable of distinguishing between IHL and Human Right Laws in detail.

It is worth knowing that peace can be both positive and negative; when peace is forced by external peace keeping forces without the inner will of the parties involved, it is a negative form of peace. Positive peace allows freedom of choice and when people are actually free to pursue their goals without any external interference. Examples of negative peace keeping forces are the digital peace keeping panoptic surveillance systems like the Unique Identification Number.

Apart from physical/direct violence, which is most popular amongst the media fraternity, violence can also be categorized as Cultural violence or Structural violence. Direct violence includes individuals or groups intending to hurt/kill people; example - Mob Violence/Lynching/Stabbing/Shooting/Bombing/Raping/Stone Pelting. Cultural violence takes place when images and stories which justify or glorify violence. Example - hate speech/xenophobia/persecution complex/myths and legends of war heroes/religious justifications for war/gender violence. Structural violence is built in to customs, practices, and organizations like Poverty/systems based on exploitation/excessive material inequality/racism/ sexism/colonialism/corruption, collusion, nepotism/gender inequality/ economic exploitation/ political repression/cultural alienation/climate change, etc. A peace journalist is supposed to look into all aspects of violence in view of restoring peace and not just focus on brutality of bloodshed.

Next, Dr. Syed opened the forum for a healthy debate among the students to interact.

Ali-Aye-Ligang is a spring festival associated with agriculture, especially with the beginning of the Ahu paddy cultivation. It is celebrated by the Mising or Mishing ethnic community of Assam, India. The festival marks onset of sowing seeds. The name of the festival is made up of three terms, 'Ali', legumes, 'Aye', seed and 'Ligang', to sow. The debate was about a tweet by a famous personality, who said that we should call it a festival of whole of the Assam state rather than calling it a Mising culture. Now how far is it correct to generalize this important ritual of a particular tribe? The

students presented various views on the statement and in the process what came up was understanding how deep the communal colors can act to disrupt peace. Another important aspect of the debate was to realize that diversity and plurality of a society should be appreciated and the cultures should be preserved in peace.

Next in line, followed the discussion about the ‘Semantics of Peace Journalism’. It included points such as avoiding use of opinions as established facts, avoiding elite bias, single sourced reporting, avoiding of rumor-mongering, discouraging provocative language, avoiding sensational headlines, curbing inflammatory content- text and visuals, and avoiding unverified information. These points can make an enormous difference in day to day sentence construction of a reporter.

The last session of the workshop saw an open interaction amongst the students and their mentor Dr. Syed Murtaza Alfarid Hussain. He divided the batch into teams if two, each team comprising of a junior (Semester II) and a senior (Semester IV) student. The junior was supposed to narrate a conflict incident that he or she came across and the senior one was supposed to re-narrate it to the entire gathering with a probable solution to the said issue. The conflict could be in any form, direct, cultural or structural. The students after mutual discussions touch based on a variety of issues such as the National Register of Citizens in Assam & its effects, College level disputes, Nepal Gorkhaland conflict, The Naga Accord, Discord in the nearby villages, ULFA & the distress in Kokrajhar and many more.

The idea behind this activity was to generate a sensitivity among students as to what damage simple words can make if not used properly and gauge their understanding of peaceful means in conflict resolution. The discussion went on for about an hour and a half with many case studies sprouting up that can be of potential danger to the society. With these discussions and a hope to vouch for peace under all positive and negative situations of a journalistic life, the two day seminar cum workshop ended.

Students creating memories during the workshop with Dr. Hussain

Media Coverage

The event was well covered by a number of media houses with detailed reports published in their leading dailies, including The Assam Tribune, The Sentinel, Niyomiya Barta, Dainik Purvoday, Dainik Asam, Purvanchal Prahri, Amar Asom, Northeast Now to name a few. These was published across English, Hindi, and Assamese newspapers. The reports showcased that how Gandhian philosophy is still relevant in practicing peaceful journalism even till this date and how ethics and responsible reporting can make a huge difference in conflict resolution of any nature. Electronic media channels like Assam Talks, Newslive and All India Radio Tezpur also aired the news.

A few snippets of the media clips are added as below for an immediate reference.

THE SENTINEL,
DATE-23.02.2018, PG NO-05

Seminar on Gandhian philosophy and peace journalism

FROM A CORRESPONDENT

TEZPUR, Feb 22: A two-day seminar and workshop on Gandhian Philosophy and Peace Journalism began on Wednesday at the Department of Mass Communication and Journalism of Tezpur University. The programme, organized by the department in collaboration with Gandhi Smriti and Darshan Samiti, was inaugurated by Prof. PK Das, Dean, School of Humanities and Social Sciences of the university. In his introductory remarks, journalist PJ Baruah said that Gandhi introduced a novel way of seeking justice. Speaking on the topic 'Peace journalism in theory and practice: observations on India's Northeast', freelance journalist and author Rajeev Bhattacharyya shared his experiences of reporting in the conflict areas. He urged the journalists to stick to objectivity and accuracy.

Prof. Abhijit Borah, Head of the Department of MCJ, gave welcome address at the beginning of the seminar. In his speech, he highlighted the recent achievements of the department as the best mass communication department among Indian universities in the Times Higher Education Asia University Rankings 2018. Prof Borah also added that it was now a big responsibility on the part of the MCJ department to live up to this achievement.

THE ASSAM TRIBUNE, DATE-23.02.2018, PG NO-08

'Gandhian philosophy still relevant while practising journalism'

CORRESPONDENT

TEZPUR, Feb 22: "Gandhian philosophy is still relevant while practising journalism as Gandhiji was not only the father of the nation, but he was also the father of true journalism. The application of his philosophy needs greater courage and moral strength. He believed that Ahimsa has a universal application and it can be used in one's own family, society and the world at large. Through the technique of non-violence, an opponent can be changed morally, and by using this tool, Gandhiji defeated his opponent and gained India's freedom." This was observed by PJ Baruah, noted journalist and Executive Editor of *The Assam Tribune*, while giving the introductory remark in the inaugural ceremony of the two-day-long symposium cum workshop on the issue of 'Gandhian Philosophy and Peace Journalism' organised at the Mass Communication and Journalism Department of Tezpur University here.

In his speech, Baruah put stress on the positive role of the media so that it can bring peace and development in the society. "As we live in a conflict zone like the North-east, the media should always try to be very sincere in its reporting so that peace, communal fabric and the human integrity are not harmed."

He spoke on the subjects of 'Looking for Stories of Rebuilding Lives and Untold Stories of Rehabilitation Faultiness in Conflict-hit Areas' and 'Issues and Challenges of Covering Conflict: An Editor's Perspective'.

The event organised by the department in collaboration with the Gandhi Smriti and Darshan Samiti was formally inaugurated by Prof PK Das, Dean, School of Humanities and Social Sciences of the University

Das, in his speech, appreciated the positive and balanced reporting done by *The Assam Tribune*.

Speaking on the topic 'Peace Journalism in Theory and Practice: Observations on India's Northeast', freelance journalist and author Rajeev Bhattacharyya shared his experiences of reporting in the conflict zones. He urged the journalists to stick to objectivity and accuracy.

Prominent journalist Sushanta Talukdar, Editor of *The Nezine*, spoke on the subjects of 'Looking for Stories of Rebuilding Lives and Untold Stories of Rehabilitation Faultiness in Conflict-hit Areas' and 'Issues and Challenges of Covering Conflict: An Editor's Perspective', while giving concluding remarks on the event.

Dr Syed Murtaza Alfarid Hussain, Assistant Professor, Department of Mass Communication and Journalism, Assam University, stated that there is an urgent need of maintaining accuracy and positivity in reporting.

Biren Das, Registrar of Tezpur University, and a few students of the department, like Amlan Jyoti Das, Nidarshana Mahanta, Tirtharaj Gohain and RK Yaibiren Sana, also spoke on the occasion.

Prof Abhijit Borah, Head of the Mass Communication and Journalism Department, gave the welcome speech. Dr Anjuman Borah and Dr Junali Deka gave the introduction and the vote of thanks respectively.

NIYOMIYA BARTA
DATE - 24.02.2018, PG NO - 01

তেজপুৰ বিশ্ববিদ্যালয়ত আলোচনা-চক্ৰ, কৰ্মশালাৰ শুভাৰম্ভ

বৃহৎ উদ্যোগ গঢ়ি তুলিলে জৈৱ বৈচিত্র্য সমৃদ্ধ অসমলৈ আহিব চৰম ভাবুকি

বার্তা ব্যুৰ', তেজপুৰ, ২১ ফেব্রুৱাৰী ঃ 'টি আৰ পিৰ বাবে নহয়, সমাজ আৰু দেশৰ স্বার্থ আগত ৰাখিহে সাংবাদিকতা কৰা উচিত। সমস্যাৰ সন্মুখীন হোৱা তথা সংঘর্ষপীড়িত জনসাধাৰণৰ ১০ পৃষ্ঠাত

NIYOMIYA BARTA
DATE - 24.02.2018, PG NO - 10

বৃহৎ উদ্যোগ গঢ়ি তুলিলে জৈৰ বৈচিত্র্য সমৃদ্ধ অসমলৈ

সমস্যাৱলীৰ সমাধানৰ বাবে ঋণাত্মক নহয়, গঠনমূলক তথা ইতিবাচক চিন্তাচর্চাৰেহে সাংবাদিকতা কৰা প্রয়োজন।' আজি তেজপুৰ বিশ্ববিদ্যালয়ত এই মন্তব্য কৰে বিশিষ্ট সাংবাদিক তথা 'দ্য আছাম ট্রিবিউন' কাকতৰ কার্যবাহী সম্পাদক প্রশান্তজ্যোতি বৰুৱাই। উল্লেখ্য যে তেজপুৰ বিশ্ববিদ্যালয়ৰ গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ উদ্যোগত আৰু নতুন দিল্লীৰ গান্ধী স্মৃতি আৰু দর্শন সমিতিৰ সহযোগত আজি বিশ্ববিদ্যালয়খনৰ সংশ্লিষ্ট বিভাগৰ সন্মিলনকক্ষত 'গান্ধী দর্শন আৰু শান্তি সাংবাদিকতা' শীর্ষক বিষয়ত দুদিনীয়া আলোচনা-চক্র আৰু কর্মশালাৰ শুভাৰম্ভ কৰা হয়। উক্ত আলোচনা-চক্র আৰু কর্মশালা মুকলি কৰি বিশিষ্ট সাংবাদিক বৰুৱাই আগবঢ়োৱা উদ্বোধনী ভাষণত আৰু কয় যে সংঘর্ষজর্জৰিত বুলি চিহ্নিত উত্তৰ-পূর্বাঞ্চলৰ বহুবিষয়ক লৈ চলি থকা বিতর্ক সমস্যাৱলীৰ কিয়দংশ মীমাংসা হৈছে যদিও আনবোৰ বিষয়ক লৈ কথা-বতৰা চলি আছে। এনে পৰিপ্রেক্ষিতত শান্তি বাতাৱৰণ সৃষ্টিৰে সমস্যাৱলীসমূহৰ সমাধানৰ পথ প্রশস্ত কৰাত সাংবাদিকৰ বিশেষ ভূমিকা আছে। সেয়েহে কোনোধৰণৰ উৰা বাতৰিৰ পৰিৱর্তে সত্যাসত্য পৰীক্ষা কৰি স্বচ্ছতা আৰু দায়বদ্ধতাৰে বাতৰি পৰিৱেশনৰে প্রকৃত প্রতিছবি প্রকাশ কৰাৰ ক্ষেত্রত সংবাদ মাধ্যমৰ গুৰুত্বপূর্ণ ভূমিকা আছে। সাম্প্রতিক কালৰ আধুনিক তথ্য প্রযুক্তিয়ে সংবাদ ক্ষেত্রখন আৰু ওপৰলৈ নি বিশ্বজুৰি অভাৱ বিস্তাৰ কৰিবলৈ সক্ষম হোৱাৰ সমান্তৰালভাৱে সমগ্র বিশ্বত গান্ধীজীৰ দর্শন আৰু শান্তি সাংবাদিকতাৰ প্রাসংগিকতা বৃদ্ধি পাইছে। এনে প্রেক্ষাপটত সংবাদ মাধ্যমে সকলো দিশ চালিজাৰি চাই বাতৰি প্রকাশ কৰাটো অতি গুৰুত্বপূর্ণ হৈ পৰিছে বুলি মন্তব্য কৰে বিশিষ্ট সাংবাদিক প্রশান্তজ্যোতি বৰুৱাই। উল্লেখ্য যে গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ ছাত্রীসকলে পৰিৱেশন কৰা 'ৰঘুপতি ৰাঘৱ ৰাজা ৰাম..ঈশ্বৰ আল্লা তেৰে নাম' শীর্ষক ভজন আৰু বস্তি প্রজ্বলনেৰে শুভাৰম্ভ হোৱা এই উদ্বোধনী অনুষ্ঠানত বিশ্ববিদ্যালয়খনৰ মানবিকতা আৰু সমাজ বিজ্ঞান বিভাগৰ মুৰব্বী ড° প্রশান্ত কুমাৰ দাসে আমন্ত্রিত অতিথিসকলক সম্বর্ধনা জ্ঞাপন কৰি আগবঢ়োৱা বক্তব্যত উত্তৰ-পূর্বাঞ্চলত গান্ধীজীৰ দর্শন আৰু শান্তি সাংবাদিকতাৰ প্রাসংগিকতা আছে বুলি মন্তব্য কৰে। আনহাতে বিশ্ববিদ্যালয়খনৰ পঞ্জীয়ক ড° বীৰেন দাসে আগবঢ়োৱা বক্তব্যত শান্তিৰ কোনো পথ নাই যদিও শান্তি জীৱনৰ পথ বুলি মন্তব্য কৰে। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ মুৰব্বী অধ্যাপক অভিজিৎ বৰাই আগবঢ়োৱা আদৰণী ভাষণত বিশ্ববিদ্যালয়খনৰ অগ্রগতিৰ বিষয়ে দাঙি ধৰি আজিৰ এই আলোচনা-চক্র আৰু কর্মশালাৰ গুৰুতৰ বিষয়ে বক্তব্য আগবঢ়ায়। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ সহকাৰী অধ্যাপিকা অঞ্জুমান বৰাই অনুষ্ঠানটিৰ উদ্দেশ্য ব্যাখ্যা কৰি হিংসা আৰু সংঘর্ষপূর্ণ পৰিস্থিতিৰ সময়ত সংবাদ মাধ্যমে শান্তি বার্তা কঢ়িওৱাত কেনেদৰে ভূমিকা গ্রহণ কৰিব পাৰে এই সন্দর্ভত বক্তব্য আগবঢ়ায়। ইয়াৰ পিছত 'শান্তি সাংবাদিকতাৰ তত্ত্ব আৰু ব্যৱহাৰিক দিশ- ভাৰতৰ উত্তৰ-পূর্বাঞ্চলৰ অধ্যয়ন' শীর্ষক বিষয়ত সমল ব্যক্তি হিচাপে ভাষণ দিয়ে বিশিষ্ট সাংবাদিক আৰু লেখক ৰাজীৱ ভট্টাচার্যই। অশান্ত উত্তৰ-পূর্বাঞ্চলৰ বিশেষ বিশেষ অঞ্চলত চৰজমিন তদন্তৰে বাতৰি পৰিৱেশন কৰা অভিজ্ঞতাৰ বিষয়ে ব্যক্ত কৰি ভট্টাচার্যই দিয়া ভাষণত প্রসংগক্রমে জৈৱ-বৈচিত্র্যৰ বাবে খ্যাত উত্তৰ-পূর্বাঞ্চলৰ বিভিন্ন সমস্যা আৰু বিষয়ক লৈ এতিয়াও বহু বাতৰি প্রকাশৰ সমল আছে বুলি মন্তব্য কৰে। জৈৱ-বৈচিত্র্যৰে ভৰপূৰ অসমত কৃষিভিত্তিক উদ্যোগ, বাঁহ উদ্যোগ আৰু পর্যটন উদ্যোগৰ দৰে ক্ষুদ্র উদ্যোগৰ প্রাসংগিকতা আৰু প্রয়োজন আছে যদিও চৰকাৰী পক্ষই বিশাল অনুষ্ঠান আয়োজনেৰে বৃহৎ পুঁজিপতিৰ দ্বাৰা বৃহৎ বৃহৎ উদ্যোগ গঢ়ি তুলিলে ৰাজ্যখনৰ প্রতি চৰম ভাবুকি কঢ়িয়াই আনিব বুলিও তাৎপর্যপূর্ণ মন্তব্য কৰে ভট্টাচার্যই। নিজৰ সাংবাদিকতা জীৱনৰ অভিজ্ঞতা সদৰী কৰি সাংবাদিক ভট্টাচার্যই জাতিৰ পিতা গান্ধীজী সন্দর্ভত কয় যে গান্ধীজী এজন মহান সাংবাদিকেই নহয়, তেওঁ এগৰাকী মহান লেখকো আছিল। শান্তি সাংবাদিকতাৰ অন্যতম প্রবর্তক গান্ধীজীৰ দর্শন আৰু শান্তি সাংবাদিকতাই ক্রমান্বয়ে প্রাসংগিকতা লাভ কৰিছে বুলি উল্লেখ কৰি ভট্টাচার্যই ছাত্র-ছাত্রীসকলক উদ্দেশ্যি প্রদান কৰা ভাষণত নীতিগত সাংবাদিকতা বর্তাই ৰাখিবলৈ আহ্বান জনাই জনগণ সবাতোকৈ ঊর্ধ্বত বুলি মন্তব্য কৰে। প্রকাশ যে গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ ছাত্র অম্লানজ্যোতি দাসে 'গান্ধী আৰু শান্তি সাংবাদিকতা' আৰু ছাত্রী নিদর্শনা মহন্তই 'বিতর্কিত বিষয়ত সংবাদ মাধ্যমৰ ভূমিকা' শীর্ষক বিষয়ৰ ওপৰত প্রতিবেদনসহ আগবঢ়োৱা তথ্যসমৃদ্ধ ভাষণে সকলোকে মুগ্ধ কৰে। আনহাতে বিশিষ্ট সাংবাদিক তথা নিজাইন ৰেৱ আলোচনীৰ সম্পাদক সুশান্ত তালুকদাৰে বিদ্রোহী সমস্যা জর্জৰিত অঞ্চলত পুনৰ সংস্থাপনৰ বিভিন্ন দিশৰ ওপৰত আলোকপাত কৰে। ইপিনে অসম বিশ্ববিদ্যালয়ৰ গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ অধ্যাপক ড° চৈয়দ মূর্তাজা আলফাৰিদ হুচেইনে সামৰণী ভাষণ দিয়া আজিৰ অনুষ্ঠানটিত শলাগৰ শৰাই আগবঢ়ায় তেজপুৰ বিশ্ববিদ্যালয়ৰ গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ সহকাৰী অধ্যাপিকা ড° জোনালী ডেকাই।

ASOMIYA PRADITIN
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তেজপুৰ বিশ্ববিদ্যালয়ত 'গান্ধী দৰ্শন আৰু শান্তি সাংবাদিকতা' শীৰ্ষক আলোচনা চক্ৰ

'সমাজ-দেশৰ স্বাৰ্থৰ হকে সাংবাদিকতা কৰা উচিত'

প্ৰতিদিন বিশেষ সেৱা, তেজপুৰ, ২১ ফেব্ৰুৱাৰী ঃ টি আৰ পিৰ বাবে নহয়, সমাজ আৰু দেশৰ স্বাৰ্থ আগুৰাই ৰাখিহে সাংবাদিকতা কৰা উচিত। সমস্যাৰ সম্মুখীন হোৱা তথা সংঘৰ্ষপীড়িত জনসাধাৰণৰ সমস্যাবলী সমাধানৰ বাবে গণমুখৰ নহয়, গঠনমূলক তথা ইতিবাচক চিন্তা-চৰ্চাৰেহে সাংবাদিকতা কৰা প্ৰয়োজন। আজি তেজপুৰ বিশ্ববিদ্যালয়ত এই মন্তব্য কৰে বিশিষ্ট সাংবাদিক তথা 'দ্য আছাম ট্ৰিবিউন' কাকতৰ কাৰ্যবাহী সম্পাদক প্ৰশান্তজ্যোতি বৰুৱাই। উল্লেখ্য যে তেজপুৰ বিশ্ববিদ্যালয়ৰ গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ উদ্যোগত আৰু নতুন দিল্লীৰ গান্ধী স্মৃতি আৰু দৰ্শন সমিতিৰ সহযোগত আজি বিশ্ববিদ্যালয়খনৰ সংশ্লিষ্ট বিভাগৰ সন্মিলন কক্ষত 'গান্ধী দৰ্শন আৰু শান্তি সাংবাদিকতা' শীৰ্ষক বিষয়ৰ দুদিনীয়া আলোচনা-চক্ৰ আৰু কৰ্মশালাৰ শুভাৰম্ভ কৰা হয়। উক্ত আলোচনা-চক্ৰ আৰু কৰ্মশালা মুকলি কৰি বিশিষ্ট সাংবাদিক বৰুৱাই উদ্বোধনী ভাষণত আৰু কয় যে বৰ্তমান বিশিষ্ট সাংবাদিক বৰুৱাই আগবঢ়োৱা উদ্বোধনী ভাষণত আৰু কয় যে সংঘৰ্ষজৰ্জৰিত বুলি চিহ্নিত উত্তৰ-পূৰ্বাঞ্চলৰ বহু বিষয়ত লৈ চলি থকা বিতৰ্ক, সমস্যাবলীৰ কিয়দংশ মীমাংসা হৈছে যদিও আনবোৰ বিষয়ক লৈ কথা-বতৰা চলি আছে। এনে পৰিপ্ৰেক্ষিতত শান্তিৰ বাতাবৰণ সৃষ্টিৰে সমস্যাসমূহ সমাধানৰ পথ প্ৰশস্ত কৰাত সাংবাদিকৰ বিশেষ ভূমিকা আছে। সেয়েহে কোনো ধৰণৰ উৰা-বাতৰিৰ পৰিবৰ্তে সত্যাসত্য পৰীক্ষা কৰি স্বচ্ছতা আৰু দায়বদ্ধতাৰে বাতৰি পৰিবেশনেৰে প্ৰকৃত প্ৰতিচ্ছবি প্ৰকাশ কৰাৰ ক্ষেত্ৰত সংবাদ মাধ্যমৰ গুৰুত্বপূৰ্ণ ভূমিকা আছে। সাম্প্ৰতিক কালৰ আধুনিক তথ্য-প্ৰযুক্তিয়ে সংবাদ ক্ষেত্ৰখন আৰু ওপৰলৈ নি বিশ্বজুৰি প্ৰভাৱ বিস্তাৰ কৰিবলৈ সক্ষম হৈছে। সামগ্ৰিকভাৱে সমগ্ৰ বিশ্বত গান্ধীজীৰ দৰ্শন আৰু শান্তি সাংবাদিকতাৰ প্ৰাসংগিকতা বৃদ্ধি পাইছে। এনে প্ৰেক্ষাপটত সংবাদ মাধ্যমে সকলো দিশ চালি-জাৰি চাই বাতৰি প্ৰকাশ কৰাটো অতি গুৰুত্বপূৰ্ণ হৈ পৰিছে বুলি মন্তব্য কৰে বিশিষ্ট সাংবাদিক প্ৰশান্তজ্যোতি বৰুৱাই। উদ্বোধনী অনুষ্ঠানত বিশ্ববিদ্যালয়খনৰ প্ৰগতি লগতে আলোচনা-চক্ৰ আৰু কৰ্মশালাৰ গুৰুত্বৰ বিষয়ে কয়। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ মুৰব্বী অধ্যাপক অভিজিৎ বৰাই আগবঢ়োৱা আদৰণী ভাষণত বিশ্ববিদ্যালয়খনৰ অগ্ৰগতিৰ বিষয়ে সামগ্ৰিক আলোচনাচক্ৰ আৰু কৰ্মশালাৰ গুৰুত্বৰ বিষয়ে কয় যে বৰ্তমান সাংবাদিকতা বিভাগৰ সহকাৰী অধ্যাপিকা অনুমান বৰাই অনুষ্ঠানটোৰ উদ্দেশ্য ব্যাখ্যা কৰি হিংসা আৰু সংঘৰ্ষপূৰ্ণ পৰিস্থিতিৰ সময়ৰ সংবাদ মাধ্যমে শান্তি বাৰ্তা কটিওৱাত কেনেদৰে ভূমিকা গ্ৰহণ কৰিব পাৰে, এই সম্পৰ্কত উল্লেখ কৰে। ইয়াৰ পিছত 'শান্তি সাংবাদিকতাৰ তত্ব আৰু ব্যাহাৰিক দিশ' বিষয়ত উত্তৰ পূৰ্বাঞ্চলৰ অধ্যয়ন' শীৰ্ষক বিষয়ত সমল ব্যক্তি হিচাপে ভাষণ প্ৰদান কৰে বিশিষ্ট সাংবাদিক আৰু লেখক বাৰ্তাৰ ভট্টাচাৰ্য্যই। অশান্তভৰ্জৰ উত্তৰ-পূৰ্বাঞ্চলৰ বিশেষ বিশেষ অঞ্চলত চৰজমিন তদন্তৰে বাতৰি পৰিবেশন কৰা অভিজ্ঞতাৰ বিষয়ে বক্তব্য ৰাখে। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ সহকাৰী অধ্যাপিকা অনুমান বৰাই অনুষ্ঠানৰ উদ্দেশ্য ব্যাখ্যা কৰি হিংসা আৰু সংঘৰ্ষপূৰ্ণ পৰিস্থিতিৰ সময়ত সংবাদ মাধ্যমে শান্তি বাৰ্তা কটিওৱাত কেনেদৰে ভূমিকা গ্ৰহণ কৰিব পাৰে, সেই সম্পৰ্কত কয়। ইয়াৰ পিছত 'শান্তি সাংবাদিকতাৰ তত্ব আৰু ব্যাহাৰিক দিশ— ভাবতৰ উত্তৰ-পূৰ্বাঞ্চলৰ অধ্যয়ন' শীৰ্ষক বিষয়ত সমল ব্যক্তি হিচাপে ভাষণ দিয়ে বিশিষ্ট সাংবাদিক আৰু লেখক বাৰ্তাৰ ভট্টাচাৰ্য্যই। অশান্তভৰ্জৰ উত্তৰ-পূৰ্বাঞ্চলৰ বিশেষ বিশেষ অঞ্চলত চৰজমিন তদন্তৰে বাতৰি পৰিবেশন কৰা অভিজ্ঞতাৰ বিষয়ে বক্তব্য ৰাখে। নিৰ্ভৰ সংবাদিকতা শ্ৰীমন্ত অভিজাত্য সদৰী কবি হিৰণ্যকুমাৰ বৰুৱা, অধ্যাপক ড° ৰমেশ চন্দ্ৰ ডেকা, অধ্যাপক ড° ৰঞ্জিত কুমাৰ দাস, অধ্যাপক ড° প্ৰশান্ত কুমাৰ দাসে নিমন্ত্ৰিত অতিথিসকলক সম্বৰ্ধনা জ্ঞাপন কৰি উত্তৰ-পূৰ্বাঞ্চলত গান্ধীজীৰ দৰ্শন আৰু শান্তি সাংবাদিকতাৰ প্ৰাসংগিকতা আছে বুলি মন্তব্য কৰে। আনহাতে, বিশ্ববিদ্যালয়খনৰ পঞ্জীয়ক ডঃ বীৰেন দাসে শান্তি জীৱনৰ পথ বুলি মন্তব্য কৰে। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ মুৰব্বী অধ্যাপক অভিজিৎ বৰাই উদ্বোধনী ভাষণত বিশ্ববিদ্যালয়খনৰ অগ্ৰগতিৰ বিষয়ে সামগ্ৰিক আলোচনাচক্ৰ আৰু কৰ্মশালাৰ গুৰুত্বৰ বিষয়ে কয়। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ সহকাৰী অধ্যাপিকা অনুমান বৰাই অনুষ্ঠানৰ উদ্দেশ্য ব্যাখ্যা কৰি হিংসা আৰু সংঘৰ্ষপূৰ্ণ পৰিস্থিতিৰ সময়ত সংবাদ মাধ্যমে শান্তি বাৰ্তা কটিওৱাত কেনেদৰে ভূমিকা গ্ৰহণ কৰিব পাৰে, সেই সম্পৰ্কত কয়। ইয়াৰ পিছত 'শান্তি সাংবাদিকতাৰ তত্ব আৰু ব্যাহাৰিক দিশ— ভাবতৰ উত্তৰ-পূৰ্বাঞ্চলৰ অধ্যয়ন' শীৰ্ষক বিষয়ত সমল ব্যক্তি হিচাপে ভাষণ দিয়ে বিশিষ্ট সাংবাদিক আৰু লেখক বাৰ্তাৰ ভট্টাচাৰ্য্যই। অশান্তভৰ্জৰ উত্তৰ-পূৰ্বাঞ্চলৰ বিশেষ বিশেষ অঞ্চলত চৰজমিন তদন্তৰে বাতৰি পৰিবেশন কৰা অভিজ্ঞতাৰ বিষয়ে বক্তব্য ৰাখে। নিৰ্ভৰ সংবাদিকতা শ্ৰীমন্ত অভিজাত্য সদৰী কবি হিৰণ্যকুমাৰ বৰুৱা, অধ্যাপক ড° ৰমেশ চন্দ্ৰ ডেকা, অধ্যাপক ড° ৰঞ্জিত কুমাৰ দাস, অধ্যাপক ড° প্ৰশান্ত কুমাৰ দাসে নিমন্ত্ৰিত অতিথিসকলক সম্বৰ্ধনা জ্ঞাপন কৰি উত্তৰ-পূৰ্বাঞ্চলত গান্ধীজীৰ দৰ্শন আৰু শান্তি সাংবাদিকতাৰ প্ৰাসংগিকতা আছে বুলি মন্তব্য কৰে। আনহাতে, বিশ্ববিদ্যালয়খনৰ পঞ্জীয়ক ডঃ বীৰেন দাসে শান্তি জীৱনৰ পথ বুলি মন্তব্য কৰে। গণসংযোগ আৰু সাংবাদিকতা বিভাগৰ মুৰব্বী অধ্যাপক অভিজিৎ বৰাই আগবঢ়োৱা আদৰণ

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তেজপুৰ বিশ্ববিদ্যালয়ত আলোচনা-চক্ৰ

ষ্টাফ ৰিপৰ্টাৰ, তেজপুৰ, ২৩ ফেব্ৰুৱাৰী : তেজপুৰ বিশ্ববিদ্যালয়ৰ গণসংযোগ বিভাগৰ উদ্যোগত বুধবাৰৰ পৰা দুদিনীয়াকৈ আৰম্ভ হয় 'গান্ধীৰ দৰ্শন আৰু শান্তি সাংবাদিকতা' শীৰ্ষক এখন আলোচনা-চক্ৰ আৰু কৰ্মশালা। নতুন দিল্লীৰ গান্ধী স্মৃতি আৰু দৰ্শন সমিতিৰ সহযোগত বিভাগটোৱে আয়োজন কৰা অনুষ্ঠান উদ্বোধন কৰে বিশ্ববিদ্যালয়খনৰ মানৱতা আৰু সমাজ বিজ্ঞান স্কুলৰ ডীন, অধ্যাপক পি কে দাসে। 'শান্তি সাংবাদিকতাৰ তত্ত্ব আৰু ব্যৱহাৰিক দিশ ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ অধ্যয়ন' শীৰ্ষক বিষয়ত ভাষণ প্ৰদান কৰি বিশিষ্ট সাংবাদিক, লেখক ৰাজীৱ ভট্টাচাৰ্যই দীৰ্ঘদিন ধৰি অশান্তি জৰ্জৰ অঞ্চলৰ পৰা বাতৰি পৰিৱেশনৰ অভিজ্ঞতাৰ সন্দৰ্ভত বক্তব্য ৰাখে। অনুষ্ঠানত 'আছাম ট্ৰিবিউন'কাকতৰ কাৰ্যবাহী সম্পাদক প্ৰশান্তজ্যোতি বৰুৱাই কয় যে টি আৰ পিৰ বাবেই একাংশ সংবাদ মাধ্যমে বাতৰি পৰিৱেশন কৰে, কিন্তু কেতবোৰ বাতৰিৰ স্থায়িত্ব অতি কম। দীৰ্ঘম্যাদী চিন্তা-চৰ্চাৰে বাতৰি পৰিৱেশনত সংবাদ মাধ্যমে গুৰুত্ব দিয়া উচিত। তেনে কৰিলে তেনেবোৰ বাতৰিয়ে সমাজখনক প্ৰভাৱিত কৰে আৰু এক দিশদৰ্শন দিয়ে। সেইবাবেই অতিৰঞ্জিত বাতৰিৰ পৰিৱৰ্তে শান্তি সংবাদিকতাৰ ক্ষেত্ৰত সকলোৱে গুৰুত্ব দিব লাগে। তেওঁ লগতে সাংবাদিকতাৰ ক্ষেত্ৰতখন গান্ধীজীয়ে আগবঢ়োৱাৰ অৱদানৰ কথাও স্মৰণ কৰে। আন এগৰাকী জ্যেষ্ঠ সাংবাদিক তথা বৰ্তমান নিজাইনৰেব আলোচনীৰ সম্পাদক সুশান্ত তালুকদাৰে বিদ্রোহী সমস্যা জৰ্জৰ অঞ্চলত পুনৰ সংস্থাপনৰ বিভিন্ন দিশ সম্পৰ্কে আলোকপাত কৰে।

DAINIK PURVODAY, DATE-24.02.2018, PG NO-05

तेजपुर : पत्रकारिता पर सेमिनार आयोजित

तेजपुर, 23 फरवरी (पू.सं.)। तेजपुर विश्वविद्यालय के मास कम्युनिकशन एंड जर्नलिज्म विभाग में 21 व 22 फरवरी को गांधीवादी विचारधारा और शांति पत्रकारिता विषय पर दो दिवसीय संगोष्ठी तथा कार्यशाला का आयोजन किया गया। मास कम्युनिकेशन और जर्नलिज्म विभाग द्वारा गांधी स्मृति और दर्शन समिति के संयुक्त तत्वावधान में आयोजित इस संगोष्ठी का उद्घाटन स्कूल ऑफ ह्युमिनिटीज एंड सोशल साइसेंज के डीन प्रो. पीके दास ने गत 21 फरवरी को किया।

इस अवसर पर असम ट्रिब्यून के कार्यकारी संपादक पीजे बरुवा ने कहा कि गांधी ने न्याय पाने के लिए एक विशेष तरीके से परिचय कराया। गांधीजी ने कहा था, 'मजहब इंसान को बैर रखना नहीं सिखता, वह तो लोगों को प्रेम के धागों में बांधने के लिए है। गांधीजी ने सिखाया था कि सबसे बड़ा नैतिक कानून यही है कि हम मानव जाति की भलाई के लिए निरंतर कार्य करते रहें। गांधी जी का मानना था कि हिंसा की बनियाद पर कोई भी चीज टिक नहीं सकती।

'पीस जर्नलिज्म इन थ्योरी एंड प्रैक्टिसः ऑवजरवेशंस ऑन इंडियाज नॉर्थ ईस्ट' विषय पर अपने अनुभवों के बारे में बताते हुए फ्रीलांस जर्नलिस्ट तथा लेखक राजीव भट्टाचार्य ने पत्रकारों को उद्देश्यपूर्ण और सटीक रिपोर्टिंग करने की सलाह दी। इस अवसर पर दो अन्य प्रतिष्ठित पत्रकार सुशांत तालुकदार तथा पीजी बरुवा ने 'लुकिंग फॉर स्टोरीज ऑफ रिनिल्डिंग लाइब्ज एंड अनटोल्ड स्टोरीज ऑफ रिहेविलटेशन पाल्टीनेस इन कन्फलीक्ट-हिट-एरीयाज' विषय और 'इस्यूजेज एंड चैलेंजेज ऑफ कवरिंग कनफिल्कट : एडीटर्स पर्सपेक्टिव' विषय पर अपने ज्ञानवर्धक विचार व्यक्त किए।

मास कम्युनिकेशन एंड जर्नलिज्म विभाग, असम विश्वविद्यालय के असिसटेंट प्रो. डॉ. मुर्तजा अलफ्रेड हुसैन ने प्रथम दिन समापन भाषण दिया और द्वितीय दिन पीस जर्नलिज्म कार्यशाला का संचालन किया। तेजपुर विश्वविद्यालय के रजिस्ट्रार डॉ. बीरेन दास ने इस अवसर पर अपने विचार व्यक्त किए। सेमिनार की शुरुआत में एमजीजे विभागाध्यक्ष प्रो. अभिजीत बोरा ने सभी उपिस्थित लोगों का स्वागत करते हुए टाइम्स हायर एजुकेशन एशिया यूनिवर्सिटीज रैंकिंग 2018 में भारतीय विश्वविद्यालयों में तेजपुर विश्वद्यिालय के मास कम्युनिकेशन विभाग को सर्वश्रेष्ठ मास कम्युनिकेशन विभाग घोषित किए जाने पर प्रसन्नता जाहिर करते हुए कहा कि इस महत्वपूर्ण उपलब्धि से हमारी जिम्मेदारियां और भी बढ़ गई हैं, जिन पर हमें खरा उतरना है। एमए के छात्र एम्लान ज्योतिदास, निदर्शना महंत, तीर्थराज गोहाईं और आरके थाविरेन साना ने भी कार्यशाला में अपने विचार व्यक्त किए। डॉ. अंजुमन बोरा ने कार्यक्रमों का परिचय कराया जबकि डॉ. जुलानी डेका ने धन्यवाद ज्ञापन प्रस्तुत किया।

PURVANCHAL PRAHARI,
DATE-24.02.2018, PG NO-05

तेजपुर विवि में पत्रकारिता पर संगोष्ठी संपन्न

तेजपुर। तेजपुर विश्वविद्यालय के मास कम्यूनिकेशन एंड जर्नलिज्म विभाग में गत 21 तथा 22 फरवरी को 'गांधीवादी विचारधारा और शांति पत्रकारिता' विषय पर दो दिवसीय संगोष्ठी तथा कार्यशाला का आयोजन किया गया। मास कम्यूनिकेशन और जर्नलिज्म विभाग द्वारा गांधी स्मृति और दर्शन समिति के संयुक्त तत्वावधान में आयोजित उक्त संगोष्ठी का उद्घाटन स्कूल ऑफ ह्यूमेनिटीज एंड सोशल साइंसेज के डीन प्रो. पीके दास ने गत 21 फरवरी को किया। इस अवसर पर असम ट्रिब्यून के कार्यकारी संपादक पीजे बरुवा ने गांधी के न्याय पाने के लिए एक विशेष तरीके से परिचय कराया। गांधी जी ने कहा था कि मजहब इंसान को बैर रखना नहीं सिखाता, वह तो लोगों को प्रेम के धागे में बांधने के लिए है। गांधी जी ने सिखाया था कि सबसे बड़ा नैतिक कानून यही है कि हम मानव जाति की भलाई के लिए निरंतर कार्य करते रहें। गांधी जी का मानना था कि हिंसा की बुनियाद पर कोई भी चीज टिक नहीं सकती। 'पीस जर्नलिज्म इन थ्योरी एंड प्रैक्टिस : ऑब्जरवेशंस ऑन इंडियाज नार्थ ईस्ट' विषय पर अपने अनुभवों के बारे में बताते हुए फ्रीलांस जर्नलिस्ट तथा लेखक राजीव भट्टाचार्य ने पत्रकारों को उद्देश्यपूर्ण और सटीक रिपोर्टिंग करने की सलाह दी। इस अवसर पर दो अन्य प्रतिष्ठित पत्रकार सुशांत तालुकदार तथा पीजी बरुवा ने 'लुकिंग फॉर स्टोरीज ऑफ रिबिल्डिंग लाइन्ज एंड अनटोल्ड स्टोरिज ऑफ रिहेबिलिटेशन फाल्टीनेस इन कन्फ्लीक्ट-हिट-एरियाज' विषय पर और 'इश्यूजेज एंड चैलेंजेज ऑफ कवरिंग कनफ्लिक्ट : एन एडीटर्स पर्सपेक्टिव' विषय पर अपने ज्ञानवर्द्धक विचार व्यक्त किए। मास कम्यूनिकेशन एंड जर्नलिज्म विभाग, असम विश्वविद्यालय के एसिसटेंट प्रोफेसर डॉ. मुर्तजा अलफ्रेड हुसैन ने प्रथम दिन समापन भाषण दिया और द्वितीय दिन 'पीस जर्नलिज्म' कार्यशाला का संचालन किया। तेजपुर विश्वविद्यालय के रजिस्ट्रार डॉ. वीरेन दास ने इस अवसर पर अपने विचार व्यक्त किए। सेमिनार की शुरुआत में एमसीजे विभागाध्यक्ष प्रो. अभिजीत बोरा ने सभी उपस्थित लोगों का स्वागत करते हुए टाइम्स हायर एजुकेशन एशिया यूनिवर्सिटीज रैंकिंग-2018 में भारतीय विश्वविद्यालयों में तेजपुर विश्वविद्यालय के मास कम्यूनिकेशन विभाग को सर्वश्रेष्ठ मास कम्युनिकेशन विभाग घोषित किए जाने पर प्रसन्नता जाहिर करते हुए कहा कि इस महत्वपूर्ण उपलब्धि से हमारी जिम्मेदारियां और भी बढ़ गई हैं, जिन पर हमें खरा उतरना है। एमए के छात्र अम्लान ज्योति दास, निदर्शना महंत, तीर्थराज गोहाईं और आरके याविरेन साना में भी कार्यशाला में अपने विचार व्यक्त किए। डॉ. अंजुमन बोरा ने कार्यक्रमों का परिचय कराया जबकि डॉ. जोनाली डेका ने धन्यवाद ज्ञापन प्रस्तुत किया। (**निसं**)

Conclusion & Recommendations

The two day event was accomplished as per expectations as it saw a lot of knowledge sharing, opinion analysis, debates, discussions and discourses that inspired the young media aspirants to lead an ethical and responsible life and work for peace. It acquainted the participants with a variety of conflict situations and how they must and must not react under specific circumstances. It is one of the most important duties of a journalist to work towards a peaceful society by deploying the means of mass communication at his or her disposal. People usually trust mass media and the news and information circulated by them; this trust can also revive their faith in peaceful means of conflict resolution.

After the workshop, the participants understood that violence can be of many forms and not only its physical manifestation. Cultural and structural violence too act as major triggers resulting in brutal conflicts across the globe. Peace has be inculcated as an attitude amongst the common people, and especially in the media fraternity who should avoid glorifying discord and violence of any nature. It's a herculean responsibility on the forth pillar of democracy to build the path of progress and prosperity without compromising on social justice and tranquility. It the innocent people of any country who suffer the most in case of any conflict, just as we see in case of Syria. War and bloodshed is not the only solution to reconcile any disagreement; it is peaceful compatibility and mutual compromises that brings about common good for all.

The expert speakers of the session shared their views and anecdotes as to how they had confronted conflict situations and maintained peace and objectivity at the same time. Propagating peace does not mean manipulating facts or telling lies; verification of facts and their accuracy is of utmost importance at any given point of time.

After the successful completion of the seminar & workshop, it was unanimously recommended by all the participants that "peace journalism" should be included in the course content of all the institutions imparting degree and diplomas in mass communication. Strong academic foundation of the aspiring journalists can yield favorable results as they shall be exposed to the knowhow of how to react during conflict situations with objectivity and glorify the path of cordial resolutions, as against to incitement and provocation of the parties in disagreement.

Another important recommendation is that workshops on similar themes should be periodically conducted for the working journalists on field. Many a times soaring competition, thirst for power, political affiliations, etc. makes media & journalism a mere business for its executors. A deliberation on peace journalism and real time problem solving discussions can go a long way in improving the quality of mass communication that the world is witnessing in the present times.

Also, reading about the history & work of various peacemakers who have brought about a difference in the way we see conflict and war is a must read for the media fraternity. These include eminent peace personalities such as Mahatma Gandhi, Mother Teresa, Nelson Mandela, Martin Luther King, Daisaku Ikeda and many more. The world is in dire need of familiarization with peace and handling conflict situations peacefully rather than furiously.

The seminar and workshop was indeed an eye opening session which boosted the sensitivity of the participants about the much unexplored avenue of peace journalism.

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Business Idea Challenge	**1st Prize**	**Team Alchemist Candy** Mr. Manoj S. Sharma, Tezpur University

	2nd Prize	**Team Musk** Mr. Saurav Jyoti Sarma, Tezpur University Mr. Abhijit Nath, Tezpur University
	3rd Prize	**Team Black Road** Mr. Gyandeep Hazarika, TISS, Tuljapur
	Panel of Judges	**Mr. Piyush Bhartiya** Co-Founder, AdmitKard and LifePad
		Mr. Gaurav Barick Investment Analyst, NEDFI Venture Capital Ltd
		Dr. Achyanta Sarmah Assistant Professor, IIM Shillong
Keynote Address Building a Complete Life	**Guest**	**Mr. Satyarth Priyedarshi** Head of Product Marketing, JioChat
Panel Discussion Skill Based Economy and Startup Economy	**Guest**	**Dr. Shalini Lal** Founder, Infinity OD
	Guest	**Mr. Piyush Bhartiya** Co-Founder, AdmitKard and LifePad
	Guest	**Dr. Achyanta Kr. Sarmah** Assistant Professor, IIM Shillong
	Moderator	**Prof. S.S. Sarkar** Tezpur University
Entrepreneur Speaks	**Guest**	**Dr. Sriparna Baruah** Head, Centre for Industrial Extension, IIE
	Guest	**Sri. Chinmoy Sarma** Director, North East Green-tech Pvt. Ltd
	Guest	**Sri. Sunil Agarwal** Deputy Executive Director, Dalmia Bharat
	Guest	**Smt. Ranjana Bhajanka** Proprietor, Oxyzone, Woman Entrepreneur
	Guest	**Sri. Bhaskar Kakoty** Co-Founder, Free Power Technology Pvt Ltd
	Guest	**Smt. Tanushree Hazarika** Managing Director, Eclectic Group
	Guest	**Mr. Sapan Nath** Chief General Manager, SRD Group of Industries
	Guest	**Mr. Rajkumar More** Director, FINER & Chairman, Torsa Machines Ltd
Video Conferencing	**Alumni**	**Mr. Abhijit Dey** VP, Asia- IT, Ops and Service Delivery, Sodexo
Panel Discussion Leveraging Technology to meet	**Guest**	**Dr. Sant Bahadur Singh** Sr. VP (Projects, Tech. & Exp), Patanjali Ayurved Ltd

	Guest	Mr. Pritam Dutta Global IT Business Partner, Unilever
	Moderator	Dr. Nilab Ranjan Saikia Tezpur University
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Gmail

Sadhan Mahapatra <sadhan.mahapatra@gmail.com>

Assessment Confirmation

CII-Team SCGJ <cii.scgj@gmail.com>
To: Bikram Baruah <bikram.baruah1983@gmail.com>, sadhan.mahapatra@gmail.com
Cc: vibhash.greenjobs@gmail.com, Dharam Singh <cii.dharam@gmail.com>, Vishal singh <cii.vishal@gmail.com>, cii.ayush@gmail.com

Dear Sir/Mam,

Greetings from CII !!

With reference to the allocation of assessments of your training batches, this is to inform you that CII is going to conduct assessments at your training center for SCGJ under the project PMKVY 2.0.

This is to inform you that the assessments will be conducted in three phases viz. Theory, Viva and Practical all to be completed on the same day. It is also important that your labs possess proper fac conduct the assessments smoothly and all project & training related documents are in place for verification by our assessor, as and when needed.

Key points to be noted:

- TP shall ensure that all the candidates arrive on time for the assessment.
- TP shall ensure that all candidates bring along with them original copy of their Aadhaar Card. Failing to meet this criteria in case of any candidate, will lead to suspension of the a
- Trainer should be available at the Center at the time of Assessment.
- In case you observe any unethical conduct by the assessor deputed by us, including demanding favors of any kind, you are requested to immediately inform the below telephonically. We will take strictest possible action against such errant behavior. Once it is established that there has been an unethical conduct by our assessor, the batch will be from conducting any more assessments.
- Attached is the TP declaration form to be submitted within 24 hours of assessment completion for compliance. In case Declaration not submitted by the TP within stipulated ti all aspect.

Kindly revert on this mail with your confirmation and in case if any change is needed for the assessment date and time, QP and the language for the question paper, kindly inform us this assessment and start our preparation for the actual assessment.

In case of any further query or concern, please feel free to contact us at **9599789111** or **9971110797** , you may even write to us at soumanil.mukherjee@cii.in orcii.dharam@gmail.com
Looking forward to your support and cooperation for a successful assessment.

Centre Name	VTP Name	Batch Type (PMKVY/Non-PMKVY)	Total Candidates for the Batch	Assessment Date as per SDMS	Job Role	Centre District
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Regards
Vishal Singh
9599789109

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Report

On

Ten Days Research Methodology Workshop (18th March 2018 – 27th March 2018)

Theme: Researching Subalternity in Social Sciences & Humanities

Organized by:

Dr. Ambedkar Chair, Tezpur University (Assam)

In Collaboration with ICSSR, New Delhi

Report

On

Ten Days Research Methodology Workshop (18th March 2018 – 27th March 2018)

Theme: Researching Subalternity in Social Sciences & Humanities

Organized by:

Dr. Ambedkar Chair, Tezpur University (Assam)

In Collaboration with ICSSR, New Delhi

A ten days research methodology workshop (national level) was organized on the theme 'Researching Subalternity in Social Sciences & Humanities' at Tezpur University from 18th to 27th March 2018. The workshop was conducted by Dr. Ambedkar Chair, Tezpur University in collaboration with Indian Council of Social Science Research (ICSSR), New Delhi. The primary aim of organizing such a workshop was to equip doctoral scholars (belonging to social sciences and humanities) working in the area of subalternity, and therefore course (for the workshop) was designed by the coordinators (Prof. K. Kikhi- Chair Professor & Dr. D. R. Gautam- Research Officer, Dr. Ambedkar Chair, Tezpur University) to achieve the same. In tune with the primary aim objectives of the workshop were devised as:

a) To facilitate and strengthen scholars involved in exploring subalternity

b) To disseminate comprehension of subalternity in social sciences and humanities to research scholars

c) To explain ontology, epistemology, and methodology (ies) for researching subalternity

d) Providing concurrence of subalternity with post-modern concepts as caste, tribe, gender, and minorities

e) Equipping scholars with qualitative methods supplemented by analysis of quantitative data

f) Giving empirical exposure from the field

g) Enabling scholars to prepare their final report, and make their findings conspicuous

In order to have a true national representation in the workshop participants/beneficiaries (37 applicants including local applicants) were selected through recommendations on the applications received till the last date, i.e. 20th February 2018 (187 applications) by the Local Advisory Committee (LAC) of Dr. Ambedkar Chair, Tezpur University. Out of the list of selected 37 applicants, final tally of the participants came to be 30 (including local participants) who have successfully completed the ten days workshop on the said theme. These outstation participants hailed from different institutes like Jawaharlal Nehru University (JNU), Delhi University (DU), Pondicherry University, Central University of Gujarat, Central University of Punjab, Aligarh Muslim University, Mumbai University, University of Madras, University of Hyderabad, Tata Institute of Social Sciences, Anna University, Guwahati University, Berhampur University, and Acharyanagarjuna University (List enclosed).

As mentioned previously in our application, the resource persons were the one with expertise in the respective fields and associated with some of the institutions of eminence. The list with detailed information about resource persons was shared as an enclosure with our application which finally got approved from ICSSR. As conveyed the workshop was organized as a collaboration where expenditure on some of the resource persons (three in number) were to be borne by Dr. Ambedkar Chair (mentioned in the previously shared list). There were fifteen resource persons (4- outside state, 4- within state, and 7- local resource persons) to be supported by ICSSR, New Delhi out of which two (within state) could not make it, and were replaced by two additional local resource persons whose expenditure was not included in the total expenditure towards fund from ICSSR.

As per the schedule, the workshop began on 18th March 2018 sharp at 9.00 a.m. with a welcome address by Prof. K. Kikhi whereby he made the participants aware about the theme of the workshop, and the rationale behind it in social context. He further gave a brief overview of the ten days' workshop to the participants to add more clarity to the participants apart from familiarity.

Day One: 18th March, 2018, Sunday

Session 1: Inaugural Address and Discussion with the Participants

The first session started with opening remarks by Dr. D R Gautam, Research Officer, Dr. Amberkar Chair, who started the discussion by shedding light on the similarity between Social Sciences and Humanities and the complexities of drawing distinctions between the two. This was followed by a set of formal announcements for the participants.

This was followed by the felicitation of Professor S K Dutta, Former Dean, School of Humanities and Social Sciences, and Dr. Amiya Kumar Das, Assistant Professor, Department of Sociology, Tezpur University by Professor K. Kikhi, Dr. Ambedkar Chair Professor, Tezpur University.

Addressing the Inaugural session of the ICSSR Sponsored National Level Ten Days Research Methodology Workshop themed on Researching Subalternity in Social Sciences and Humanities, Professor Dutta emphasized on the need to adhere to respective guidelines of the parent Universities of the participants. He also expressed his concern about pre-conceived notions in research and how detrimental it could be to the process of research. Further, he encouraged the participants to engage in reading more books highlighting that mere use of Google for the access of information would not be able to generate new knowledge. In conclusion to his address, he wished the participants a fruitful stay and hoped that they would return with rich knowledge and pleasant memories.

Carrying forward from Professor Dutta, Dr. Gautam insisted on the need to contest pre-conceived notions to avoid research bias. He further highlighted how the extensive use of Google for knowledge creation leads to a lack of creativity and thus limits the generation of new knowledge.

Thereafter addressing the participants, Dr. Das, engaged the participants towards understanding of social research. He asserted that 'Thinking' and 'Asking Questions' formed the core of any research activity. He further argued that, although the West holds domination in the field of Humanities and Social Sciences, Indians have been aptly successful in contributing to the

consortium of knowledge especially in the field of subaltern studies and thus directing the participants to the significance of holding such a workshop. He concluded his address on a similar note with the previous speakers, by encouraging the participants to look beyond the 'Google Guru' if they in fact wanted to generate new knowledge.

The participants to the workshop, then introduced themselves and their PhD topics. Professor Kikhi, speaking on the diverse nature of the participants asserted that the resource persons would be communicated the same to cater to the needs of all the participants. The concluding remarks came from Dr. Gautam.

Session 2: Synopsis Development, Topic Selection and Group Division for Field Visit

Prof K. Kikhi began the second session of the workshop that began with basics of social research. He presented why social sciences or humanities need to organize workshops of this nature vis-à-vis the requirements of the job market, and what ought to be the nature of this kind of workshops. He focuses on the value of social research and pushes the participants to go beyond the marketability to real social relevance that would make their research experience alive. He emphasized that this would be a challenge worth engaging.

After stating the importance of social research, he explained what research is by briefly elucidation inductive and deductive ways of doing research. In preparing the synopsis, he provided with the important points to be noted by every researcher.

1. The statement of the problem
2. Literature Review
3. Statement of Need
4. Statement of Significance
5. Theoretical Framework
6. Method/Design
7. Time frame
8. Budget
9. Bibliography & References

After the presentation, D.R. Gautam took over to provide a brief summary of what synopsis presentation is and answered the questions of the participants. He also discussed the programme schedule of the workshop and the activities that each participant has to engage in. The first exercise as explained, was to develop a synopsis that should fall under any one of the 6 broad themes given to them. The themes were:

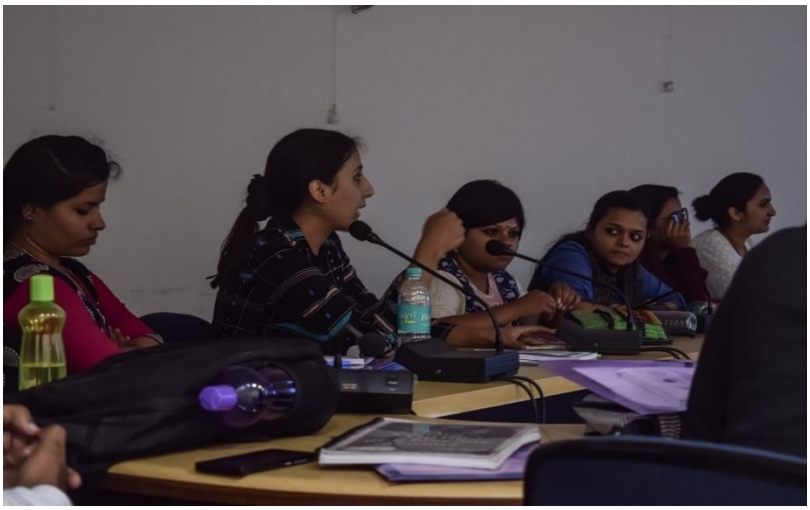
1. Issues of Marginalization in the wake of Globalization
2. Silent Exclusion in the Diversified Indian Classroom
3. Multiple Disadvantages : Context of Indian Women
4. India as a Nation: Perspectives about Differing Realities of Minorities
5. Assertion ensuring chaos & hence Empowerment
6. Tribes in the Development of India: Exploration about Different Challenges

The second exercise would be a fieldwork experience where the participants were divided into three groups to understand how ethnography, focus group discussions and case study can be done. The theme selected for the fieldwork is 'Unraveling Subaltern Dimensions'.

Session 3: Movie screening and discussion '*EK RUKA HUA FAISLA*'

Summary of the film: 'Ek Ruka Hua Faisla' , the 1986 Hindi film, directed by renowned filmmaker Basu Chatterjee, is a remake of the Golden Bear winning American motion picture '12 Angry Men' of 1957. The film revolves around a 19-year-old boy who has been alleged as a murderer of his father by the court. A panel of twelve jurors is appointed to decide whether the boy is guilty or not. Jurors have to form a unanimous decision which will lead to the boy's death sentence if found guilty. At the beginning all eleven jurors agreed that the boy was guilty except one juror. Despite their repetitive efforts to convince the eight juror, he stood on his ground firmly and did not alter his opinion. Being bestowed with democratic, supportive and transformational leadership qualities, the eight juror highlighted new facts about the case which eventually showed that the boy was not guilty. The other jurors subsequently started to change their minds and voted in favor of the accused boy. The third juror was however aggressive and has a sense of self-importance and did try to prove that the boy was guilty but finally gave up.

Discussions on the film: The participants put forward their perspective about the content and style of the film. Societal problems being portrayed in the film like class stratification, relation between power and dominance, stigmatizing poor people, stereotyping, hostile treatment to minorities, silencing minor voices through hegemony, etc. were addressed by the participants. D.R. Gautam concluded the session elaborating that the characteristics of the eight juror is ought to be followed by the researchers; one has to be rise above personal biases to seek truth and must have openness to experience. A high degree of intellectual curiosity, creativity and a preference for novelty will take a researcher to empirical reality. A researcher must be an active constructivist possessing the capability to think logically and take part in group discussion and should also be an attentive listener.



Day Two: 19th March, 2018, Monday

Session 1: Researching Subalternity (Keynote address)

In the first session of second day of National Level Ten Days Research Methodology workshop on Researching Sabalternity in Social Sciences & Humanity, Prof N. Sukumar from University of Delhi gave his keynote address which was held in screening hall of Department of Mass Communication and Journalism, Tezpur University. Addressing the session prof Sukumar specially focused on the emergence and current trends in the area of subaltern study. Prof Sukumar emphasized on the need to retrospect and said that horizon of the study needed to be widen. He also mentioned that it was not only history and politics but subaltern study should cover other area of academia too.

Prof Sukumar also highlighted the emergence and need of interdisciplinary research and said "Much more interdisciplinary study is emerging thus subaltern study also should look towards it." He also highlighted the need for connecting different discipline if it comes to caste.

Talking about history and emergence of subaltern study in 1980s Prof Sukumar said that it challenged the dominant paradigm i.e. criticism of western research. He said that European Scholars claimed that Indian doesn't know how to unite history. Sukumar also asked "Did subaltern scholars address real problems and whether it came up to expectations?" he also criticized about the introduction of elitism in the area.

Highlighting the importance of literature in subaltern studies Sukumar mentioned the works of 'Kamla Devi' which raised the issue of sufferings of Dalit women.

Prof Sukumar also talked about construction of caste and varna system. He said, "caste is not just a reference point, it is like a community having root in culture and tradition". Stressing on the need of strong relation between academia and activism Sukumar said "Academician cannot be arm chair larder who only talk about social issues. Talking about need of and importance of

creativity in research he also said that if someone was trying to deconstruct the existing knowledge then he/she must have innovative rationality.

Session 2 - Comprehending Equity

The 2nd Session of the day was started by Dr. D.R. Gautam. He introduced the resource person for the session Dr. Rajkumar who is an Associate Professor in the University of Delhi. The lecture began after felicitation of the resource person by Ms. Gayatri, a participant of the workshop and scholar from Tezpur University.

The lecture circled around the difference between equality and equity and the need to study conditions that brought about socio-economic disparities. In schools, students are treated as equal as possible, however, regardless of the equality, we see different results. Rajkumar said that it is important to address the hours students spend outside of school, since it is these hours that define the outcome of a student's performance. In other words, the socio-economic disparity that divides individuals outside the classroom defines performance.

The speaker mentioned the need for activism and to educate ourselves to social realities. He further went on to state that the issue of equity in India centers on Brahmin control over education. Capitalism, in extension can be equated to Brahminism since capitalism produces false consciousness about merit and leads to accumulation of wealth as opposed to communism where an individual produce as per their capacity and takes as per their need.

The lecture then revolved around the need for – 1) Distributive Justice, and 2) Corrective Justice. The latter calls for societal restructuring; a ruler might be in his position wrongfully, thereby, the need for corrective justice as a tool for equity. The speaker discussed the former using John Rawls' *Theory of Justice*, a work of political philosophy and ethics, in which the author attempts to solve the problem of distributive justice.

The latter part of the lecture dealt with Charles Tilly's *Durable Inequality*, denial of opportunity, hoarding of opportunity by the elite, vertical inequalities and horizontal inequalities. The speaker concluded with the sentence, "Equity is a process and equality is the outcome."

After a series of question and answer with the speaker, the session was concluded by a few summarized points given by Dr. D.R. Gautam.

Session 3: Understanding the concept

This session was taken by Prof. N. Sukumar who initiated the discussion through the concept of 'Self'. The concept of "Self" as an idea, where we locate our self as a Subject. There are two things myself and other self. "I" depends on individual self and we cannot understand the subjectivity of "I" in isolation. Self is key side of human experiences and its increasing sense internal fragmentation and chaos like how individual self is alienated and different intellectual.

Imagine yourself before 20 years and after 20 years, there is huge of difference. There is always difference when we imagine our self in private room, public gathering, before marriage, after marriage so on.

Self at cognition level, where we make ourselves different from other and we think we are unique from other people. At the time when someone says any things which create cognitive dissonance in our mind then we simply reject that thing. How other person looking me that question keep roaming in our mind which is negative process. Other person idea about us which creates cognitive dissonance makes us disturb. Some time we feel shameful to reveal our identity in front of others because we think they might judge our certain values.

In our society we are hegemonies by symbol, space, language, institutions and socio-economic practices. If some says that we can't do that thing that time we ask question to our self is it really "I can do or not" and it's called self-actualization. In other words, for our purposes, self-actualization can be thought of as the full realization of one's creative, intellectual, or social

potential. “The psychological process aimed at maximizing the use of a person’s abilities and resources. This process may vary from one person to another” (Couture et al., 2007).

Counter Hegemony is a push and pull struggle among people of all classes. It is the state of a culture that is arrived at through negotiation over what the norm or 'common sense' should be. This relates to the way in which people experience and understand reality and view the world.

For doing research it’s not necessary to follow the same research methodology but for that we must have knowledge of existing methodology.

Session 4: Looking Caste

Dr. Rajkumar who was the resource person for this session began the lecture by contesting that there seems to be no relation or institution which does not come into conflict with caste. He stressed on the aspect that caste and untouchability is not one way round. There is always an object and the other is subject. Some wants caste to perpetuate so portrays only one side of the picture whereby the hierarchical structure comes out to the fore. In a way, it is the people who become the prisoners of conspiracy. So, he largely emphasized that a single understanding of caste must be broken, instead it should be looked at from a non-conformist perspective. He criticized Andre Beteille for describing about caste in isolation and also criticized M.N. Srinivas on the usage of terminologies Brahminization and Sanskritization.

Further he talked about caste in three ways- Caste as Hegemony, Caste as Spiritual Fascism and Caste as Politics. He explained as to how hegemony existed on its own way. Institutions like family, religion, school, etc. becomes agencies of perpetuating such ideals. He made mention of Rousseau that if you want to perpetuate your authority permanently, make your authority as your right. In caste, as spiritual fascism he described how fascism commands absolute obedience; irrational attitude being the hallmark of fascism and also talked about how the elements of deceit and violence get perpetuated eventually and finally in caste as politics, he described how it is always the rulers or the dominant caste which rules over the others. It operates at various socio-cultural-political levels of the society. It also depends on who gets what, when and how which very much implies the process of legitimate use of power being discussed by Max Weber.

Day Three: 20th March, 2018, Tuesday

Session 1: Methodological Issues in Understanding Subalternity

The first session started with the introduction of Professor N Jayaram, Visiting Professor at the National Law School of India University, Bengaluru and Ambedkar University Delhi, and Visiting Research Mentor at Christ University, Bengaluru. Considered an authority in the field of Research Methodology, Professor Jayaram has authored over 140 research papers and 300 book reviews. Professor Kikhi, Dr. Amberkar Chair Professor, Tezpur University felicitated Prof. Jayaram.

Addressing the participant at the ICSSR Sponsored National Level Ten Days Research Methodology Workshop themed on Researching Subalternity in Social Sciences and Humanities, Professor Jayaram emphasized on the intricacies of method, in other words Methodological Issues in Understanding Subalternity.

Drawing on the history of the existence of literature associated with understanding the idea of subaltern studies, he asserted that for the time when the first book on subaltern studies was published in 1982, there had been 12 subsequent volumes with over 1000 essays that had been published. Emphasizing on the need to understand subaltern studies as a method in itself, Professor Jayaram insisted on the need to introspect on the concept of subalternity, as a whole and not simply as a perspective.

He further went on to draw on the roots of the word subaltern, asserting that the same had been pulled in from the Latin equivalent – 'subalternus'; 'sub' meaning 'below' and 'alternus' meaning "every other", thus making it "below every other".

He went on to distinguish between 'subaltern' and 'subalternity' stating how the subaltern, as a concept indicated 'of inferior rank' which he asserted that, could mean, subaltern caste, subaltern in terms of religion, subaltern in terms of gender, subaltern in terms of race – which could also be in the same society and last but not the least sexuality. Subalternity on the other hand, he reiterated is an attribute and essentially meant 'being a subaltern'. In terms of the operationalization of subalternity, Professor Jayaram argued that, if one is a subaltern he/ she would share at least one of the following attributes – dispossession, marginalization, oppression, exclusion or exploitation.

To move further on the epistemological position of subaltern studies, Professor Jayaram contested the age old saying that 'Facts speak for themselves' while asserting that 'Facts need to be always inevitably explained'. Building on the spirit of constructivism, he opined that social reality doesn't have meaning of its own but it's Human Beings who give meaning to them, in other words, is socially constructed and the evidence of this he indicated was clearly visible in "Ek Ruka Hua Faisla", the film that was screened the previous day. Quoting Max Webber, he went on to further add that human beings have the capability of giving meaning to their actions and this is the reason why social scientists have to face complexities in conducting research.

Again going back to history, Professor Jayaram described how the epistemological position of subaltern studies in 1982, when the first book on the subject was published, was completely elitist in nature. He asserted that the authors of the time were mostly 'the white men' or upper-caste male members of Indian society. Knowledge of our history, he said, is confined only to the top-down model making it, most often than not – incomplete and at times even distorted. To consolidate his argument, he cited the example of how the British anthropologists and administrators looked down on Indian traditions and customs perceiving them from the Victorian frame of reference.

Highlighting the relationship between Gramsci's hegemony and the concept of subalternity, Professor Jayaram insisted as to how the respective concepts were actually in a state of classic dualism, implying that if one understood either of the concepts the other is only natural to imbibe. Even so, in the first book on subaltern studies, published in 1982, authored by Ranajit Guha, used dictionary meaning of the word subaltern instead of building on the concept of hegemony and this is for what Ludden later criticizes Guha, asserting that the non-usage of the concept of hegemony only indicates a theoretical vacuum on the part of Guha.

Concluding his lecture, Professor Jayaram dwelled on the concept of standpoint epistemology while also arguing against solipsism, stating that such a stance is too radical in nature and if such is the case, groups such as children, on whom extensive research is being carried out is not possible. Asserting on the need to take into account the idea of the 'social construction of reality', he urged the participants to conduct their research in the respective manner.

The lecture was followed by a vivid question and answer round with intriguing insights being put forth in the discussion. Subsequently, with the concluding remarks of Dr. D R Gautam, Research Officer, Dr. Amberkar Chair, the session was brought to a close.

Session 2: Social Theory & Research Methods

Prof. N. Jayram began his session by stating that biasness is something inevitable in our research. In this context he mentioned about Max Weber who argued that to deal with biasness we need to recognize our bias in the very beginning.

He then mentioned that in research we generally do two sets of inter-related activities i) asking question ii) attempt to answer. While asking questions we ask both theoretical questions and empirical questions. He made it clear that to formulate theoretical questions we only need different theories, whereas to formulate empirical questions we need to have evidence in the form of data. Data can be both primary and secondary. Primary data consists of both quantitative

as well as qualitative data. In this context he mentioned about advantage and limitation of using secondary data. As secondary data is not collected for our own purpose it may not adapt to our study, but it is easily available. Secondary data gives objectivity, trends and pattern.

Jayram also talked about methods of collecting primary data in his lecture. He mentioned about four main methods of collecting primary data i) Interview ii) Observation iii) texts iv) content analysis.

He in the later part of his session talked about different methods separately. He mentioned that interview consists of giving stimulus to people and collecting response. In interview there are four instruments which help into collecting response. They are- a) questionnaire b) Interview schedule c) interview guide / checklist d) focus group discussion. He mentioned that Observation can be of two types i.e. Participant observation and non-participant observation. A participant observation is conducted when one does qualitative research or ethnography. Texts can be of three types Oral, script and visual. Content analysis can be done both in qualitative as well as quantitative way.

He also pointed out that in case of questionnaire and interview schedule stimulus is artificial whereas in case of interview guide and focus group discussion stimulus is more contextual and hence more natural. In case of secondary data ontology is not reflexive therefore epistemology goes with it is positivistic .In qualitative study people who are chosen for asking questions called respondents whereas in case of qualitative study they are called participants. Prof. Jayram ended his session by stating that for research three things have to be considered in mind, i.e. time, money and energy.

Session 3: Researching the area in Humanities

The session started after lunch at 2:00 P.M with an introduction by Prof. K. Kikhi about the speaker - Mousumi Guha Banerjee. Dr. Banerjee teaches in the department of English Literature, EFLU, Shillong.

Dr. Banerjee started her talk by referring to the book, Orientalism by Edward Said and mentioned that "it was the point where consciousness began that the Orient can even think of themselves", and contrasted with that of Marx who said that the Orient cannot think for themselves. She mentioned about Gayartri Spivak, Ranajit Guha and Homi. K. Bhaba and that they were trying to reformulate the relationship between the Occident and the Orient, and de-occidentalize the Orient.

Dr. Banerjee with the help of a power-point presentation delivered a very highly animated and energetic talk. She discussed about various issues like subaltern consciousness, importance of practice of theory, objectivity, Orientalism, Self and Other, representation, and the nature of selection is important for the researcher. She also mentioned de-otherising the other, and that the East is not a career, but rather it has its own reality. She particularly mentioned four important points – Master-narrative, Hegemony, Resistance and Hybridization. She also mentioned about Foucault's distinction between author and writer and made a reference to the famous book,

‘Emperor Writes Back: Theory and Practice in Post-Colonial Literature’ by Bill Ashcroft, Gareth Griffiths and Helen Tiffin.

In her talk, she initially started with Post-Colonial studies with Guha’s quote and then proceeded to discuss the concept of Subaltern studies where she mentioned about famous Historians who contributed to this scholarship. She defined the term ‘subaltern’ and then talked about how it is relevant to Third World countries. Here, she mentioned about Homi K. Bhaba’s post-colonial theory which involves analysis of nationality, ethnicity and politics with post-structuralist ideas of identity and indeterminacy, defining postcolonial identities as shifting, hybrid constructions. She also mentioned about the challenges facing post-colonial writers. She emphasized that when it comes to English literature, it is not just confined to British literature but includes all writings that are in English.

In her very engaging talk, there were numerous discussions between the participants and the speaker throughout. She encouraged everyone right from the start to participate by asking queries, no matter how irrelevant they might be. There was a lot of discussion after the talk and everyone benefited from the proceedings.

Session 4: Analysing Gender Dynamics

The session started after the tea-break at 4:15 P.M and Dr. Banerjee talked about gender studies in this session and she began with Simone de Beauvoir iconic quote, “One is not born, but rather becomes a woman”. Talking about gender, she said that gender is truly ubiquitous and emphasized ‘*degendering*’ of gender.

Her talk was divided into three parts and she used slides. She gave a basic understanding of sex and gender. She referred to Simone de Beauvoir’s famous book “The Second Sex” and stressed on the term ‘essence’. She also that gender is not a fact and that the various acts of gender create the idea of gender. She distinguished between biological sex and social gender. She discussed

Simone's argument that women's inferior position is not a natural or biological fact but one that is created by society. Here she mentioned about Ferdinand de Saussure's concept of 'signifier' and 'signified' and Derrida's 'difference'. Emphasizing the relationship between texts and contexts, she said that whole lot of contexts lie beneath texts and that texts can be anything (picture, film, folktales etc). According to her view, gender is not just about women, it is also about men and that there is a misconception of 'womanization' in gender studies.

She highlighted the most important question in gender studies which is the debate over equality, also known as equality-difference debate. Discussing difference between men and women is problematic as it might reinforce the hierarchy. In such cases, equality becomes difficult. She referred to the work of many well renowned scholars in gender studies. She differed with Sherry Ortner's idea of women having a secondary status in society, and women being closer to nature while men being closer to culture. She also cited other scholars such as Hester Euisenstein, Alics Jardine, Ann Snitrow, Ann Oakley and their works along with their arguments. Her talk touched upon many concepts such as masculinity, femininity, feminine writings, eternal feminine, binary division, liberation of women, maximizers, minimizers, center and periphery and others.

Her talk was long and it evoked discussion and debate among the participants. She discussed the many contemporary issues in gender studies and raised some important questions for the researchers. She concluded by saying that gender studies must be a humanist discourse, it is not just about women. Her energetic delivery made it a very interesting talk.

Day Four: 21st March, 2018, Wednesday

Session 1: Religious Minorities in Social Sciences & Humanities

The 1st session of the day began with a brief introduction and felicitation respectively by Prof. K. Kikhi, and Dr. Gautam of Ambedkar Chair, Tezpur University.

Prof F.A. Qadri of NEHU, Department of History deliberated on the topic of 'Religious Minorities in Social Sciences & Humanities'. He had written works in both English and Urdu and is an expert in Medieval Indian History. He had been a visiting fellow in Oxford University, twice in University of London, and has worked in Canada and Paris as well.

Prof Qadri began his lecture with Ibn Khaldun's contribution to sociology. He considered him as the "real father of Sociology" since his contributions, which were important and extensive, dates back to the 14th Century. The question that Ibn Khaldun wanted to answer was 'what kept society together', therefore, paving a way for theories of social cohesion. Prof Qadri also talked about the brief biography of Ibn Khaldun and how he began his academic profession.

The speaker said that some of the central formulae of modern age academics are reflected in Ibn Khaldun's theories. Karl Marx's Stages of Human History, which provided the dynamics for dialectics; the conflicts between groups that led to dialectics of materialism, Max Weber's typology of leadership, Vilfredo Pareto's Circulation of Elites, among many others. They seem to be the by-product of Ibn Khaldun's philosophies which prevailed in North Africa and Muslim Spain.

Prof Qadri also talked about Abdul Fazal and his contributions that highlight two types of Muslim historiography – a) Arab Historiography b) Iranian-Persian Historiography. Abdul Fazal combined Persian historiography with the conspectus of Arab historiography which was a unique approach at the time.

After discussions on Indian Historiography, the speaker ended of his lecture by going into economic history where he talked about two economists – a) Abid Hussain, and b) A.M. Khusro, after which questions were taken from the students. The session was concluded by Dr. D.R. Gautam where he gave comments as well as summaries on the topics of the lecture.

Session 2: Doing Tribal Research

The session was taken by Prof. Virginius Xaxa, Professor of Eminence, Tezpur University. He began by questioning how we conceptualize 'tribe'. He also said that tribe is often discredited as concept, so he stressed that a perspective is important to reflect substantive issues of tribe. He tried to locate tribe from the colonial era, from how it was a kinship led group to a more administrative category. Tribes today are a mismatch as to how it was described and how it actually is. It was thought to be homogenous, but this notion does not hold true as it as diverse and complex in reality. They are thought to be as people without history but that does not mean that they do not have history. Conceptualisation of tribe is important, some refer it as ethnic minorities and sometimes it is also referred to as language, caste, etc. Tribe is a society where kin relations become important in discussing its foundation. He discussed how tribes were autonomous earlier but gradually becomes a part of the larger structure by incorporating them within the colonial state. Thereon they were integrated in terms of land, market economy, apart from politics which in a way led to their further impoverishment from this earlier subsistent

existence. In this context marginality should be understood as they no longer remain autonomous.

He also discussed as to how the tribals faced historical injustice and how they became victims of double colonialism- Colonialism of whites and colonialism of browns. He discussed that the problems of the tribals should be addressed by locating them within the social structure overlooking the structure that colonialism created. He also stressed the fact that the more they are integrated; the worst is the status and the less they are integrated more is the autonomy. But they are getting absorbed into the larger Hindu society. So he concluded by emphasizing on the fact that the tribals should be looked at from their own independent identity, that is their own respective tribes instead of looking at them in terms of their changes from a general context.

Session 3: Research Design & Sampling

Prof. Kikhi began his session with the introduction of research design. When the social science researches tend to focus more and more on qualitative and field intensive work, where one does locate research design and sampling is an important question. To locate research design, Prof. Kikhi briefly explained what is a research problem, review of literature and formulation of hypothesis, after which the researcher needs to construct his/her research design. In simple words, he defined research design as the cumulative decisions taken by the researcher concerning his/her research questions and problem. He quoted P. V. Young who defines research design as the arrangement of conditions for collection of data in a way that it is meaningful. It can be regarded as the blueprint for the collection of data and measurement of data. To sum up, it is the decisions of 'what' 'why' 'where' 'who' and 'how' questions of the research and based on what questions are asked by the researcher, it will define what kind of research it will become.

One of the important decisions to be taken while constructing the research design is regarding sample design. Prof. Kikhi described the various types of research design

1. Observational Design
2. Statistical Design
3. Operational Design

After this, Prof. Kikhi explained the steps involved in sample design which are decisions regarding type of universe, sampling unit, source list and sample size. Once sample size is decided based on whether the universe is finite or infinite and what the research problem demands, there are various approaches to select the sample. Prof. Kikhi elaborated the broad two ways- probability and non-probability sampling technique in which sample for data collection is selected. He detailed each type of sampling techniques within probability and non-probability sampling with examples.

1. Simple random sampling/chance sampling
2. Systematic sampling
3. Stratified sampling
4. Stratified random sampling
5. Quota sampling
6. Cluster sampling
7. Area sampling
8. Purposing sampling
9. Convenience sampling
10. Judgment sampling
11. Snowball sampling

The session ended with clearing of doubts among the participants regarding different types of sampling techniques.

Session 4: Discourse Analysis

The session went underway with the introduction of Professor D P Nath, Department of Culture Studies, Tezpur University, who was introduced and subsequently felicitated by Professor Kikhi, Dr. Amberkar Chair Professor, Tezpur University.

Elaborating on the concept of Discourse Analysis, Professor Nath, insisted that Discourse Analysis teaches one to be critical of 'commonsensical taken for granted knowledge'. He opined that knowledge is not objective for a discourse analyst as it depends on the analyst, as to which perspective they want to adopt.

Emphasizing on the fact that one's interpretation of reality is culture/ society specific and changes with the passage of time, Professor Nath, insisted that knowledge is in fact generated through social interaction creating room for multiple realities.

He went on to describe how discourse analysis is not limited to the field of linguistics and essentially consists of socio-cultural perspectives. He further highlighted how the social and cultural perspectives of discourse are in fact interrelated to language. Quoting Foucault, Professor Nathargued that discourse generates knowledge about all forms of truth encompassing knowledge while language shapes our knowledge of reality.

Critical Discourse Analysis(CDA), he asserted provides theories on how discourse could be studied to find out its relations with social and cultural developments in different social domains. Shedding light on Norman Fairclough's approach to Critical Discourse Analysis through intertextuality and critically evaluating the same, Professor Nath insisted that text analysis is not sufficient for discourse analysis – because it does not provide the scope to link societal, cultural and structural processes. Although Critical Discourse Analysis is political in nature and not bias free, yet the method is justified by its functions, which Professor Nath described as relational and ideational.

He further, in the context of Foucault and his concept of power, assertedthat it shouldn't be looked at from an oppressive angle but also added that inequality is also inevitably perpetuated through language to maintain the status quo.

Concluding his lecture, Professor Nath went on to describe the 3 levels of discourse analysis – micro, meso and macro and the importance of discourse analysis in developing an understanding on how specific actors construct an argument and how these arguments fit into wider social practices.

The lecture was followed by a vivid interaction session with intriguing insights being put forth in the discussion. Subsequently, with the concluding remarks of Dr. D R Gautam, Research Officer, Dr. Amberkar Chair, the session came to a close.

Day Five: 22nd March, 2018, Thursday

Session 1: The Subaltern in Literary Theory/Criticism

Prof. Danta started his talk by speaking on the 'subaltern' in literature and to explain his point he gave the example of songs like Waka Waka by Shakira that are actually songs of resistance, pain, anger etc. but nowadays these songs become songs of celebration for the middle class . He said that it is something similar when it comes to subaltern literature and often the original meaning gets lost. Here, he spoke a bit about activists and academicians and that neither of them like each other.

Prof Danta, with the help of different type of songs, described how songs can be a way of resistance and that songs have their own history and they are interpreted differently by different people at different times. Songs often contain secret messages. He gave the examples of songs like 'Sheela ki Jawani' which originated in Bombay bars, are misappropriated by different people.

He also talked about the lives of blacks in America, slavery etc. He mentioned economic aspects related to slavery and how sugar trade played an important role in the spread of slavery in the West. He mentioned how literature, taking the example of Shakespeare's Tempest, legitimizes 'Othering of Others'. He also touched upon sensitive issues like representation of rape by media, illogical defence of caste system by giving many examples.

Prof. Danta's talk was informative, interesting and well-structured. It evoked curiosity amongst the participants and there was an engaging discussion throughout the session. He patiently interacted with all the participants during the question-answer session after the talk.

Session 2: Reading Texts & Subalternity

Prof. Das started by speaking about his topic for the session, 'Reading texts' and he used slides to show texts. The first slide was an ambiguous picture and he stressed on interpreting signs. The second slide was a poem where he asked the participants to give their views. The main focus was on interpretation of the text and he said, "Interpretation may give different results even if it involves data". In the next slide, he spoke about Gandhi who used to write in Gujarati but being a practical person, he translated his writings into English. Gandhi justified writing his autobiography, which is a western method saying that there is no harm in adopting and indigenizing foreign practices and institutions if they were not patently evil.

Prof Das described the idea of deconstruction by citing the works of different authors and their works. Deconstruction is the practice of reading, removing contradictions, it is not an irresponsible act and that is its relation with subalternity. He gave many examples of authors and their works to explain 'Deconstruction' like Barbara Johnson's Teaching Deconstructively (1985) and Barthes/BalZac (1975), Paul de Man's Semiology and Rhetoric (1973). To make the participants understand the process of deconstruction, he used many poems and writing from different writers.

He discussed Roland Barthes' Death of the Author where he explained the concept of writerly-readerly, the former meaning active reading and the latter meaning passive reading respectively. Barthes' work shows the destruction of the authority of the author. He also discussed Hayden White's Metahistory (1973) in which he said that history is not neutral; rather it is subject of exercise and the plot of the event is important to construct texts. And the same applies to subaltern studies. According to Prof Das, reading skill is a complex game and it is important to study the writer of the text, meaning is slippery. And post-structuralists see all knowledge as textual.

During his talk, he also discussed these concepts - Orientalism, marginalized meaning, dominant meaning objective stable reality, discourse, gender construction, Feminism, post-colonialism. He concluded by saying that we need to read for ourselves and we make choices. It was a very brief yet enlightening talk and there was a short discussion at the end.

Session 3: Doing Ethnography

The resource person for this session was Dr. Madhurima Goswami who began by describing about ethnography and continued the rest of the lecture based on the video being displayed related to her doctoral work. She stressed the fact that rapport building with the host populations becomes very important in order to have a proper understanding of them. She also mentioned about Cultural Systems Paradigm where ideas, values, etc becomes important for understanding particular cultural system. She also discussed about atic and amic strategies in doing fieldwork and also how space and time plays an important role while doing ethnographic research. Space does not have identity of its own, we give them. So what is true must be brought out rather than using our own logic or exaggerating a phenomenon. The difference between real ethnography and critical ethnography were also highlighted in the lecture.

Session 4: Triangulation

Dr. D.R. Gautam of Tezpur University gave the lecture on the topic of Triangulation in social science research. It was started off the students who were asked to give their take on what the term meant to them. The speaker then continued the lecture by introducing Denzin's 1978 work where he mentions that triangulation in social science means the mixing of methods, mainly qualitative and quantitative.

It has similarities with an appeal made in a cricket match where the umpire requests a second opinion from a third umpire. Bringing another viewpoint to the decision process helps the umpire to make a more accurate decision, highlighting that the same can be done in social science research using the triangulation method.

The speaker then explained the different types of triangulation given by Campbell and Fiske (1959) which are – 1) Data Triangulation – where you'd have more than one data regarding the same research problem, 2) Investigator Triangulation – where there will be more than one investigator working on the same research problem, 3) Theoretical Triangulation – where the investigator uses more than one theoretical framework for the research problem, and 4) Methodological Triangulation – where a combination of different research methods would be used to arrive at a conclusion.

The need for more than one viewpoint, questions, methods and data, Dr. Gautam said, is because the a few samples may not be enough to arrive at an accurate conclusion. There is a need to arrive at a commonality of finding – a cumulative congruence.

After the speaker talked about the different basic paradigms of social science research (ontology, epistemology and methodology), the lecture was concluded by highlighting the advantages of using triangulation methods – 1) enhancement of understanding, 2) widening of viewpoint, 3) value free concepts, 4) uncovering the deviant of a phenomenon, and 5) integration of theories.

The last session of the day was concluded after a brief question and answer session.

Day Six: 23rd March, 2018, Friday

Session 1: Glimpses of Researches undertaken in North-East India

Addressing the participants at the ICSSR Sponsored National Level Ten Days Research Methodology Workshop themed on Researching Subalternity in Social Sciences and Humanities, Dr. Paul Pudussery started off his lecture with describing the 21st century as the century of knowledge. He argued that, this is a particular age where one is flooded by knowledge - while knowledge for scientists lurks around in their labs, for the social scientist the lab is the world around them.

Emphasizing on the techniques of seeking knowledge or 'knowing', Dr. Pudussery reiterated that knowledge could be obtained either through empirical or non-empirical means. While non-empirical means of seeking information consisted of authority, logic, intuition and mysticism; empirical means of collecting information consists of science, drowned in data and commonsense, which Dr. Pudussery, on a lighter note opined, is not quite common.

For social science researchers, he insisted, that there is a need to fuse methodology of the west and the antiquity of the east so as to generate a 'glocalised' approach to social sciences research. He went on to explain how adaptation is an essential component of research.

Shedding light on the flow of research in great detail, he went on to emphasize on importance of reviewing literature at every stage of the research flow. Carrying forward the discussion, Dr. Pudussery listed down at least ten revolutions of recent times that affected research, they being: knowledge and information revolution, economic and technological revolution, population revolution, social relationship revolution, globalization and localization revolution, ecological and aesthetics and value revolution.

On the topic of the kind of research being conducted in the North-East, Dr. Pudussery highlighted that most of the research was anthropological in nature. Citing works like 'unruly', hills he further suggested that there was a need to look at more comparative perspectives with

reference to ethnographic studies conducted on tribes of the region. He reiterated that mere ethnography conducted on one particular tribe was not enough at least for doctoral theses, which, he opined required more academic rigor.

The lecture was followed with a brief but fruitful interaction with intriguing insights being put forth by participant in the discussion. Subsequently, with the concluding remarks of Dr. D R Gautam, Research Officer, Dr. Amberkar Chair, Tezpur University, the session came to a close.

Session 2: Case-Study

Paul Pudussery began his lecture by pointing out that there are two types of researchers .One is quantitative and another one is qualitative based on two different methods. But he clearly preferred mixed method over one method because according to him one single method cannot justify the research in social sciences. He mentioned that in most of the ethnographic studies we went back to past, most of which we don't understand.

He then pointed out the task of researcher as problem solving actors and mention about steps of the processes of this problem solving. The steps as mentioned by him are-

i) Recognize ii) Define iii) Evaluate iv) Make decision v) Generate idea.

Pudussery also talked about constructive processes and further mentioned about its characteristics. These are –

I) Sources (institutionalization / de-institutionalization)

ii) Understanding (compartmentalization, de- compartmentalization)

iii) Structure (static and dynamic)

v) Nature of knowledge.

Paul Pudussery mentioned about research processes and in reference to his arguments he then gave example of 'Aamrat Aata' by showing its advertisement.

Pudussery in his later part of the lecture talked about case study method. He mentioned that "the case study approach is an empirical inquiry that investigates contemporary phenomena within real life context, aimed at better understanding of complex phenomena." Case studies commonly explore, describe and explain.It can be both empirical and theoretical. Case study processes are detailed, intensive, contextual, bounded, phenomena, real life situations.

Pudussery in his last part of the lecture discussed about various dimensions of research .For him main dimensions of research are- I) methodological dimensions

ii) Epistemological dimensions

iii) Ideological dimensions

iv) Sociological dimensions

v) Ontological dimensions.

Paul Pudussery finally ended up his lecture by putting some sides on research design, review of literature and process of development of instrument.

Session 3: Analysing Qualitative Data

This session was taken by Dr. Sumesh S. S. (Assistant Professor, Tezpur University) who generated a discussion to provide information about the analysis of qualitative data, and various steps involved in it.

He began with a general proposition as, "My inside is amenable to me & only outside is amenable to U". "Ur outside is amenable to me & Ur inside is not amenable"

Often..What you think is understood by as what you SAY as what you THINK… What you do is understood by as what you SAY as what.

THEORETICAL CONSIDERATIONS

He mentioned that, 'I didn't have too much hope for a couple of years. I was alone with my problem. Today, I know I'm not alone. There are a lot of people who care. And by their caring I care.... I would not wish this on anyone but I'm glad it happened to me, a lesson about life and a lesson about me'. (Formerly homeless man to a group of college students) (Marvasti 1998: 177)

• Provide Shelter/home

• To tell a tale of redemption, the speaker must first expose the stigma of his/her past before speaking about accomplishments of the present.

About Grounded Theory he told that it was discovered by Glaser & Strauss *The Discovery of Grounded Theory* (1964)

• Argued qualitative analysis could systematically generate concepts & theories based on observational data

• Inductive / grounds-up approach to data analysis. Components

• Simultaneous data collection & analysis

• Pursuit of emergent themes through early DA

• Discovery of basic social processes

• Inductive construction of abstract categories

• Sampling to refine the categories

• Integration of categories into a theoretical framework

Grounded theory

• Abstract concepts should remain grounded in empirical observations, and if necessary, be revised to reflect changes in the data

• Generate: substantive and formal

• Substantive theories - explain a particular aspect of social life

• Formal theories -explain social issues at a higher level of abstraction

Coding in Grounded Theory

• coding the data using 'sensitizing concepts' (Blumer 1969)

• Sensitizing concept -working tool for analysis revised or elaborated to fit the nuances of the topic

• What, if anything does the concept illuminate about these data?

• How, if at all, does the concept specifically apply here?

• Where does the concept take the analysis?

• Answer such questions-make decisions about boundaries and usefulness concept. (Chamarz, 2002)

Coding Concerns

• Remaining empirically sensitive & flexible

• Revising / supporting -coding strategy – academic literature & collecting more data

• Allowing for the possibility that coding strategy may raise more research questions & call for more data collection

Research Memos

• Way of elaborating on your analytical categories and actually beginning the task of writing the research report

• It is a statement of your analytical judgment & interpretation of the data

Suffering as a Moral Status- Memo

Suffering is a profoundly moral status as well as a physical experience. Stories of suffering reflect and redefine that moral status. With suffering come moral rights and entitlements as well as moral definitions – when suffering is deemed legitimate. Thus the person can make certain moral claims and have certain moral judgments conferred upon him or her. Chamarz, 2002 –

Research Memos

• Way of elaborating on your analytical categories and actually beginning the task of writing the research report

• It is a statement of your analytical judgment & interpretation of the data

Qualitative Data Analysis

• Data Reduction

• Data Display

• Drawing Conclusions

Data Reduction

• With *data reduction*, the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments.

• Once actual field notes, interviews, tapes, or other data are available, data summaries, coding, finding themes, clustering, and writing stories are all instances of further data selection and condensation. (Huberman and Miles 1994: 429)

Data Display
• Reading & rereading data transcriptions
• Notes on the margins (res memos)
• Highlight imp passages/themes as representations of particular concepts

Drawing Conclusions
• Making meaningful statements – how data illustrates the argument
• Drawing meaning from displayed data (Huberman and Miles 1994)
• Factors???

Narrative Analysis
• Stories & Story telling
• What stories convey & How?
• Differing positions – Engaging debate –
Knowledge production
Narrative Analysis

Sequence Genre
At first, I tried to collect interviews by **using 'cultural' stages** … But their memories didn't seem to be organized by this cultural sequence. I switched, instead to an event sequence of interviewing that focused on **major turning points**; alcohol use and first involvement in crime; parental divorce, gang membership, drug use, and delinquency; first arrest and first commitment; first crime partner. This technique improved the retrieval of life history information.

Genre
• When we hear stories, for instance, we expect protagonists, inciting conditions, and culminating events.
• Habitual narratives
• When events happen over and over and consequently there is no peak in action
• Hypothetical narratives
• Which depict events that did not happen?
• Topic-centered narratives
• Snapshots of past events that are linked thematically

Multiple Ways
• Content
• The substance of the story
• Structure
• How the story is told
• Functions

• The purposes the story serves
• Context
• In what place or setting the story is told

Narrative Practice

Where do I begin? [She chuckles.] Well, I have always been good with counting money – ever since I was a child. My parents bought me a toy cash register when I was ten and I had a lot of fun playing with that.... So when I finished high school and it was time to go to college, I decided business administration was the right career for me. I got very good grades in college, as you can see in my resume, and worked as an intern at The First International Bank during the summer...
Gulbrium & Holstein

Narrative Practice

• Interpretative Practice
• Narrative Composition
• How story is told, or how it is made coherent & meaningful
• Narrative Linkage- descriptive connection
• Footing – point of view
• Narrative Control
• Contextual factors
• How stories are monitored and edited

Self-Presentation

• Because I already told you

It was during that period that [name] the socialist leader led the gigantic procession against Mrs. Indira Gandhi, the Prime Minister of India, in Delhi. And I was a political leader [names place and party] I had to participate in that. So I went by train to Delhi but returned by plane.

After the return I was in [name] Nursing Home for 16 days bleeding. And so he [husband] was very angry he said ‘do not go for any social work do not be active’ this and that. But afterwards I never became– [pregnant]

Riesman – Social Positioning

Content Analysis

• Text as reflection of public opinion
• Medium of Expression
• contain records of event, values, rules and norms, entertainment, and traces of conflict and argument. ...
• CA-allows us to construct indicators of worldviews, values, attitudes, opinions, prejudices and stereotypes, and compare these across communities. In other words, ...
• CA- is public opinion research by other means

Session 4: Publishing Academic Research

In this session Prof. Debabrata Das, faculty member of Department of Management Studies & Director of Centre for Open & Distance Learning (Tezpur University), gave an insight to the doctoral scholars about academic writing for publication. In his introductory remarks he mentioned the importance of academic publication which has been universally acknowledged as a source to enhance as well as enrich the existing pool of knowledge. In this line, academic publication is considered as an inevitable aspect for professional growth in academic career.

Taking the discussion further he mentioned different logical steps to write a research paper after giving two models for writing a paper. These steps included:

a) Determination of goal- the goal should be fixed on the basis of research type involved in it, e.g. argumentative paper generally takes controversial aspect and therefore paper (here) should be filled with logic to support any proposition, while analytical paper may involve an articulation to highlight newer dimension of any given information.
b) Appropriate topic- this is one most crucial exercise for an author as it gives an insight as well as an invitation to the reader. Therefore, apart from adding clarity a title should hold potential to incite interest towards its reading, as told by the resource person.

c) Content- Prof. Das mentioned that ultimately it is the content of paper which can highlight the true merit involved in it. According to him, it should be a true piece of academic research writing which may raise as well as resolve the necessary questions pertaining to the selected area. It may necessary involve (i) definition of the problem, (ii) suitable methodology that may add rigor to the research conducted/presented, (iii) presentation of the results in a lucid form with a justifiable discussion, and (iv) conclusions should be given in a concise manner with a scope of further research on the area.
d) Citation/Reference- all the participants were told that giving all the citations and reference is not only ethical but mandatory in the wake of copyright issue/plagiarism. Regarding referencing, he mentioned that there is a particular style (of available different styles) adopted by a publication and a submission of paper needs to comply.
e) Abstract, and Keywords- in the session it was emphasized to submit an abstract of the research paper along with few keywords utilized in the final draft of submission manuscript.
f) Where to publish- it was suggested by Prof. D. Das that the entire exercise of writing research paper may go in vain if appropriate place for publication is not selected. He guided all the scholars to make a decision (of selection) by comprehending the mandate of the academic journal/book, etc. and thereafter building coherence to the same.

The lecture on the topic was followed by a discussion in the form of answers to the questions raised by several participants, and finally concluded by Dr. D. R. Gautam.

Day Seven: 24th March, 2018, Saturday

Session 1: Presentation of Data

Prof. T. B. Subba, began his lecture by emphasizing how presentation of research is an art as well as a science and how data collected must be aesthetically connected. A proper flow is required whereby honesty of what we do, accuracy of data, and effectiveness of it becomes important elements. Vague usage of terminologies must be avoided. Data alone does not stand on its own; rather it must be brought into perspective. The sciences follow the IMRAD format of research whereas the social sciences have no such standard format. He also emphasized on the aspect of language which makes the research work more appealing and readable. There should be clarity in writing the chapter headings, usage of word stock, key concepts, etc. Interpretation of data is different from analysis of data as it is related to the problem of study. Generalisations should be crafted carefully and should not be pompous that will not be able to justify. References and bibliography must be accurate, consistent and complete. A small section of the limitations of the study should also be spelt out which will enable to provide scope for future research. What could not be done can be added as suggestions for further work.

Session 2: Religious Minorities in India

Prof. T. B. Subba started with a brief introductory discussion about religions in different parts of the border. He said that, there are many religious minorities in national and international contexts. In India the Muslims are the largest religious minority group among the minorities. Also, the Hindus are the largest majority religious group in India counting the Adivasis and the Dalits in Hindu fold.

The constitution of India in its written document ensure right to practice any religion to every citizen irrespective of differences but failing of governance had monitor individual and groups to construct the feeling of hatred, discrimination and differences among the citizens. He stated that the presence and feeling of Majoritarianism is dangerous for a diverse country like India, and can lead towards a fascist's society.

India is a secular country, but the word secular is not understood properly. We have violated secular values more than once making the minorities feels insecure. Democracy in India is still evolving in its operation and it is yet to attain the final stage of maturity democracy.

Prof. Subba stated that the blending of politics and religions and cultural differences is the main causes of communal violence, atrocities, rape and disturbances in the society.

Finally, he concluded the session with a message do minorities have no space in Indian Democracy.

Session 3: Introduction to Quantification and Issues of Measurement

Dr. Joydeep Baruah began his lecture with the basics of quantitative research and how to make sense of numbers. To begin explaining quantification, he first located its position within the framework of research. He talked about the processes of getting numbers, that is by counting and though measurement. He defined quantification as mapping of observable attributes onto a set of numerical representation or numbers. He explained with examples and emphasized on the importance of having operational definitions.

After explaining the basics of quantification, he went on to describe the problems associated with quantification. The first problem is that of understanding the attribute's relationships, that whether its an empirical relation system or a numerical relation system. The second problem is understanding the logical aspect of quantities. He elaborated the problem of understanding direction of the data.

He moved on to explain issues of measurement, idea of scale, elements of scale, various data type based on scale. On elucidating various data type, he explicated the idea of reliability and validity, sensitivity of idea and dimensionality of data. He then talked about the importance of data type as the analysis of data depends on its type. He spoke about normalization of data that are of different scale to give meaning to data while engaging in comparative studies. He emphasized the need to understand how different formulas are derived which gives an understanding of what their statistics stand for. To substantiate this he gave the example of mortality rate which is calculated in negative while literacy rate is calculated in positive.

He concluded the session with a brief question answer session with the participants.

Session 4: Analysing Quantitative Data

The second session conducted by Dr. Baruah dealt with Analyzing Quantitative Data. He elaborated that there are several software available for calculation of quantitative data and the researcher must choose appropriate software suitable for his or her objectives of research. While presenting data the researcher must also know which set of data is pertinent for the study and must redundant the rest. Dr. Baruah elaborated the application of several statistical tools like Arithmetic mean, Geometric mean, harmonic Mean, Median, Mode, Standard Deviation, etc. with the help of examples. He also delineated when to use which statistical tool and how one is different with other. He also explained the two types of statistics available like parametric statistics and non-parametric statistics. All tools are based on certain assumptions and results will be meaningful only if assumptions are fulfilled.

The session ended with interaction among participants and Dr. Baruah. Dr. Kikhi concludes the session with summing up the lecture and a vote of thanks to Dr. Baruah

Day Eight: 25th March, 2018, Sunday

Field Visit to Tribal Village (Tea Estate, Harigaon Village)

A field visit was organized to orient participants towards (empirical) doing of a research on sublternity. The entire group of participants were divided (on their volition and willingness) into three groups, each for one type of qualitative method, i.e. one group was assigned to undertake 'Ethnography', while the second and third group was respectively involved in conducting Focus Group Discussion (FGD), and Case Study in the selected village. The study was followed by a street play performed by the students of Tezpur University. The play was about bringing social transformation in Indian society, and making villagers aware about different schemes of the government of India.

Some of the Snapshots from the field

Day Nine: 26th March, 2018, Monday

Session 1 & 2: Presentation of Synopsis Developed by the Participants

It was a deliberate exercise as a part of re-orienting doctoral scholars towards developing a research synopsis with the inputs they have received in the form of different session conducted in the workshop. The themes (six in number) to develop a proposal were announced during the inaugural sessions on 18th March 2018, and each participant was asked to choose any one topic to prepare and present their proposals. Each of the presentation received a critical discussion and inputs from the participants as well as the available resource persons.

Session 3 & 4: Contemporary Significance of Researching Subalternity

Parmait. S. Judge is professor in dept. of sociology in G.N.D.U Amritsar. He said Subaltern occurs with the dissolution of Marxism. When he went to surat for studies there one of his friend

was working on “Meera in the cyber of people”. She found out that there is no personal history regarding Meera. It is a power of myth and people are not clear about it. Same like subaltern mean history of people and globalization is people and moderns. There are so many other things, which have no historical facts.

He said that Gyanendra Pandey was not categorical correct in his studies. The categorical analysis was not correct. Judge criticized the book “Remembering Partition” written by Pandey, he said he was so disappoint after reading a particular book. The problem with that book was they didn’t clearly mention the things happened with the people of Punjab, who came from Pakistan that time.

He said the shortcoming of new facts and concepts are we just reading and talking about Dalits or minorities and not doing anything new. The concept of “Humiliation”, Humiliation only comes when you have pride, so people are not clear about their facts. He concludes that we do not have new concept because we do not have new facts that’s why we just created our own concepts regarding past.

The basic concept of doing research is basically finding new knowledge, if we do not do anything new then what is the purpose of our research. In social sciences study and natural science, the major difference is fundamentalisms. The scholar of sciences can falsify their concept and it can be research, but it is not possible in social sciences. In social science the particular theory never dies, that theory exist somewhere in contemporary times.

It is very important for the scholars of social sciences to do important work and also look at the theory and importance of theory in contemporary times and also see the particular perspective and work over that thing.

Having value is not bad in research. Max Weber in his study regarding Persian people and he was biased regarding them so some where we can say that reflexivity in research is good. But we should be particular about the changing perspective. Like in same study you support Marxist and functionalism then it will not work out. We should have some particular perspective in our study.

Balance theory, he said the kind of situation Dalits have that situation only Dalit people can understand. The feeling that Dalit women have that feeling researcher cannot articulate with the help of language. So whenever we do research then we must have some cultural understanding of that particular community and if not have then that research do is worthless. Research is different thing, if we do not have cultural understanding then it will look like autobiography where we do not need to experience the feeling and situation of other people.

In social science, it is difficult to do research because we are dealing with human and not objects. Human behavior is not certain it constantly changing and then things also go change.

Day Ten: 27th March, 2018, Tuesday

Session 1: Formulating Research Questions

Dr. Sumesh S S from Tezpur University, Sociology Department delivered a lecture on the topic formulating Research question. The lecture started off with understanding the concept of, what is subaltern? He opines subalternity as an alternative narrative about our understanding of reality, subaltern is an alternative of unlearning what ones have learn already or known already. There can be more research questions to answer one objective and Literature is most useful when we write a thesis supported either by field or by literature.

Dr. Sumesh hold on to the facts that we have our own system of knowledge, but our system of knowledge had been colonized by the western system of knowing and understanding the reality. He insisted that a researcher need to start thinking about the research early on and further insisted that open-ended question is risky for carrying out the studies.

For rationale formulating the research questions, the speaker had suggested methods like (i)exploration (ii)description(iii) understanding (iv) explanation (v)prediction (vi) change vii)evolution and (viii) assessment for framing research question. Focusing on doing literature review, He had suggested what a researcher had to look into like (i) What is already known about the area?(ii)What concepts and theories are relevant? (iii) What research methods and strategies

have been used in this area? (iv)Are there any controversies?(V) Are there any inconsistencies in findings? (Vi) Are there unanswered questions

To search and find relevant literature, He reccomemded- to read books and article we know, or recommended by experts, keep notes based on our reading, note the keywords use.

Session 2: Doing Literature Review & Engagement with Library

Taking the last session of workshop Dr. S.S Sumesh from sociology department, Tezpur University gave very important and informative presentation on collecting and reviewing important and related literatures.

He stated that researching relevance literature for study was important part of the study and one must answer some questions while researching literature. He highlighted some important questions like, what is already known about this area? What concept and theories are relevant? What research methods and strategies have been used in this area? Are there any controversies? And are there any unanswered questions??

Dr Sumesh in his presentation also revealed the need for literature review for research. He explained that review of literature not only helps in developing analytical framework but also it informs a researcher about mistakes done by others and also about questions which are still unanswered. "Review of literature doesn't not only help in finding variables but also help in building different theoretical and methodological approaches for study." Dr Sumesh said. He also warned about the use of internet in finding literature.

Dr Sumesh also explained two main approaches to a literature review i.e. systematic review and narrative review. He also heighted the differences and utility of these two approaches. He also talked about meta-analysis and meta ethnography and their use in quantitative and qualitative research.

Session 3: Feedback

A small feedback session of around sixty minutes was organized where all the participants gave their feedback about the workshop attended by them. They have done a review of all the aspects

and gave their suggestions for further improvements. A brief individual description about the gains made through different lectures in the workshop.

Session 4: Summing Up & Distribution of Certificates

The last session of the ten days' workshop was about summing up of the entire exercise for the beneficiaries/participants which was followed by the distribution of certificates to all the participants by the Prof. P.K. Das (Dean, School of Humanities & Social Sciences, Tezpur University) who was the chief guest.

The coordinators of the workshop, Prof. K. Kikhi & Dr. D. R. Gautam, have briefly mentioned about the different sessions of the workshop, the rationale of organizing those sessions and the field visit, and also a summary of all the sessions to the benefit of participants. They both thanked ICSSR, Tezpur University, all the resource persons, and participants for their cooperation towards conduct of the workshop. A thoughtful reflection was added by Prof. P. K. Das who mentioned the need of organizing workshops like this to make the scholars aware about doing social research to unravel the subtle lying realities. Further, he encouraged all the scholars by giving them wishes along with the certificates of participation. In this way a ten days methodology workshop on researching subalternity in social sciences & humanities was successfully completed with valuable collaboration from ICSSR, New Delhi.

Two Days National Seminar

(21st & 22nd June 2018)

Theme: Equity *with Special Emphasis on North Eastern Region*

Organized by:

Dr. Ambedkar Chair, Tezpur University (Assam)

In Collaboration with ICSSR, New Delhi & ICSSR-NERC, Shillong

Report

&

Contribution to the Existing body of Knowledge

With the concept of 'equity' in the context of North Eastern Region, a two days national seminar was organized by Dr. Ambedkar Chair, Tezpur University on 21st and 22nd June 2018. Sponsorship for conducting this seminar came through two organizations namely, ICSSR, New Delhi, and ICSSR-NERC, Shillong. This seminar was an attempt to develop a confluence of ideas on 'Equity' in India in general and its comprehension in north eastern region particularly. In order to justify the said aim a deliberate mechanism of generating discourse through selected few (invited) papers was followed. These (papers) were of eminent persons working in this or similar area, and at the same time were willing to come here on the scheduled dates for the benefit of larger academia. To add clarity and lucidity, two days of seminar were divided into six technical sessions excluding keynote and valedictory sessions. In total there were twenty presentations, each followed by a detailed discussion in the form of providing answers towards queries raised by the audience. The seminar in terms of national representation, could be aptly regarded as the one with respectable diversity whereby representation from institutions like Jawaharlal Nehru University, National Institute of Educational Planning & Administration, Jamia Millia Islamia, Centre for Study of Developing Societies, Indian Institute of Technology- Guwahati, Indian Institute of Advance Studies, Central University of Punjab, Guwahati University, Nagaland University, Manipur University, Rajiv Gandhi University, and North Eastern Hill University was there apart from having experts from Tezpur University itself.

Inaugural Session

Adhering to previously announced program schedule, seminar began on 21st June 2018 at 9.30 am. The session started with a welcome note by Prof. K. Kikhi, Chair Professor, Dr. Ambedkar Chair, who briefly introduced the names and institutes of the paper presenters. He also gave a brief introduction of the Dr. Ambedkar Chair, Tezpur University highlighting its mandate to gradually act as a core centre for furthering ideas and philosophy of Dr. Ambedkar, and emancipation of disadvantaged sections for the entire North Eastern Region of the country.

This was followed by invitation and felicitation of the dignitaries which included Prof. P. K Das, Dean, School of Humanities and Social Sciences, Tezpur University (Chairperson of the session); Prof. Narendra Kumar, Jawaharlal Nehru University (Keynote Speaker), and Prof. Dilip Kumar Saikia, Pro-VC, Tezpur University as a special invitee.

Introducing the theme of the seminar "Equity with Special Emphasis on North Eastern Region", Dr. D. R. Gautam, Research Officer, Dr. Ambedkar Chair, began with a hypothetical question whether we are living in a situation or a state which can be considered as a best proposition. He adds on, if it is the best proposition, there is no point of going for equity. However, viewing from the lens of justice, he emphasized that there are inequalities existing around. Thus, the need to achieve equality and the means to achieve it arises. He also mentioned that equality has remained as an elusive ideal since time immemorial although it was an ideal to be achieved at any point of time. In this context one sees an attempt towards equality through equity which involves elements of justice i.e. various acts of doing and undoing. The result of which is to have a justified system where all get the liberty in holding privileges, decide their status, etc.

Coming to the Indian social context, he stressed that India always had and continues to provide a classic example of faulty re-distribution. The reason, he claimed, India has a socially determined economic situation where the stratification is ascribed on the basis of primordial lines. He added that in the Indian context, there are issues pertaining to caste, tribe, gender, minority and disability.

He mentioned that developmental aspects have been prioritized in the light of equity with special emphasis on Northeast Region, in this seminar. The reason, he stated there is a shift towards a priority which has been given to northeast regions, prior to that northeast is always considered a buffer state, lying outside the mainstream India. He also added emphasis has been given to northeast region in order to comply with the mandate of Dr. Ambedkar Chair, Tezpur University.

This was followed by opening remarks by Prof. Dilip Kumar Saikia who pointed out that India being a diversified nation in terms of social, economy and status, equity becomes a very challenging area. Therefore, it is essential to have a deep understanding of issues and continuous persuasion at all level.

Keynote Address- Debating Equity and Equality: Some Theoretical Conceptions

In his keynote speech, Prof. Narendra Kumar outlined the difference between equity and equality by placing latter as the precursor of the former. There was the aspect of need (of equality and hence equity) was highlighted which crudely mentioned 'lack of it' as the primary cause. Referring this concept as universal and evolutionary, he cited example of French Revolution which ushered the concept of Equality as one of its few fundamental goals. To simplify the concepts and their difference one hypothetical example was placed whereby a scenario was imagined with viewers (having differing height) for any sport. There is a single standing equally available for all that could ensure equality in one sense however this

proposition when implemented was not gainful (in terms of viewing) for all as the standing was (equally) provided to all irrespective of their (viewers') requirement, i.e. those who doesn't need (for viewing) were also provided with standing while those who require more than one found her(him)self at disadvantageous position (in viewing the game). Thus a fairer redistribution of available (limited) resource(s) was required for equitable distribution to take place when the aim was providing view to all. This was his comprehension about equity however Prof. Narender Kumar attempted towards equality through definition by three political scientists namely H. Laski, Barker, and Rousseau. And the focus was on natural and political/moral equality or inequality. However, important here is to examine source for inequality so that equality could be ensured. Here argument of private property by Marx was given and the speaker made it contemporary by adding views of Thomas Piketty on inequality in the world. He mentioned that inequality in one form has consequence of inequality I other forms, and cited example of primordial divisions as found in Indian context.

Taking the argument further he cited shift in the approach of the government towards withdrawal of welfare policies leading to enhancement of economic inequality. Thereafter, he established the importance of equity and justice in order to attain sustainable development. In the context of sustainable development, reference of Brundtland commission (originator of the idea of sustainable development at global level) was made along with its interpretation about poverty.

Coming back to India, he mentioned Dr. Ambedkar in reference to equity. And cited two examples, i.e. Right to Property (Art. 31), and Right of Minorities by placing the contemporary

viewpoint of the government. Lastly, he tried to summarize the difference between equity and equality by giving five key differences, i.e. fairness/same, process/product, impartiality/uniformity, difference/similarity, need/abilities. Making a critical assessment of the global scenario, Prof. Narender Kumar summarized that people may criticize equity as had happened in England in 14th century but this entails a challenge which is about changing the mindset.

Session I

Theme: Concept of equity – theoretical perspectives and inclusions in Indian social milieu

Chairperson: A. C. Sinha

The session began with the presentation of Dr. Dhruba Pratim Sharma of Gauhati University where he presented his paper 'Equity- A conceptual note'. His paper presented a generic understanding of the concept of equity and differentiated the notion of equity from equality. He touched upon the basic theories on equity starting from Aristotle and Plato to Amartya Sen's theory of justice. Thus, his paper was a summary of theories on equity mostly based on secondary literature rather than any original empirical work.

The second presenter was Joseph K. Lalfakzuala from Omeo Kumar Das Institute of Social Change and Development, Guwahati. His paper was titled 'Equity through Social Justice: A study of Local Governance in Mizoram'. In his paper he elaborated the findings of his study

on the local governance institutions in Mizoram. He explained how funds to the local governance was misused and did not reach the public or hampered infrastructure development like roads, bridges. He linked corruption of local governance institutes to the idea of social injustice and how it hampers remote areas in inequitable growth and development.

The third paper was presented by Barasa Deka from Gauhati University. She presented her PhD thesis 'Locating Women within Ethnic Movements: A Case of Assam'. In her work, she looked at women cadre that joined the Assam movement and later moved on to participate in the United Liberation Front of Assam (ULFA). She discussed the role of women in these movements and how women were marginalized within those revolutionary spaces. She tried to theorise as to how and why women did not take centre stage and were pushed to the margins even when the movement itself was revolutionary in nature.

The session ended with a question answer round of discussion where each participants attempted to resolve the doubts and adding clarification for comments on their paper.

Session II

Theme: Ethnicity- A Long Waited Struggle for Assimilation

Chairperson: Prof. Y. Josephine

In the second session of the two days national seminar on *Equity with Special Emphasis on North Eastern Region* there were four speakers who were presented their paper on the common theme titled *Ethnicity- A Long Waited Struggle for Assimilation*. This session was chaired by Y. Josephine, retired professor from National Institute of Educational Planning and Administration (NIEPA).

The first paper was titled *Sikkim search for Scheduled Tribal Status for the Communities*. The presenter of the paper was Prof. A.C. Sinha who started with a story that took back to the days when he was summoned as a chairman of a commission to undertake ethnographic project in Sikkim as directed by the Government of India. He began with a brief history of the state formation of Sikkim. The state of Sikkim became a part of demography of Indian state in the year 1975. Before being recognized as an Indian state, Sikkim was a sovereign kingdom with no categories demarcating communities as Scheduled Tribes (ST).

So, with the inclusion of democratic rule, there was a rush among various communities to be recognized as Scheduled Tribes which included the Brahmins. A total of two dozen communities applied for ST status claiming to have their own distinct culture and language. There was another commission chaired by Prof. Roy Barman reported that Bhutias should be recognized as STs. Sinha states that there was disparity at various levels as few communities which were recognized as Other Backward Classes (OBC) at state level but were recognized as General category at national level. This paper basically dealt with the stance of Sikkim's demand for scheduled tribal status and the problems associated with such demands at national level.

Prof. Susmita Sengupta, in her paper paper titled *Equity and Ethnic Politics in North east India* talked about core and periphery model in reference to North East India. The central theme of the paper was equity and equality which referred to equal treatments in reference to caste, culture, creed, etc. but it also encompassed equality in terms of ethnicity in a multiethnic society as well. She narrated instances from the state of Arunachal Pradesh and Meghalaya where there is wide disparity between tribals and non-tribals (mostly the migrants). She highlighted the issues such as the difference in allocation of social economic and political resources between the locals and the migrants, electoral politics, etc. are the causes that are widening the gap between tribals (locals) and non-tribals (migrants) in tribal dominated areas.

Susmita Sengupta's paper was followed by Dr. N. Kipgen whose paper was titled as *Ethnicity, Food Security & Deprivation: The Marginalized Hill People & Distributive (In) Justice in Manipur*. This paper is built on the basis of his PhD field notes back in 2008. The speaker Kipgen highlighted few important issues such as– malfunctioning of public distribution system, negligence of the government of India in terms of infrastructure, connectivity, transportation, etc. all these in some way also paving the path to sub-nationational movement (relative deprivation). He asserted that people should receive what they are entitled and this equates to equity in real sense.

The last speaker of this session was Roluah Puia highlighted how land becomes an important cursor for social identity which has resulted in various ethnic movements in North East India. In his paper titled *Contesting Land Reforms: Tribals and the Land Question in Manipur* he tried to explore the dynamic nature of land rights in the state of Maipur and how they are produced in land conflicts and contestation. He stated that the role of the state is crucial as the state becomes the sole guarantor of rights and laws. Thus, the various rights and laws and acts enacted and implemented by the state eventually give power to the state.

The presenters in this session touched four states of North East India namely Sikkim, Meghalaya, Arunachal Pradesh and Manipur.

Session III

Theme: Religion: An Agent of Othering

Chairperson: Prof. Priyoranjan Singh

The third session titled ‘Religion’ started after the tea break at around 4:10 pm with Dr. D. R. Gautam inviting the guests to take their seats. The chairperson of the session, Priyoranjan Singh, introduced the topic for discussion, i.e. religion and said that this topic is something that arouses primordial feelings in many of us. He mentioned the context of north-east India where the major religions of India arrived quite late to the region like say for example Christianity. With a brief introduction on the topic, he invited the speakers to deliver their lectures.

The first speaker was Amarjeet Singh and he spoke on the Pangals, who are the Manipuri Muslims. He raised some important questions as to how Muslims are viewed in Manipur, how are they projected etc. He said that there is a negative connotation about Muslims in Manipur and they are often labelled as outsiders. The Pangals are officially the third largest group in the state but there is very less available literature on them. Historically they were considered as inseparable part of the Manipuri society and they came to the state from places like Cacher, Silchar etc. before Hinduism came to Manipur. The situation changed for the Pangals after Hinduism became the state religion in Manipur. The Pangals presently are marginalised: the development indicators are amongst the lowest, political participation and representation is also very low. The speaker concluded by saying that currently there are a lot of movements going on in Manipur like ST movement etc. In that case, what about the Pangals?

The chairperson gave his own comments after the session and mentioned two important points, firstly the typecasting of minorities in the country and secondly, segregation of minorities that is seen to be happening. He then invited the next speaker. The next speaker was Rabin Deka who spoke on Religion and Social exclusion with his case study of the Barpeta Satra. The speaker used slides to present his findings where he analysed the institution of satra through the lens of caste, class and gender. He first briefly mentioned about the Satra, the history of the institution, its association with Bhakti movement, the role of the bhakti saint Sankardeva, the prayer hall (namghar) etc. He also talked about how satras became feudal estates and pillars of caste system in the post-Sankardeva era.

He mentioned some other facts about the satras, its relationship with land, tea and so on. Talking about caste discrimination, he talked about few incidents that point in this direction like lower castes not being allowed inside the main prayer hall of the satra and so on. He then focused the gender dimension and said how women have traditionally been excluded from the proceedings of the satra. However, he speculated that since women were integral part of the Bhakti movement it is possible that women's denial of entry inside the main prayer hall was possibly a later development. He concluded by saying that there have been public debates on this issue over the span of many years and this has resulted in some cosmetic change but overall the discrimination and marginalisation of women still persists.

The chairperson gave his brief comments after the talk and it was followed by the third speaker. The next presentation was done by Dr. Padmakshi Kakoti. She began by saying that it was supposed to be a joint paper but due to official commitments, the other person could

not join her. Her talk was based on a project done by ICSSR on the scheduled castes of Tripura and she used slides to explain her findings. She began by explaining what is meant by manual scavenging and the people associated with such work. Her findings were interesting in the sense that although discrimination was present among the SC groups but overall, the SC communities in Tripura were quite aware of their rights, they had their caste certificates etc. and overall their condition was improving and much better than others in rest of India. She concluded by quoting from Ambedkar and tried to relate her topic to the overall theme of the seminar. This was followed by a Q&A session and the session concluded.

Day Two: 22nd June 2018

Session IV

Theme: Gendered Perspectives: Need for Change

Chairperson: Prof. Sushmita Sengupta

The second day began with a technical session on Gender with a chairperson's remarks by Prof. Sushmita Sengupta who then opened the floor for presenters. The first presentation was made by Prof. Nani Bath of Rajiv Gandhi University, Arunachal Pradesh, and the title of his paper was '*Equity women's political representation in Arunachal Pradesh*'. He started by shedding light on the political status of the state of Arunachal Pradesh by stating that unlike any other state, Arunachal Pradesh was directly controlled by the President of India. And the first assembly elections were held in 1978 where no representation of women could be noticed except one Zilla Parishad member. Further, he stated that from 1979 to 2014 – 3.3%(average) women representative were in assembly. It shows low percentage of women in political system. All women representatives are either better half or relative of male political leaders. Apart from this, it could be noticed that women are not represented in international organisations. He highlighted probable factors responsible for low representations as

- Superiority of male child in the society. For example, male child is considered as wooden bridge while female child is considered as bamboo bridge. This shows rigid social structure of the society.
- Socialisation – Politics is male domain
- Fairness in societal values is not there

Suggesting solutions in this kind of scenario, Prof. Bath has suggested measures. Firstly, there's a need for altering the entire process of socialization. Secondly, more opportunities for political participation should be created, one way could be through dedicated quota for women. Finally, it should be ensured that not merely quantitative enhancement but qualitative improvement in terms of participation of women especially in political level.

The second presentation was done by Dr. Madhurima Goswami of Tezpur University whose paper was titled as *Empowerment of Women: Need for Affirmative Approach.* She outlined that there are deep troubles within the system at operational level especially when looked through the lens of gender. There's conspicuous gender inequality at both structural and more deeply at functional level. She pointed out that representation of women is far less than satisfactory level at all the developmental aspects in the country. It's generally found that environment is non-conducive for a woman to reach at higher level. The speaker highlighted several dimensions through which gendered aspect that is prevalent in north east region particularly and India in general sense could be comprehended and attempted for possible solution. Firstly the cognitive dimension whereby she mentioned aspect of cultural practices which are prevalent in the form of customary laws, and are practically detrimental from the viewpoint of progress for women.

Citing an example, she mentioned practice of unwed mothers which is prevalent in state of Arunachal Pradesh and causes personal suffering (to women) albeit customarily sanctioned. Therefore, we'd notice social sanction of practices breeding inequality. Secondly, she presented psychological aspect where there is a control over the belief of modernity probably ushering change however empirically it's found that there's contradictions lying within. At the outset there's modernity in material terms but simultaneously rigid social practices/customs are allowed. Thirdly, there's an economic dimension where at the surface level of north east it appears participation of women as workforce while lacking any control over the finance. Lastly, Dr. Madhurima highlighted the physical dimension and cited that body of woman is seen as a site of exploitation, and north eastern states are no exception to it as there are increasing number of trafficking of women and female children. However, the saddest part in this entire scenario is women being instrumental in exacerbating this situation. Therefore, proper mechanism should be developed to educate them (women) about themselves and about different facets of patriarchal mindset.

Prof. Susmita Sen Gupta, from North Eastern Hill University, Shillong gave the third presentation which was on 'Equity and Ethnic Politics in North- East India'. She marked her beginning making a conceptual analysis for the idea of 'equity' and shifts in it. This was done utilizing scholars like John Rawls, Amartya Sen, Charles Tilly to give a theoretical understanding. And was elaborated through (Indian) constitutional provisions for Right to Equality which hold the inherent principle of 'equity' (relative equality within. In order to

contextualize the concept in north eastern region, she brought internal colonial model of Michael Hechter who has highlighted ‘dominance’ in multi ethnic societies (like that of India) which not only fosters ‘regionalism’ (by shifting some or many to periphery by the core/dominant group) but also leads to lop sided and vulnerable development. This proposition was tested and verified through ethnic policies in Arunachal Pradesh and Meghalaya over the ownership of resources in these states. It was found that differing stands by state and union government has led to enhancement in ethnic polarization in these states particularly. She’s highlighted that even tribal domination could be inimical to minority community there, and hence for holistic development.

The final presentation for the session was done by Dr. K. Jose from Sanskriti, Guwahati who made a presentation for the topic ‘Equity – A Crucial Debate in the Context of Socio Economic Development in India’. He made a logical attempt to interlink aspects of Peace, Progress, and Prosperity wherein equity becomes essential. In the context of socio economic development in India, he argued for enhancement of Pluri (and not Uni) cultural identities in which are here since time immemorial. He mentioned economists as Mahbub ul Haq to highlight the difference between economic growth and (real) development, and therefore former may not be (mis) understood as an indicator of the latter. There are issues like poverty, hunger and corruption to challenge development while violence and fanaticism are emerging as a threat to peace and prosperity.

Constant overlook of these issues has led to a situation where poverty, ill health, unemployment, underdevelopment, communal violence and disharmony have become

rampant in India. Dr. Jose mentioned that North Eastern Region is not an exception to the situation prevalent in India as a whole though the cause may have context specific variance. There's a shift in demographic pattern due to immigration which has also led to a scenario of dependency syndrome for indigenous population. There are struggles for land and resources in different states of this region apart from communal environment. Thus, Dr. Jose suggested there's an immediate requirement for 'inclusive' development of all the sectors of economy which includes equitable society as well.

Session V

Theme: Educational Development and Equity

Chairperson: Prof. Amarjeet Singh

The session was chaired by Prof. Amarjeet Singh. Prof. Yazali Josephine was the first speaker who presented a paper titled "Equity driven financial reforms for school education developments in NE states of India". Ms. Joseline tried to look at where NE India stands under different development models. She talked about the development models of education India adopted: a) economic development, b) human resource development, c) millenium development goals, d) sustainable development, e) digital development/digitalization. She strongly emphasized on government intervention through financing and different windows of funding to NE India. Joseline further talked about recent reforms in education and changing role of local bodies. She also argued that quality of education is a cause for major concern and that there is a need to bring in need-based reforms rather than formulaic ones.

The second speaker of the session was Dr. Malish C.M. He presented a paper titled “Classroom as a site of exclusion in massified higher education in India”. He began his paper with an observation that there is a classic change in the composition and classification of higher education development. Malish finally argued that positive changes in the higher education institutions can be brought out by capacity of institutions to adapt to changing nature of student diversity.

The third paper was presented by Dr. S. Haripriya. In her paper “Just add NE and stir: Brewing knowledge in university”, Haripriya looked at incursion of market in university and what implications it has on the production of knowledge in universities. She also looked at university as a space of production of higher culture and examined how NE India features in

contemporary academia. She argued that there is a need to look at these new developments critically and maintained that NE as an academic hinterland needs to be seen critically.

Session VI

Theme: Issues pertaining to Development

Chairperson: Dr. K. Jose

Prof. K. Jose chaired the session. Ch. Priyaranjan Singh was the first speaker who presented his paper titled as “Institutional impediments to equity: Developmental divide in the hills and villages of Manipur “. Singh in his paper emphasised on what is happening in the hills of Manipur in comparison to other hill parts of North-east. Singh argued that unless we have a common agreement on values, developmental policies will not serve purpose. He gave examples of population distribution in Manipur in terms of thinly populated villages and high rate of population growth. Through graphical representation Singh showed sectoral employment shares in terms of hills and valleys. He also talked about area and types of cultivation in hill districts, modern inputs in agriculture and Industrial base like infrastructure (road density, banking and health etc.). Priyaranjan Singh also highlighted occupational distribution in terms of heads of households. He also showed cultivational types in the three villages called Tharon ,Lamluba and Khongsang . Priyaranjan Singh also talked about food and income security while giving examples of hill districts in Manipur. Graphically he showed different figures related to hill valley dichotomy.

The second speaker of the session was Runumi Das. She presented her paper titled “Social marketing: A tool to seek Equity with reference to North east”. In her paper, Das argued that Insurgency problems and communal conflicts in the north eastern region led to underdevelopment. According to her we need to adopt the application of commercial marketing techniques to social problems. When we try to change behaviour of large section of people or bring change over large period of time, we should run commercial marketing techniques. She also talked about effective social marketing communication.

The third speaker of the session was Dr. Vinod Arya (Faculty Member, Central University of Punjab) who presented his paper titled “Equity of access to public health care services in NE India: A human rights perspective”. In the beginning of his paper, he first highlighted the diversities that existed within the north eastern region. He also tried to define equity and

equality. According to him equity is fluid – multiple in nature. He focused on operationalizing social equity in terms of public health or how to achieve equity in terms of health. In his presentation, Arya also showed zone wise number of primary health centres / community health centres in his area of study. He showed the number of PHCs with the allocated number of doctors to understand the picture of average population served in proportion to Government allopathic doctors. He also emphasized on how equity versus equality works in case of public health.

Valedictory Session

Valedictory session was announced by Prof. K. Kikhi wherein he invited three most experienced resource persons of the seminar, namely Prof. A. C. Sinha, Prof. Y. Josephine, and Prof. Narender Kumar, to give their reflections/feedback for the seminar conducted. There was a unanimous response as the exercise of conducting (seminar) was fruitful in myriad ways like shedding light on the concept of equity, comprehension of various facets of equity, and contextualization of north eastern region through empirical research and indigenous understanding.

Prof. Narender Kumar highlighted the importance of equity (as different from equality) and shared his indebtedness for getting enlightened about his surmised understanding about issues of north eastern region. Prof. A. C. Sinha who's a veteran of north eastern studies mentioned the need for context specific comprehension for developing policies for north eastern states. It was also emphasized by him that indigenous population who are the stakeholders, should become involved in designing the inclusive model for their states. Taking point of inclusion further, Prof. Y. Josephine mentioned lapse of information/awareness of the policies developed at the centre. Probably, a way forward (in this scenario) is in collaboration with different central bodies like NIEPA to enrich the outcome-based research for this region.

Final concluding remarks were given by the organizers, Prof. K. Kikhi, and Dr. D. R. Gautam, who pointed out that this (seminar) was an attempt to know and have confluence of ideas surrounding 'equity' in north eastern region. And probably this attempt may have achieved little immediate success in unravelling the context of North Eastern region with the lens of Equity having different facets. There was comprehension about some 'doing' and several 'undoing' phenomena to ensure equity. This includes normative aspect of different (social and

economic) sectors of development, and therefore critical consciousness and mindful pattern should be adopted for sustainable growth. They (organizers) have thanked all the resource persons, collaborators (ICSSR, & ICSSR-NERC), Tezpur University, and faculty members/scholars of different departments for their immense support.

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ABOUT THE EVENT

A five day workshop on "**Creative Strategic Thinking for Social Change**" was organized by the Department of Mass communication and Journalism at Tezpur University from the 9th to the 13th of October, 2018. The workshop was primarily aimed at the students of media studies and it focused on how creative thinking can help bring about social change in today's world. It helped the students to construct regular and easy methods of creative thinking and develop unique ways of applying that creativity. It was a way in which youngsters could think beyond the unseen mental boundaries and come up with something innovative and one of a kind.

In today's world where New Media has its roots going deeper than ever, the pressure to create something new and original is augmenting. The only way this process will get easier in future is by enhancing our abilities to think creatively. Hence, creativity plays an important role in generating ideas, one of its kind, and it is these little ideas that later make a big difference. Idea generation is considered to be one of the most important steps in various fields of mass media like advertising, film making, story or feature writing, etc.

OBJECTIVES OF THE WORKSHOP

To understand creativity in communication.

To identify roadblocks to creative thinking.

To identify roadblocks to social change and development.

To understand and apply the six thinking hats required to generate an idea.

To enhance the presentation skills of the participating students.

To learn the key features of Campaign Planning.

PARTICIPANTS OF THE WORKSHOP

1st Semester students of Mass Communication and Development.

3rd Semester students of Communication for Development.

PROFILE OF THE INVITED SPEAKER

Mr. Sam Rufus

An enticing speaker Mr. Sam Rufus is the CEO of his own learning set up, **EPIC – Enriching People In Creativity**, situated at Delhi. EPIC is engaged in strategizing, designing and conducting customized training programs for the cultivation of creative thinking as a thrilling habit. The programs are aimed at corporates who believe that "you can't do things differently unless you think differently". Prior to this, Mr. Sam Rufus served as a Creative Director with many multinational Ad agencies as well.

After graduating in Commerce from St. Xavier's College, Kolkata Mr. Sam Rufus started working in Finance but the predictable and mundane nature of the job left him unsatisfied and he decided to take a plunge into advertising. This was not easy as majority of the advertising agencies considered him incompetent due to Finance being his expertise. However, his continued persistence and hard work eventually landed him in an Ad Agency and since then, he never looked back. He is responsible for the **re-positioning of Nestle's Milkmaid** in 1982-83 while serving Clarion Advertising and also for coining the famous tagline "**2 – minute noodles**" for Maggi.

Today he is also working as an Adjunct Professor in International Management Institute (IMI), New Delhi and is actively engaged as a Visiting Faculty in Indian Institute of Management, Calcutta (IIMC), Indian Institute of Mass Communication (IIMC) and Apeejay Institute of Mass Communications (AIMC), amongst others.

DETAILS OF THE FIVE DAY EVENT

DAY 1

Session 1

The seminar began with **Dr. Anjuman Borah**, Assistant Professor, Department of Mass Communication and Journalism, Tezpur University, introducing the guest speaker Mr. Sam Rufus and talking about how his previous visits have been extremely valuable for the students of the department.

She also explained the theme of the workshop and how it will benefit the young minds of the media fraternity. She emphasized on how the workshop will be a learning experience for not only those who are interested in the field of advertising but also anybody who has the desire to create something new and work for the betterment of the society.

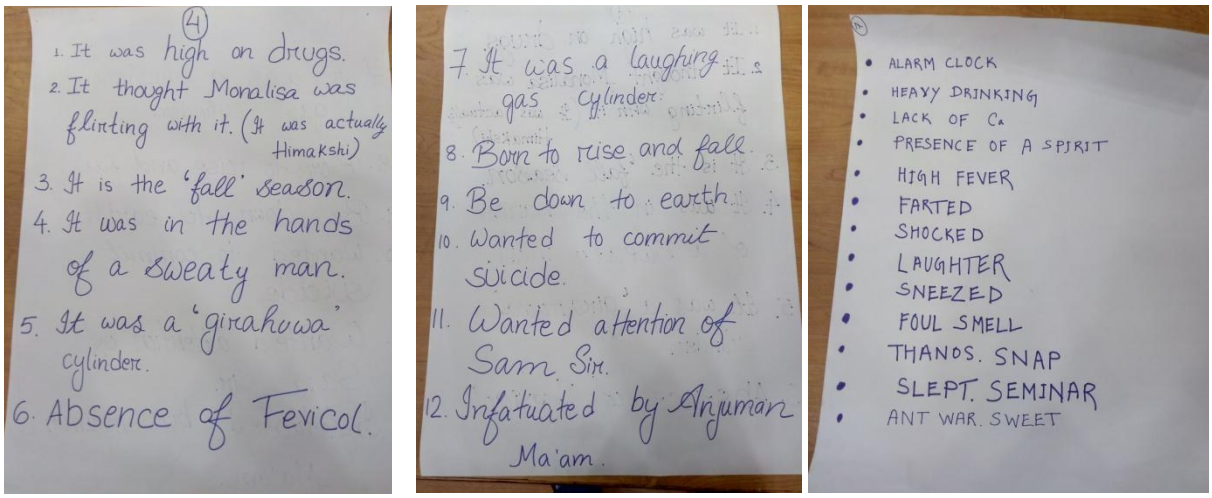
She hoped that at the end of the five day workshop the participating students would have learned something invaluable, which will always serve as flag posts if and when a student is faced with a challenge of constructing something unique.

Mr. Sam Rufus started with a brief introduction of himself where he called himself a "**learner**", saying he is always learning and will continue to do so. He then talked about how information is different from communication. He said, "Information is giving out while communication is getting through." Communication is a process that involves stimulation of meaning and a successful communication is one that makes the head feel "**I get it**", the gut feel "**I love it**" and the heart feel "**I value it**". He then moved on to how communication plays a vital role in marketing and how creative communication can help build perceptions in the minds of the public. He said, "**Creativity in communication is opening the third eye and third ear**."

He ended the session with a creative exercise in **Divergent Thinking** where he asked the students to think of a variety of reasons as to why the black cylinder fell. He fondly calls it the "**Black Cylinder**" experiment. It is a popular element of most of his workshops.

Session 2

The post lunch session began with the revelation of the many ideas thought out by the students in response to the Black Cylinder experiment. Participants were sorted into groups of seven to eight and each group came up with five to twenty different ideas which impressed Mr. Samuel Rufus.



Posters prepared in response to the Black Cylinder

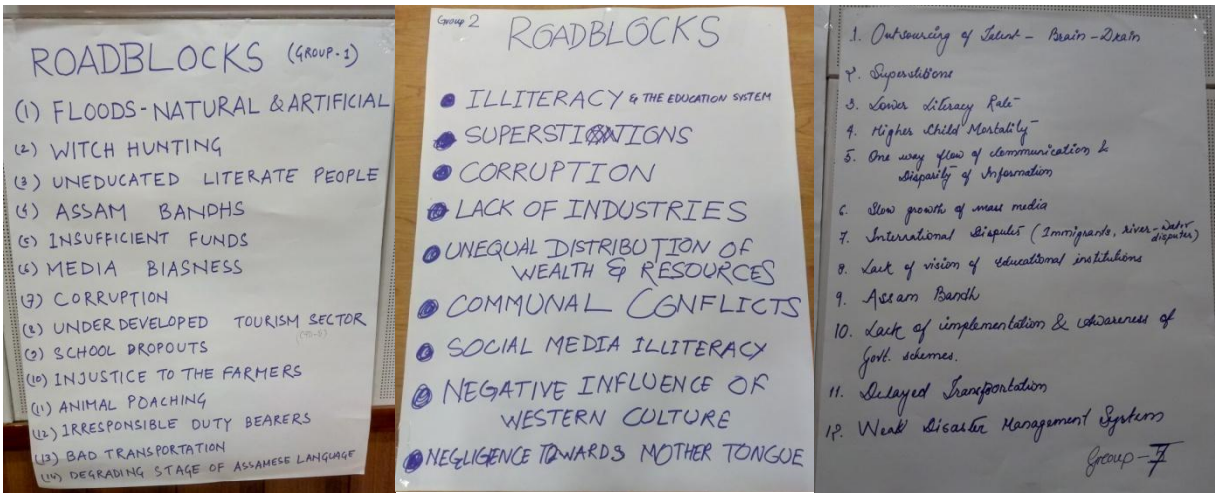
He then explained as to why this experiment was a necessary step in order to think creatively. While coming up with an idea one needs to be as wild and funny as possible because some of the best ideas come up as jokes. There should be no preconceived notions in our way of thinking as most of the times it is our own restrictions that form the barriers to free thinking. He goes on to mention that our education system has killed our creativity by making us think and work in only certain ways that are considered best. This results in students not even trying to explore other ways of thinking. So in order to make creative thinking a thrilling habit one has to keep in mind a few key points.

- We should never limit ourselves to self-imposed boundaries.
- We should never conform to a certain idea.
- There should be no fear of looking like a fool.
- We should not evaluate too quickly.

Session 3

In this session he gave a brief idea about the **Circle of Concern** and **the Circle of Influence**. Circle of Concern includes the wide range of concerns we may have about a certain topic whereas Circle of Influence includes those concerns that we can do something about. They are concerns that we have some control over.

In order to make this easily understandable he gave a final exercise for the day where the same groups were asked to find out the roadblocks that are limiting the growth of the state of Assam. Later, each group made a presentation on the various factors they thought were responsible for the slow growth of the state. These formed the Circle of Concern.



Posters highlighting the roadblocks to social development in Assam

He concluded the final day by speaking about the mindset of high achievers. He said that in order to achieve one must be proactive rather that responsive. In that way we will be creating or controlling a situation rather than simply reacting to it which already keeps us one step ahead of others.

DAY 2

Session 1

Day 2 began with a review of learning of Day 1 followed by an insight into **tools for creative thinking**. In this, Mr. Sam Rufus encouraged the students with motivating quotes like "Be the change you wish to see", "Look at differences as opportunities" and "When you reach for the stars you may not touch them but you will definitely not come up with dust". These impactful words set the rhythm for the entire day. After this, he talked about the difference between a consumer and a customer, explained what briefing is all about and the six important questions we should ask ourselves in order to think in 360 degrees.

They are:

- Where are we?
- Why are we where we are?
- Where do we want to be?
- Why do we want to be where we want to be?
- How shall we get there?
- How soon do we want to get there?

This was followed by a small exercise where Mr. Sam Rufus asked the students to write down five things about themselves that they would like to hear from people in a week's time. This helped them come to terms with the insecurities that they thought they possess and recognize their barriers to creativity.

Following this, Mr. Sam talked about **Paradigm Paralysis** which is one of the barriers to free thinking. It occurs when we are unable to see the picture from another frame of reference and unless we think differently, we will not be able to do things differently. Two words that always stimulate creative thinking are "**why not**?" He ended the session with **Reverse Brainstorming** where being stupid and ridiculous generates absolutely non-traditional ideas.

Mr. Sam addressing the students

Session 2

This session saw Mr. Rufus enlightening the students about the six thinking hats which are:

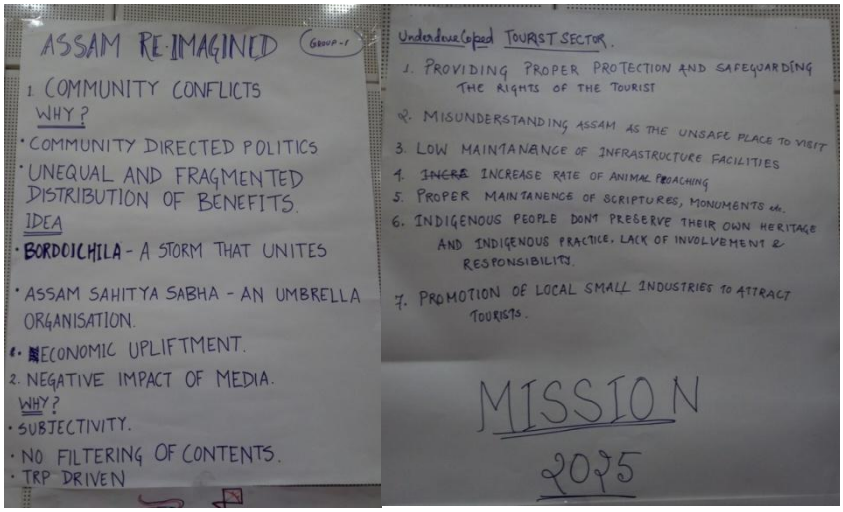
- **White hat**: Information gathering and processing.
- **Red hat**: The passionate hat. The phase where we let out our hunches and intuitions about the topic at hand.
- **Green hat**: Involves the generation of new ideas and additional alternatives. The creative hat.
- **Yellow hat**: This looks at how feasible the execution of an idea can be.
- **Black hat**: The caution hat. It prevents us from adopting an idea that may be non-profitable.
- **Blue hat**: It is for process control. It reviews the thinking done so far and asks for more hats if required. It analyses the thinking done so far and suggests the next step in thinking.

This was followed by another exercise where students were again sorted, this time in groups of 10, and were asked to think about "**Where can Assam be in 2025?**" and "**What are the various**

areas for social development in the state?" It was in line with the exercise conducted on the first day where students were asked to present on the various roadblocks to development in Assam.

Session 3

This session witnessed the documentation and presentation of the various information generated in response to the afore-mentioned questions. Students prepared multiple posters that represented the information in brief. Hence, day 2 ended with the application of white hat.



Posters prepared in response to Assam Re-imagined

DAY 3

Session 1

Day 3 began with the review of learning in Day 2. Then a Ted talk video by **David Kelley** titled '**How to build your creative confidence**' was shown that talked about how **guided mastery** can help a person attain **self-efficacy** - the sense that we can change the world and that we can attain what we set out to do.

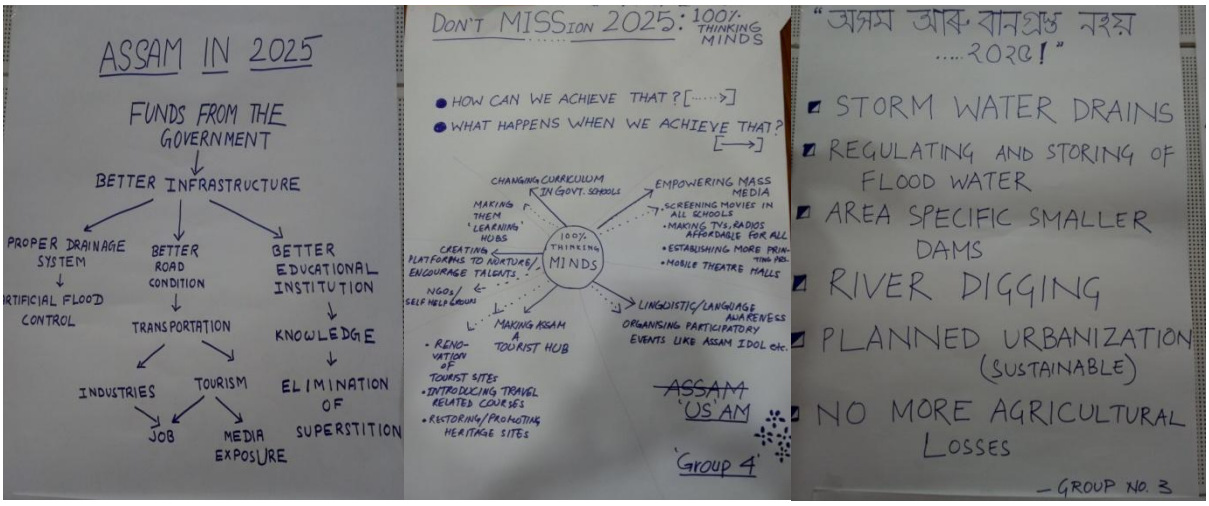
He then explained what an idea is all about. He personified an idea as **an orphan looking for adoption**. For an idea to be accepted it has to be **S.M.A.R.T**. This acronym stands for the words **specific**, **measurable**, **attainable**, **realistic** and **time-bound**.

Continuing with the previous day's exercise, Mr. Sam Rufus later asked the same group of students to select any one or more closely related opportunity areas for social development in Assam and generate ideas as to how when we work on those areas, the state can become a much better picture in 2025. This was the application of green hat.

Another Ted talk video was shown and this time it was based on an environmental issue. It was by the Bhutanese Prime Minister '**Tsering Tobgay**' titled "**This country isn't just carbon neutral – it's carbon negative**". He talked about how despite consistent efforts, his country is still facing the wrath of the environment because the rest of the world is continuing to recklessly destroy and exhaust natural resources. He suggested that with slight empathy and consciousness, his country along with many others, can manage to live happily for years to come. This requires a few logical and creative solutions to the problems that the developing nations are facing right now, which will come to life only with the co-ordination of all other nations in the world.

Session 2

The ideas generated during the exercise in the previous session were now presented through posters by the different groups. When one group presented their ideas the rest of the groups judged the feasibility of the ideas. So, when one group was wearing the green hat the others did the job of the black hat.



Ideas presented to bring about social development in Assam

Session 3

The presentation continued through this session and by the end of Day 3, many unique ideas were discovered. Mr. Sam expressed his delight in the active participation of all the students and commented on how thinking and working together as a team was the key point towards achieving such a satisfying result.

DAY 4

Session 1

The day once again began with the review of the previous day after which another Ted talk video titled '**How the creative brain works**' was shown. The video showed how the part of the brain that controls creative thinking and the part that controls logical reasoning are scientifically different regions. This was proved through an experiment in which by stimulating the human brain with certain exercises on a daily basis, the creative side of the brain became more and more active. This indicates that anybody can be creative as long as he/she keeps asking questions and keeps thinking differently.

Mr. Sam Rufus then talked about how for good creative thinking we must always '**Learn**, **Unlearn** and **Relearn**'. The essence of creative thinking laid in the 3 R's – **Rethink**, **Reinvent** and **Reposition**.

The session ended with a talk on communicating for success which involved the **3 P strategy** – **Pitch**, **Persuasion** and **Presentation**. A good presentation must always provide a new perception to the audience. Rather than just being a row of words, it should be a **kaleidoscope of ideas** that forces the audience to think differently.

Session 2

The second session gave an insight into campaign planning and explained the step-wise strategy on how to create an outstanding campaign. It involves:

- **Strategic analysis**: Ask questions like 'Who are your best prospects?', 'What appeals have the greatest leverage?' etc. This will help us decide how and whom to approach through the campaign.
- **Problem/Challenge definition**: Keep asking 'Is the problem truly the challenge?' and make sure to state the problem well because what we say is as important as how we say it.
- **Consider multiple options**: Try and explore new and unexplored options.
- **Persuasion**: Important to target the right audience.
- **Competitive urgency**: Excite people to do something now and push them to respond.

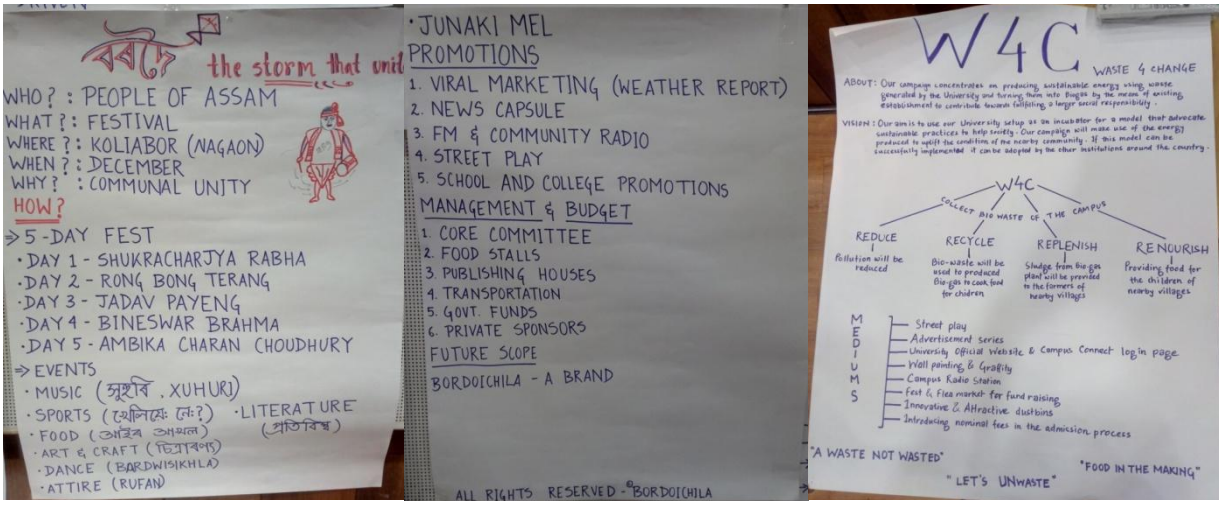
Session 3

The last session involved a group activity. Mr. Sam asked the various groups to prepare a campaign based on the many ideas generated on the topic "**Assam Re-Imagined**" in Session 3 of

the previous day. The day ended with all the students actively working in groups and preparing a full-fledged campaign that would be a collective solution to the various problems faced by Assam towards social development.

Day 5

This day had a single session which started with the review of the previous day. Then all the groups presented their campaign plan and exchanged reviews with the audience. Mr. Sam encouraged the plans and highlighted the unique characteristic of each. After all the groups were done with their presentations he shared his satisfaction with the overall performance and praised everyone's efforts.



Campaign plan

At the end, Mr. Sam Rufus gave a closing remark where he talked about his experience with the students in the five day workshop and urged the students to keep practicing creative thinking again and again until it grows to be a habit.

Dr. Anjuman Borah, Assistant Professor, Department of Mass Communication and Journalism, Tezpur University gave the vote of thanks to Mr. Sam Rufus and a few students also shared their feedback.

CONCLUSION AND REMARKS

The five day workshop was accomplished as per expectations as it successfully served as a platform where the participants were actively engaged in sharing of ideas and opinions. It familiarized the participants with the concept of creativity and how it is a talent that we all own but are mostly unknown to it. It made the idea of thinking creatively attainable and interesting. After the workshop the participants also learnt how working together in a team can produce great results and stimulate one's creative side.

Creativity is very important in mass communication and journalism as originality is one of the key aspects of any successful media person and this workshop acquainted the students with the simple ways by which one can practice thinking creatively and gradually make it a habit. This habit will later become an indispensable asset for all the participants, not only in their field of work but also in their daily lives.

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सत्यमेव जयते

Government of India
Ministry of Human Resource Development

ARPIT

Annual Refresher Programme in Teaching (ARPIT)

through

National Resource Centres (NRCs)
under

Pandit Madan Mohan Malaviya
National Mission on Teachers and Teaching
(PMMMNMTT)

November, 2018

FREE ONLINE EDUCATION
swayam
शिक्षित भारत, उन्नत भारत

ARPIT

Annual Refresher Programme in Teaching (ARPIT)

Under

Pandit Madan Mohan Malviya National Mission

on

Teachers and Teaching (PMMMNMTT)

Teachers are at the core of any education system and empowering them with access to latest developments, familiarizing them on the new & emerging trends, encouraging pedagogical improvements and methodologies is both a significant and critical need. The Ministry of Human Resource Development has launched Annual Refresher Programme in Teaching (ARPIT), a major and unique initiative of online professional development of 1.5 million higher education faculty using the MOOCs platform SWAYAM. For implementing ARPIT, **75 discipline-specific National Resource Centres** (NRCs) have been identified in the first phase, which are tasked to prepare online training material with focus on latest developments in the discipline, new & emerging trends, pedagogical improvements and methodologies for transacting revised curriculum.

In the inaugural year 2018, the NRCs are expected to cater to around 13 lakh faculty of the total 15 lakh faculty in higher education. The courses cover a diverse range of topics such as, *inter alia*, Indian culture & Heritage Studies, Pedagogical Innovations & Research Methodology, Latest Trends in Pedagogy and Assessment, Personal-Emotional Development and Counselling , Neural Networks and Deep Learning & Knowledge discovery, ICT in Science and Maths teaching, Innovation and

Best ractices in Educational Skills, Leadership and Governance in Higher Education, Public Policy and Administration, English Language Teaching, Hindi Literature & Linguistics, Methodology of Teaching Sanskrit, Effective Creations and Innovative Researches in Medieval Gujarati Literature, Tribal and Regional languages, Urdu, French Studies, Tools, techniques and experiments in Earth Science, Mathematics, Statistics, Zoology, Chemistry, Physics, Biotechnology , Biomechanics, Marine Science, Calculus, Real Time Power Analysis and Smart Grid, Civil Infrastructure for Smart City Development, Engineering Mechanics, Design Spectrum, DIY Manufacturing Technology, Advanced Concepts in Fluid Mechanics, Energy Systems Engineering, Engineering Mechanics, Physics of Semiconductors and Devices, Internet of Things, Astronomy and Astrophysics, Electrical Engineering, Bio-Medical engineering, Metallurgical Engineering and Materials Sciences, Chemical Engineering, Aerospace Engineering, Tourism and Hospitality Management, Political Science, Economics, Psychology, Development Perspectives in Agriculture, Gender/Women's studies, Contemporary Laws, Disaster Management, Climate change, Library & Information Science, Ethics, Human Rights and Environment , Social and Rural Development, Anthropology etc.

Through ARPIT all in-service teachers, irrespective of their subject and seniority have been given an enabling opportunity to keep abreast of the latest developments in their disciplines through the technology based online refresher courses. The NRCs have initially developed 3 minute video(s) which have been assessed technically by AICTE and after having met the MOOC guidelines; the same have been approved and uploaded on SWAYAM Portal.

The training materials have now been uploaded and made available through SWAYAM to all the teachers from 1st November, 2018. Currently, registrations are open for the online refresher courses on SWAYAM platform, India's own indigenous MOOC's education engine and can be accessed https://swayam.gov.in/courses/public

The course is a 40 hour module with 20 hours of video content and 20 hours of non-video content. They are offered in a highly flexible format and can be done at one's

own pace and time. There are built-in assessment exercises and activities as part of the academic progression in the course. At the end of the course, they will be a terminal assessment which can be either online or a written examination. All faculties who have successfully completed the online refresher course will be certified. The courses will be open from 1st November, 2018 to 28th February, 2019. All in-service teachers, irrespective of their subject and seniority are requested to register and complete these refresher courses which will help them in career advancement. UGC has recognised them in their latest regulations under Minimum Qualifications For Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures For The Maintenance Of Standards In Higher Education 2018.

A varied set of institutions such as, Centres under the Ministry's Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) located in Central Universities, IISc, IUCAA, IITs, IISERs, NITs, State Universities; UGC's Human Resource Development Centres(HRDCs), National Institutes for Technical Teachers Training (NITTTRs), IIITs, Open Universities have been notified as NRCs. These NRCs cover wide ranging disciplines of Social Sciences, Sciences, Engineering and Technology, Design & Manufacturing, Humanities, Language Teaching, Commerce, Management, Education Planning and Administration, Public Policy, Leadership & Governance, Library & Information Science, Astronomy & Astrophysics, Assessment and Evaluation, Pedagogy and research methods , cutting edge areas of Nano-sciences, Internet of Things, etc.

Faculty can benefit from this initiative as it is highly flexible and can be done at one's own pace and time. The NRCs will revolutionize professional development of faculty by catering to massive numbers by leveraging ICT and online technology platform of SWAYAM.

Name & Address: Tezpur University
Course Name: Online Refresher Course In Communication
Discipline: Mass Communication and Journalism
NRC Coordinator: Prof. Abhijit Bora
abhijitbora71@rediffmail.com

About the Course: Our NRC aims at providing comprehensive and updated courses on emerging and new areas of Communication and Media. This with an inclusive objective so that each and every relevant area of the greater domain are represented to the most appropriate level. We plan to prepare courses on various frontiers of the subject including Development Journalism, Communication for Development, Science Communication, Corporate Communication, Visual and Electronic Communication, Culture and Communication among others. While the department is endowed with a good resource pool of 10 faculty members representing different areas of expertise within the domain of Communication and Media, we would also rope in experts from other institutions and field practitioners to accord the courses a holistic approach.

Name & Address: IIIT Dharwad
Course Name: Applied Machine Learning
Discipline: Information Technology
NRC Coordinator: Dr. Arun Chauhan
aruntakhur@gmail.comcom
9412886507

About the course: One of the most significant developments in current technological platform is the availability of huge volume of data. This is possible due to the devices that are enabled to automatically collect and store data. Availability of sufficient amount data brings the power to develop efficient algorithms for very complex tasks that is not possible otherwise. The process of making algorithm better based on data is typically called learning and is the subject matter of this course. Machine Learning as a discipline is devoted to design algorithms that allow itself to learn patterns and concepts from data without being explicitly programmed. This course will introduce some of the principles and foundations of Machine Learning algorithms along with their real world applications. The course would be introductory in nature, and would not assume any prior exposure of its audience towards Machine Learning.

The course will cover the major approaches to learning namely, supervised, unsupervised, and reinforcement leaning. The course emphasizes various techniques, which have become feasible with increased computational power and our ability to produce and capture huge volumes of data. The topics covered in the course include regression, decision trees, support vector machines, artificial neural networks, Bayesian techniques, Hidden Markov models, genetic algorithms etc. Some advanced
topics like active and deep learning will also be covered

Tezpur University

Intellectual Property Rights Cell

विज्ञानं यज्ञं तनुते
Specialized Knowledge promotes creativity

- National Webinar On Intellectual Property as a Strategic Tool for Regional Development organized at Dhakuakhana College, Assam (http://www.tezu.ernet.in/tuipr_cell/pdf/Report_Dhakuakhana_College.pdf)

Activity 2018-2019

2nd Industry Academia Conclave on 30th December 2018

As part of celebration of its silver jubilee, a regional workshop on “Translational Research and Innovation-……making use of IPR across value chain” was organized on 30th of Dec (Sunday), 2018. This workshop cum training programme, jointly organised by TUIPR Cell with NRDC, was aimed at providing solutions to technological demands through deliberations from top technocrats belonging to various sectors like Oil India Ltd, Duliajan, M/s Medlis Healthcare Pvt Ltd. , Ahmedabad, Bhogali Food Products Pvt. Ltd., Guwahati, Williamson Magor Group etc. and professionals from organisations like LS Davar and Co. (IP attorney), Indian Patent Office, Kolkata and NEIST Jorhat. Prof. Pritam Deb, Coordinator, TUIPR Cell, shared with the gathering the idea behind organizing such a workshop for the innovators in his welcome address. Inaugurating the workshop, Dr. H. Purushotham, CMD, NRDC stressed “inventors must focus on Technology Readiness Level (TRLs) and work more aggressively on bridging the gap between technology and market requirement”. Resident Chief Executive, OIL, Shri B. P. Sarma, the Guest of Honour, while discussing the research and development activities of Oil India Limited, expressed that technology infusion and collaboration seems possible in terms certain areas like Enhanced Oil Recovery (EOR), reducing wastage of crude oil while exploration etc. The workshop was attended with 30 select participants from various fields of science and technology, who had one or more technologies in hand and are getting ready for translation in the next level. Besides, having dedicated sessions on sectors like Pharmaceuticals, Oil Industry, Food Industry, Tea Industry, Industry-Academic Business Incubation etc., the workshop included presentations from 14 innovators which were showcased to the industry representative and IPR professionals for comments. The daylong programme ended with a vote of thanks from the Research Officer, IPR Cell Dr. Juri B. Saikia.

Workshop on IPR for school children on 1st October, 2018

As part of the Silver Jubilee Celebration of Tezpur University and Decadal Existence of the IPR Cell, a special IPR workshop was conducted for school children in Tezpur University campus on 1st October, 2018. Schools from Tezpur town and villages in and around Tezpur University participated. As many as 256 students and school teachers attended the programme that was organized in collaboration with CIPAM, a professional body under the aegis of Department of Industrial Policy and Promotion (DIPP), Govt. of India. It is noteworthy to mention here that this programme was a maiden event in this region of the country at school level to facilitate, students, teachers and educators realize the importance of Intellectual Property Rights and to orient them towards an IP conscious ecosystem. With National Intellectual Property Rights (IPR) Policy in place from May 2016, the Government of India has been undertaking several IPR awareness programmes across the country, under the flagship of CIPAM, for schools. The key focus of every such initiative is to nurture creativity and the ability to innovate from a young age and to become conscious of its protection through various IPR tools.

The gathering was welcomed by Prof. P. Deb, the Coordinator, TUIPR Cell and inaugurated by the Vice Chancellor of Tezpur University, Prof. V.K. Jain. Ms. Divya Srinivasan, CIPAM, deliberated on “IPR Awareness for School Children”. A quick summary of the proceedings was provided in Assamese by Dr. Juri B. Saikia, Research Officer, IPR Cell followed by a vote of thanks.

Industry-Academia conclave organized on 26th April, 2018

A national symposium was organized on 26th April, 2018 in Tezpur University, coinciding with celebration of 10th year of establishment of the TUIPR Cell, and Silver Jubilee Celebration of the University’s establishment. This symposium on “Role of Innovation and Technology for Sustainable Development : Integrating Transformation with Sustainability (RITES-2018)” was a maiden attempt in this region to bring together top management professionals from industries, academicians, researchers & students of diverse fields together to discuss various dimensions of academia-industry partnership today and exchange ideas, practice and experiences on different aspects of industry-academia integration. Invited experts from industries like Hindustan Unilever, IBM, Permacel Ltd., ONGC, etc. deliberated upon the latest innovations in their respective sectors. They also participated in discussions on facilities that are expected for working in collaboration with universities. Entire focus of these deliberations was concentrated around facilitating pro-industry research in the region. Experts from government bodies like Indian Patent Office, NRDC and MSME apprised the gathering about the schemes that are available for supporting such industry-academia collaborations and entrepreneurship. A special session was held under the aegis of Indian Patent Office for apprising the gathering about one of the less talked about IP tool “Integrated Layout and Design” and its benefits. The symposium was attended by 145 researchers, students and faculty members of Tezpur University and nearby institutions. A local exhibition of promising innovations by University researchers was held in the symposium venue that exposed the invited guests from the industry to the different directions of research undertaken in the campus.

World IP Day Celebration in the campus

Like every year, this year too, the World Intellectual Property Day was celebrated in the campus with much enthusiasm and creative engagements. However, the competitive events for IP Day 2018, had to be organised on the eve 26th April, to accommodate events for RITES-2018. The much-awaited quizzing event, the IP Quiz, was conducted by Mr. Ashutosh Das, a TU alumnus, that was based on issues related to intellectual property and its associated rights. The exercise exposed the participants not only to the theme of this year “Powering change: Women in innovation and creativity”, but also to small nitty-gritties of intellectual property in our lives, that we come across regularly, but often fail to recognise due to ignorance. 26 teams participated in the event and two teams were adjudged winner and runners up respectively.

The day was also marked with participation in the Innovative Idea Competition and slogan writing competition where the innovation based on a **‘mobile robot capable of sensing hazardous gas for military application’** was adjudged the winner.

Signing of MoA with NRDC

In a landmark initiative for commercializing the homegrown technologies, Tezpur University has come in agreement with National Research Development Corporation (NRDC), an enterprise of the Department of Scientific & Industrial Research, Ministry of Science & Technology, Govt. of India, to develop fruitful collaborations with suitable industry partners and commercialise promising technologies developed in the campus. A Memorandum of Agreement has been signed in this regard on 02.06.2018 in the University between Tezpur University and NRDC in presence of key functionaries. Dr. Biren Das, Registrar, TU and Dr. H. Purushotham, CMD, NRDC signed the documents on behalf of their respective organisations. This initiative is believed to accelerate the process of rolling out of the home-grown technologies to the market, that will make these available to the society, beyond the university campus.

IPR Policy adopted for the University

With Tezpur University making way to various national and international rankings, it has become well known how IPRs owned by any institution add weightage to such evaluations. Therefore, it is strategically important that certain guidelines are laid down for the fraternity to follow while dealing with Intellectual Properties created within the University.

Understanding this, the IPR policy of Tezpur University has been approved and adopted in Tezpur University. Henceforth, the university has joined the rare league of institutions within the country, which has an institutional IPR policy.

Quick Links

- Annual Report (annual-report.php)
- Newsletters (newsletter.php)
- WIPO booklets on IPR (booklates.php)
- IPR Policy of Tezpur University (quick_links_files/IPR_Policy_Feb_2019.pdf)
- Invention Disclosure Form (quick_links_files/Invention_Disclosure_Form.pdf)

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REPORT ON VIDEO/PHOTOGRAPHY WORKSHOP HELD FOR STUDENTS OF MA in COMMUNICATION FOR DEVELOPMENT (C4D), TEZPUR UNIVERSITY, ASSAM. TEZPUR UNIVERSITY, BETWEEN JANUARY 29, AND FEBRUARY 16, 2019.

Facilitator: Rita Banerji

The facilitator is the founder of Dusty foots production, and a wildlife filmmaker with over fifteen years of experience. She is the only filmmaker from the Asian Sub-region to have a Green Oscar award to her name.

Currently she is the head and leader of Green Hub Assam, a video documentation organisation.

Participants: Participants are ten (10) Masters in Communication for Development (C4D) students of Tezpur University, Assam.

Purpose: The workshop was to shape the ability of students of MA Communication for Development in using Photography/video for social change initiatives

PHASE ONE: Department of Mass Communication and Journalism, Tezpur University

The workshop was in two phases. The early phase took place at the Department of Mass Communication and Journalism, with the final at Green Hub Video documentation Centre, Tezpur.

In totality, the workshop lasted for a two-week period; starting on January 29, 2019 and ended tentatively on February 16, 2019.

Insert: a picture of a class scene during the workshop

However, there had been intermittent breaks to allow students to undertake other academic activities of equal relevance when it was deemed fit.

As noted, the entire phase began on January 29, 2019, between the hours of 14:00 and 17:00. At the initial stages participants had the privilege of been familiarised with some renowned professionals in history, who had used video or photography as tools to champion social change.

Special reference in this regard was made to the works of Eugene Smith, a renowned photojournalist whose work had exposed the Chisso Corporation in Japan on how their indiscriminate release of mercury into water bodies had led to the infamous Minamata disease in 1971.

The facilitator emphasized that visuals- photography, videography is critical at complementing the written word. Visuals as she observed leaves a lasting impression than the written word.

"Visuals cross barriers of language. It cross countries and borders."

Taking cognisance of the purpose for the workshop, there were screening sessions on some sampled short films, which recognizable was to help fill gaps created in the minds of the participants.

Essentially, this phase had catered for visual grammar, basic lens types and various photo/video techniques there are. Participants were taken through techniques like framing, rule of third, follow the gaze and angles- micro, close-up, wide shots in photo taking.

"…rule of thirds, like many other rules basically are rules designed by photographers over the years to serve as a guide on what defines a perfect photography…"

"…For the learning, this kind of rules help in assessing your won works. Rule of third is also known as the golden ratio…"

"…rule of thirds simply is about dividing the picture into three parts; horizontally, or vertical by placing the main character in focus…"

On lens, participants were introduced to block (50 mm fixed) and zoom lens (18-55mm), wide and tele-lens.

"If you know what your lens does then you will be able to use it better…"

*"… 18mm means a **wide lens**. 50 mm is your reference for **normal view**, normal eyes. Anything below 50 mm is moving closer to wide lens, meaning, I will see much with my eyes. As soon as you start moving above 50mm, you are moving into the **tele-lens**. Tele means, you moving closer and closer to the subject."*

There were extensive video screening sessions to aid participants understanding of composition, and how applying the rules can help achieve it.

Emphasises were laid on aperture, shutter speed and ISO; in light of exposure in video and photo taking.

According to the facilitator these session as a whole, purposefully, was to stimulate participants to the instrumentality of visuals in the communication process.

PHASE TWO: Green Hub Video Documentation Centre

This phase began on Friday, February 1, 2019 at the Headquarters of Green Hub, Tezpur, Assam.

This session was a furtherance on the one held at the Department of Mass Communication and Journalism, Tezpur University.

In comparison, it was more practical orientated. It allowed participants to implement the instructions on visual grammar, techniques and the rules as observed in their practical field filming sessions, which formed part of the workshop.

The crux of this session was an introduction to the basis of videography and editing for documentation. The class was taken through video terminologies like sequence, story and shots.

Accordingly, sequence was explained as the piecing together of two separate shots, with a full sequence defining a story.

"So anything which is the same location and are shots being put together defines one sequence…now in this classroom if I had to take a sequence of this classroom, all the shots which I take will be within this. I will take a wide, a close-up; I take someone walking… there is some class going on outside, if I take that then it is a separate sequence."

According to Rita, every good sequence must include wide, medium and close-up shots. As stressed by her, this application will enhance audience understanding of the subject matter in consideration.

Insert: Practical field sessions at Green Hub, Assam.

Applying the above observation accordingly will also make the editing work seamless.

In order to have a practical sense of the above terminologies, participants were taken through some video works by Green Hub, with which better distinctions were made in relation to the explanations with regards to the terminologies.

Also, there was an introduction to the tripod and its relevance in the video recording process.

The tripod as identified would allow for steady shots, which in the parlance of the field is known as block shots. In the same breadth, an introduction was made to tripod movements like panning and tilting.

Tripod most especially in the video recording or picture taking process ensures the safety of the camera as much as possible.

Having laid the basis, participants were given the chance to make video recording with the expectation of applying all the theoretical considerations considered thus far. Upon which in teams of five, two each; an introduction was made to the Final cut pro editing tool.

Individual team members, one after each other, took their turn at practicing for themselves with the software. At the end of the workshop each team had produce an edited a full story with the incorporation of the techniques learnt.

At both phases of the workshop, participants were the end of each day of meeting, given a practical assignment with which the facilitator was able to evaluate the understanding of what has been taught on a particular.

This commonality equally gave participants the chance to appraise themselves against asking for further explanations in the face of misunderstandings.

The workshop officially came to an end at 6:00pm on February16, 2019.

National Symposium on Sustainable Waste Management (SWM 2019)

03rd August 2019 (Saturday)

Organized by
Department of Energy, Tezpur University,
Under the aegis of
International Society of Waste Management, Air and Water (ISWMAW)
Consortium of Researchers in International Collaboration (CRIC)

Department of Energy, Tezpur University will host the National Symposium on Sustainable Waste Management (SWM 2019) that will provide a forum for sharing knowledge among researchers and practitioners offering deeper insight into the field of solid & liquid waste management including industrial waste, municipal solid waste, e-waste & plastics wastes, waste water and sludge treatment. SWMCE 2019 brings together and supports the enthusiastic researchers in carrying their work forward for environmental sustainability. Solid waste management, sanitation and resources conservation are fundamental goals of the United Nations, articulated in SDG Sustainable waste management which has direct bearing on the quality of life for all, but more especially communities in cities. NSSWM-2019 has been designated as the official pre-event of the biggest and most popular conference *9th International Conference on Sustainable Waste Management towards Circular Economy* (9thIconSWM – CE 2019) scheduled during November 27 – 30th , 2019 by ISWMAW, at KIIT, Bhubaneswar, Odisha. SWM-2019 will deliberate on various issues related to innovation and implementation in waste management including policies & strategies, segregation, collection, transportation, biological and thermal and mechanical treatment technologies, LCA, climate change, circular economy, research, business opportunities etc. Over 100 delegates from different states are expected to participate in the symposium which shall also be followed by a networking meeting among the participants and researchers for brainstorming, discussions for future collaborations and manuscript communication, during the event.

Interested participants are requested to register for the workshop and submit a brief abstract (150 words) by 20.07.19 followed by the extended abstract (1500 words), upon selection, within by 25.07.2019.

HOW TO PARTICIPATE?

- Submission of the brief abstracts through email (**swmtu2019@gmail.com**) **by 20.07.2019**
- Acceptance of abstract will be communicated by **22nd July, 2019**.
- Registration for the workshop shall be done upon payment of the requisite fee by 24.07.2019
- Submission of the extended abstract (upto 1500 words) through email (swmtu2019@gmail.com) by 25thJuly, 2019.

Abstracts are invited on any following themes associated with Sustainable Waste Management:

- Solid Waste : Management, Treatment & Rules
- Industrial Wastes, Hazardous Waste, Plastics Waste, C&D Waste, Bio-medical, E-Waste
- Materials Development by Recycling
- Policy, Legal, Economic, Cooperation, Governance, Circular Economy, 3Rs and Circular Economy
- Climate change & Low Carbonvis-a-vis sustainable WM,
- Swachh Bharat Mission and Cleanliness movement, SBM Implementation, Modernization of toilets, Swachh City Survey.
- Agriculture and Agro Industry Waste Management
- Mission Nirmal Bangla– Strategies and Implementation
- Waste Water treatment & Recycling.
- Fecal Sludge Management.
- Nano Technology applied to Waste Treatment
- Best Practices, PPP Models, Community Participation
- Disaster Waste Management
- Energy Recovery technologies: WTE, Bio-methanation, Plasma, Biological, Chemical & Biochemical Treatment, Biofuels and Bio energy production, Biomass supply chain.
- Waste Management in smart cities; Waste Management in Real Estate, High Rise Building & Housing Complex.
- Kitchen Waste and Garden Waste. Landfills (& leachate), Composting, Recycling, Special Processes.

Incentives for the authors / participants:

- Awards for Three Best Papers
- All presented papers will be published as an abstract book by CRI Publishing with ISBN number
- Participation certificates for all registered participants
- All submitted and accepted extended abstract will be asked for submission of full paper to the coveted 9th IconSWM-CE 2019 at Bhubaneswar in Nov 2019.
- The extended abstract will be published as proceedings books of 9th IconSWM-CE2019 and the submitted full paper will be selected for publication in books by Springer Nature and special issues of SCI Journals.
- NSSWM2019 participants (Not for UG students) will be eligible for a 20% discount on the registration fee of the 9thIconSWM-CE2019.

IMPORTANT GUIDELINES: Abstract submission:

- The document should be in the Times New Roman font. Title should be in the bold, font size 14 (Bold), while Author's names should be italicized, with font size 12. The affiliation, details (address, email, contact number) in font size 10 and center aligned.
- Abstract with four keywords should be within 150 words while the extended abstract within 1500 words.
- The abstract file should be saved as "Last Name- First Name_Title of paper" in word's default file format (.docx/.doc) and mail the same to (swmtu2019@gmail.com).

Extended Abstract submission guidelines:

1. The extended abstract should have following subsections: Abstract, Introduction, Materials and methods, results and discussion, conclusions and references (in APA Format). Maximum 4 pages allowed for each paper.
2. The file (extended abstract) should be saved as "Paper Id (that will be communicated while confirming the acceptance)" in MS word format (.docx/.doc) and mailed to (swmtu2019@gmail.com).

Invited Speakers from

- **Jadavpur University**
- **IITG**
- **DRDO District Administration**
- **NITs**
- **Tezpur University**

Registration Guidelines & payments:

- **Each paper/poster should be presented by a registered author.**
- **All payments are to be done through online/upi or bank transfer or by Bank Draft in favour of "REGISTRAR, TEZPUR UNIVERSITY" to A/C No.: 10501585452; Bank: Main Branch, Tezpur, Lake Road, Tezpur, Sonitpur, Assam-784001, IFSC Code: SBIN0000195, MICR Code: 784002002**

Important Dates

Deadline for Abstract Submission: 20 July, 2019

Intimation of Accepted Abstract: 22 July, 2019

Registration & Payment Deadline: 24 July, 2019

Extended Abstract Submission: 25 July, 2019

Symposium on 3rd August, 2019 (9.30 am -5.00 pm)

Registration Fees:

Category : Delegate Participation, Type of Organization	Fees Payable
Delegate from Industry / Govt. Dept. / PSU/ ULBs	INR 1000
Delegate from Academics/R&D organization/NGO	INR 750
Research Scholars, PG, UG Students (Supervisor/Guide must be a co-author)	INR 500

Advertisement Tariff: Advertisement, A4 size in proceedings:

Type	Fees Payable
Full page (inside black & white)	INR 2000
Half page (inside black & white)	INR 1000
Full page (inside colour)	INR 4000
Back cover page	INR 5000
Inside back cover	INR 4000

 # Limited accommodations may be made available upon request, as per actuals.

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Mr Biswajit Gogoi, TU

Address for communication

Department of Energy, Tezpur University, Napaam, Sonitpur, PIN 784028

Email: swmtu2019@gmail.com

Contacts: +91 9435733617/ +91 9458758649 / +91 943508563 / +91 9864049378/ +91 7896299919/ +91 9990535945

Website: https://swmtu2019.wixsite.com/mysite

RGNIYD Sponsored

Two-Day National Seminar

Marginalization and Marginality in India with a focus on North Eastern Region: Multiple Contexts for State Intervention

Report

Dates: 15th & 16th March 2019

Organized By:

Dr. Ambedkar Chair, Tezpur University (Assam)

In Collaboration with OKDISCD, Guwahati (Assam)

Discourse on development has revealed aspects of marginalization and that of marginality in a society at any given point of time. Though appears to be 'economic' a closer analysis make associated social manifestations conspicuous, and therefore the othering by dominant (social) group(s) is visible towards maintenance of status quo. As a result there's simultaneous existence of two worlds, one with group(s) occupying core position while other(s) being pushed towards margins. This process of unequal distribution of productive returns has universally continued unabated since time immemorial. But with the emergence of state as modern democratic institution on global horizon the status-quoist tendencies were questioned and thought of while traversing towards revision. Through awareness by different aggrieved groups, attempts are being made to comprehend situation of marginalized people (marginality) and formulate policies of affirmative action. Yet the process of marginalization continues thanks to involved dynamism and influence of dominant group(s) which has exacerbated in the current wave of liberalization.

Recently, due to voice of resistance by different stakeholders academic intervention to comprehend and suggest sustainable measures was thought of towards undoing this rigid framework of concentrated privileges. Being stratified on different counts as caste, tribe, gender, ethnicity, religion, and region, India presents a peculiar primordial social set up which also get manifested in economic processes of development.

North Eastern part of India unlike other states has diversity of culture due to ethnicity. Also, physical as well as political geography of states within north eastern region has added differences amongst cultures. It's noticed that within each cultural context there are elements of marginalization operating at objective and subjective level. As a result, there's a need for inclusion and integration at varied levels viz. intra culture and inter-culture within north eastern region and vis-à-vis other states of the country.

Therefore, state intervention becomes crucial to check existing concentration of power by facilitating inclusion of hitherto marginalised group(s) of people. In the present scenario, this proposition is more complex and baffling than objectively visible and therefore we witness that various development strategies for inclusion have become an instrument for further reproduction of power structure.

Considering the vitality of academic intervention towards existing marginality and marginalization in North Eastern Region particularly, and India in general, Dr. Ambedkar Chair, Tezpur University in collaboration with Omeo Kumar Das Institute of Social Change & Development (OKDISCD), Guwahati made a humble attempt to organise erudite scholarships from selected esteemed social science institutions of the country. Apart from making academic contribution, one of the objectives of this exercise was conceived as integration of youth by instilling ideas of awareness

towards facets of marginalization in young academic scholarship of the country. It's assumed that enrichment of scholarship among the youth with issues of marginalization in India and NER shall herald the process of positive development in the region and country as a whole.

Such an attempt came up in the form of two-day national seminar on the theme 'Marginalization and Marginality in India with a focus on north eastern region: Multiple Contexts for State Intervention' which was sponsored by Rajiv Gandhi National Institute of Youth Development, Ministry of Youth Affairs & Sports (GoI). The seminar was divided albeit not restricted to four broad themes, a) Marginalization and Marginality: Theoretical and Conceptual Reflections, b) Marginality in the context of North East India: Differing Issues, c) Social Stratification and Marginality in India, d) Media, Development and Marginalization: Nuanced Viewpoints. Apart from these, there were keynote, valedictory, and two panel sessions comprising of well-established senior academicians and social scientists.

In terms of representation of viewpoints, expertise (on the theme) was allotted utmost priority although for practical purpose availability and willingness of the resource person was also considered. However, the seminar achieved true national character with representation from institutions like National Institute of Educational Planning & Administration (NIEPA), University of Delhi, Council for Social Development (CSD), North Eastern Hill University (NEHU), IIT-Guwahati, Assam University, Ambedkar University Delhi, North Bengal University, Nagaland University, NIT-Nagaland, Tripura University, RIE-Bhopal and Amity University along with Omeo Kumar Das Institute of Social Change & Development (OKDISCD) and Tezpur University (TU). Apart from this, there were resource persons from two print media houses namely The Shillong Times, and The Thumbprint. As a whole, there were twenty four against twenty six anticipated presentations excluding the keynote and valedictory sessions which got extended for further academic enrichment through productive discussion with the young as well as experienced audience. The total number for readily visible beneficiaries from the seminar came to be 71 having composition from disadvantaged (SCs, STs, OBCs, and Women) and advantaged sections of Indian society here in the north eastern region.

Inaugural Session, 9:15 am – 10:45 am

As per the schedule, inaugural session which was chaired by Prof. Kalyan Das, Director (i/c) OKDISCD, Guwahati began on time at 9:15 am. With a welcome address, Prof. K. Kikhi (Chair Professor, Dr. Ambedkar Chair - Tezpur University) gave a brief overview of the concept and sessions of the seminar. Referring to the theme he mentioned several dimensions of marginalization however for the seminar he pointed out four dimensions as:

- Denial to equal accesses to resources and opportunity
- Artificial hierarchy
- Legitimacy to the process of marginalization - representation
- Development strategy

He then briefly described broad divisions of seminar as eighteen invited papers for four technical sessions and eight presentations for two panel sessions. With this, he made a short description of newly opened Dr. Ambedkar Chair at Tezpur University highlighting its mandate (given by Ministry of Social Justice & Empowerment, GoI) to further ideas and philosophy of Dr. B. R. Ambedkar in the entire north eastern region of the country. It was mentioned by him that Dr. Ambedkar Chair at Tezpur University is one of the 21 chairs in the country and only chair for the entire north eastern region. Lastly, Prof. Kikhi introduced keynote speaker, Prof. N.V. Varghese and Prof. Inderjeet Singh Sodhi who represented Rajiv Gandhi National Institute of Youth Development (RGNIYD), official sponsor of the seminar.

Prof. Sodhi gave a short speech describing aims and vision of RGNIYD. He mentioned that RGNIYD was recently established in the year 2012 and currently it has 6 departments. Describing it further, he told that apart from different forms of training these departments offer Ph.D. program. Contextualizing the national seminar he used epithet of 'cultural mosaic' for north east India due to coexistence of different cultural communities here. And therefore issues of marginalization could be peculiar and distinct for this region when compared with other parts of the country. He concluded by highlighting the emphasis on dissemination of knowledge created here through publication of seminar papers in the form of a book.

The key note address was delivered by Prof. N.V. Varghese, Vice Chancellor, National Institute of Educational Planning & Administration (NIEPA), New Delhi. At the outset he outlined his belief that inequality is a major concern of 21st century. This inequality, he mentioned is a result of state's inaction and unabated growth of market leading to corporatization of various sectors. Inequality according to him is a choice as is visible in the manifestation of state policies however this choice should be prohibited to become destiny. He mentioned that inequality results from cumulative marginalization of certain groups in the society. Elaborating his concept Prof. Varghese outlined poverty and exclusion as direct correlates of marginalization, and marginalization as under-utilization of capabilities. Therefore, with the operation of marginalization as a state policy the outcome is hierarchy of capabilities and respective returns. There are two ways in which this problem can be dealt with and they are - first one is immediate solution while other is the long term solution.

He discussed the conceptual issues relating to marginality and marginalization as well as the level of marginality. Marginalization (at the margin) is also based on the conditions (a few of) which were identified by sociologists. The marginality do not confine to social exclusion (e.g. caste) rather it can be spatial as well (e.g. northeast region) or it can be both social and spatial as well (e.g. urban location). There is a correlation between spatial and social exclusion. Marginality was centered on the notion of urban as it was first identified in urban location (e.g. black localities in the West in urban location).

When one talks of spatial groups (groups of people specific to a particular location) where there is close association between different groups but one tends to overlook the group dimension of marginality. A region as a whole can be pushed to the periphery and here marginality would be profound among various groups of people.

The peripheralization and marginalization are state initiated byproducts of state's development policies. These are continuous process which further reinforces

inequality in every aspect of life. To cite another example he referred to situation of employment. He mentioned the (actual) current reality which is casualization of employment where there's no social protection, and a simultaneous peripheralization of labor which leads to increase in the share of profit for capital invested by the entrepreneur. This lack of social protection in turn leads to capability deprivation. Prof. Varghese talked about three categories of marginalized as –

i. Marginalized but not poor
ii. Marginalized but poor
iii. Not marginalized but poor

There's also mention of double deprivation where role of education was cited. He stated that educational degrees are delinked from jobs which add to further deprivation of already disadvantaged. The two broad regions within the country which are marginalized are Tribal areas and Northeast region.

Referring to state policies, he mentioned that actually these are utilized as a tool to maintain the status quo in the society for they aggravate situation of marginality. For example state promotes 'targeted universalism' (where the target could be social group or geographical region) which has led to maintenance of poverty as low quality is being served for the targeted poor group of people. In this way he highlighted the operation of vicious cycle of inequality starting from state policies supporting process of marginalization. And this process of unequal and inequitable growth is further buttressed with the policies governed by liberal/neoliberal market forces. The slogans of 1950s highlighted that "We are not growing, we are unequal" while the slogan of late 1980s outlined "We are growing, we are unequal". The latter slogan had become the reality of today's India.

Prof. Varghese highlighted some of the key aspects related to marginalization in India. One aspect was inequality and its inter-linkages with educational spread and economic growth while the other aspect was about social groups with capability deprivation along the defined developmental aspects.

Regarding education, he mentioned that considering India as a state for analysis it's found that states with more educational development (e.g. Nagaland, Mizoram, Kerala, Manipur, etc.) there's more equality in the society as gauged through Gini Index. This correlation is true irrespective of economic growth in a particular state/region. The other point to be noticed (for generalization) here for unequal development according to him was more generalized marginalization in rural areas vis-à-vis urban areas where marginalization process is found accelerated in certain pockets only. Taking the point of education further, he mentioned through findings from NSSO data for various rounds that less people from lowest quintile income group pursue higher education. This (in terms of returns) becomes an instrument of perpetuating inequality instead of equality in the society. In this he added the

dimension of 'language' or 'medium of instruction for education' as a tool for aiding marginalization. This reality is revealed from the fact that more than 73% of private schools follow English as the medium of instruction while this figure is 33% for government schools however the success of 'English medium' is quite evident in terms of learning outcomes (leading towards higher education) and employment at later stage.

Another aspect was 'social groups' where social stratification in India gets translated into social marginalization. And we find from the data that STs, SCs, OBCs, and Other Categories have held their progressive advantage in respective terms. They in this manner have access to higher levels which determines their capability and employment which yields to resultant marginalized status.

He finally concluded by emphasizing need for public (policy level) intervention, as the individual inability becomes social liability and inequality becomes destiny which however is a choice. He cited proposition of democratic state as a solution because in true form of democracy there's less tolerance towards inequality. Therefore, state intervention in this way can address the challenge of marginalization. There are several ongoing academic interventions and protests which may help in neutralizing the accentuating processes of marginalization in the country and specifically in the north eastern region. And Prof. Varghese emphasized this seminar to be a step in this direction.

Panel Session One, 11:00 am – 1:00 pm

Chairperson: Prof. Bhupen Sarmah

Speakers: Prof. Virginius Xaxa, Prof. N. Sukumar, Prof. A. K. Nongkynrih, Prof. J. B. G. Tilak

The panel session began with the presentation by Prof. V. Xaxa on 'conceptualizing Marginalization and Marginality'. He mentioned that idea of marginality and marginalization overlaps with social exclusion. Therefore, in order to understand this phenomenon, we need to trace historicity where it's found that many groups have always remained on the margins. In this way, marginality was accepted as normal and as a result hierarchy and inequality became visibly unabated aspects of a society. With the onset of period after French Revolution ideas of liberty, equality, and fraternity appeared on global horizon as ideals in response to hierarchy and inequality. Today these issues have posed a problem for us. We should have been sharing power, honour etc. as a citizen but many have been deprived of these thus, leading to social inequality.

Contextualising North Eastern Region, Prof. Xaxa started with a question of locating social exclusion. This, he considered important as even in the mainland India, the tribes have been located along the margins, along the fringes. Tracing historicity, he identified emergence of the problem with the coming of market when even owners of land were reduced to marginalised status. Such populations were now termed as 'encroachers' and dubbed 'illegal'. The need is to understand the process through which they were marginalized. The idea of North East as a region, he said is not just geographical but also a political and administrative category. Also, among the social category the society here is not uniform and is very diverse in nature. Therefore, we need to question whether geography or people to be considered as the units of

analysis? It has to be taken into consideration that people need to be seen in terms of communities as well as individuals particularly, in the context of highlanders. Even within the community, marginality exists, especially in case of gender. How are minorities seen vis-a-vis the structure of governance and the state system?

A large number of people like the Adivasis, the tea plantation workers remain along the margins of education and development even today. The structure of productive relations is important to look into in order to understand their condition. Even in cases where a tribal community is dominant, the institutional structure is geared towards giving leverage to the dominant tribal community. Then, in this case, are other tribes not being marginalized from the governmental structure? Some are numerically dominant tribal community and others don't even figure in the developmental category. We need to understand how social exclusion really operates. Within the domain of economy, polity and society, are there mechanisms that dominate and exclude some groups of people? We are still very hostile in addressing issues of gender inequality.

Next panellist came in the form of Prof. N. Sukumar whose presentation was titled as 'Representing Marginality: Rosters in Reservation'. He focused upon the issue of rosters in reservation and how it would impact education in the universities and also how it would affect the North East. He mentioned that there is a battle going on despite the ordinance to move from 13 point roster to 200 point roster. According to him, we face an everyday battle with the 'Brahmanical' state. The dismantling of roster point reservation in the universities will have a huge impact upon the education system. He cited several examples as to how the roster system became an instrument of caste politics at the university level. He also cited the importance of protest movements that prevented marginality. The 200 point roster came back after the protest movements in many parts of the country. These protests would pave the way to protect further marginalization of SCs, STs and OBCs in the recruitment process in higher education. Once these groups get entry into the system of higher education, they are not allowed to enter the teaching positions. Highlighting the exclusionary politics he mentioned that there are lot of discrepancies between the 13 point and the 200 point roster.

Explaining his point, Prof. Sukumar referred to the new policy of 10% reservation to EWS and of 13 point roster in which Department and not university shall be considered as a unit according to a UGC notification of 5th March, 2018. This leads to taking away 90% of positions which was constitutionally guaranteed to SCs, STs and OBCs. Thus, lot of discrepancies occurred in the patterns of reservation. Citing examples he mentioned IITs and IIMs who have rolling advertisements in which they don't mention which post is reserved for which category. If the 13 point roster comes in, then in small departments, there won't be any kind of reservation at all.

After the notification came in, there was a huge struggle as with the announcement of judgement by Allahabad court nine universities advertised positions with no representations for disadvantaged communities.

It is ironical that even in Indira Gandhi National Tribal University, out of 52 posts advertised, 32 were for the unreserved category, 12 for OBC, 6 for SC and 2 for ST. It should have been the other way round. Hence, out of 52, 51 posts went to the unreserved category and only one post went to OBC.

Coming to the context of North East, he posed a question in this connection. He said how many Vice Chancellors do we have from the North East region? The Supreme Court judgment left it to UGC and MHRD to retrospect the matter and come up with a suitable solution. Hence, certain policies were chosen consciously to curb reservation. Therefore, it is very necessary to protest against such exclusionary policies as in the case of the North East, the implications of it are going to be severe leading to joblessness. Thus, it is important to be a part of the protest politics within the campuses.

The third panel speaker was Prof. A.K. Nongkynrih who expressed his views on 'Sustainable Development Goals and the UN Declaration on the Rights of Indigenous People'. At the outset he mentioned that India is an integral part of the 2030 agenda and in setting the process of implementation. There are 17 sustainable development goals which could transform the world and countries which are part of the UN, have the mandate to carry out the agenda. On the other side, in 2007, the UN also agreed upon recognizing the rights of indigenous people. Therefore, on one side, there was a new kind of a development process that was to be carried out, while on the other hand, the member states themselves agreed upon the rights of indigenous people.

This issue was looked at by Prof. A. K. Nongkynrih and he linked it up with the North East. When we look at the UN rights of indigenous people, it also recognized and reaffirmed that indigenous individuals were entitled without discrimination to all human rights. Recognizing that the situation of indigenous people varied from region to region and from country to country, the significance of national and regional peculiarities and various historical and cultural backgrounds should be taken into consideration. Article 19 points out that the state should co-operate with the indigenous people's concerns through their representative institutions in order to obtain free prior informed consent before carrying out any implementation of legislation.

Prof. Nongkynrih questioned if democracy begins and ends with voting only because then, in that case, decisions would be mostly taken by the majority. It needs to be remembered that indigenous people are entitled to equity. They have the right to develop and evolve programmes through their institutions, use their land and resources. Thus, the UN's global developmental agenda clashes with indigenous people's rights. How exactly can we deal with the sustainable development goals in the context of rights? If this has to be implemented, then we also need to have desegregation of data. The desegregation of data is an important dimension in providing a fair and just way of dealing with this whole question of sustainable development.

There is a huge problem with the concept of 'development' itself. The development envisioned by the state clashes with the idea of development envisioned by the indigenous people. There are different perspectives on the idea of development. It is self-determined development which people demand. It is communities that should decide what is important for them.

Even the idea of 'conservation' of land, territory or forests of the indigenous people is different from the colonial idea of conservation followed by the state. Sometimes, the state associates self-determination with political gains. As far as land ownership is concerned, are the UN indicators pointing towards the promotion of individual ownership of land or is it hinting at community ownership? Such statements lack clarity. This raises questions as to whether the indigenous people a part of the development process? Are they included?

He tried to look at how far North East has progressed in achieving the global development agenda. Tremendous amount of financial support required to achieve these goals by 2030 which raises lot of scepticism. Meghalaya and Nagaland are beginning to think what could be done in the case of sustainable development goals.

The last panel speaker for the first panel session was Prof. J.B.G. Tilak who spoke on 'Widening Inequalities in Higher Education'. The speaker mentioned that there are different definitions and dimensions of marginalization, exploitation, exclusion, etc. All these terms are different from each other while they also support each other. While these are just processes, inequalities are their outcome. Inequalities are sometimes considered 'natural' or 'acceptable' while socio-economic inequalities are created. Prof. Tilak's talk concentrated in highlighting educational inequalities. With the introduction of new economic policies in different countries, inequalities have increased. For a very long time, we have been under the impression that the rise of capitalism led to inequality. Now, inequality also threatens the sustenance of the capitalist system itself.

He asked if the growth in education sector has really trickled down. Higher education is considered to be not only the engine of economic growth but also equitable sustainable development. Educational inequalities are a part of socio-economic inequalities. Unequal access to education not only affects the marginalized sections but the entire society as this would lead to unequal access to labour markets, employment opportunities etc. It leads to loss in individual welfare as well as social welfare. Inequalities can be broken down through systematic policies and programmes.

He mentioned several kinds of inequality and indictors for the same. UNESCO shows how in India, people are deprived of minimum four years of schooling. Inequalities in education in the context of gender between males and females have come down over the years and so is the case between rural and urban areas and between Dalits and advantaged classes. While these inequalities have decreased, one kind of inequality which hasn't come down is that between the richer and poorer sections of society. Instead, it has increased manifold.

One basic question that needs to be asked is that how many people have access to higher education and quality education nowadays? Low levels of inequality exist in the primary level of education compared to higher education. Growth in higher education has mostly been in the private sector and not in the state sector. Gender inequality, however, has come down in many aspects with respect to access to higher education.

There is a high degree of inequality in household expenditure. Higher the level of income, higher the household expenditure and lower the economic status of the population, lower the expenditure. The gap between the richest quintile and the bottom quintile has increased over the years.

The policy of reservation has been very effective and successful in giving the lower sections access to higher education. Therefore, a high quality university school age is important. Also significant is the policy of universal subsidies instead of targeted subsidies or else, it would further contribute towards unequal access to education for the poor. Over the years, it is not only the state run higher educational institutions but also private higher educational institutions that have grown. Publicly funded higher education is important in order to reduce the trickling of unequal access to education.

Technical Session I, 2:00 pm – 3:15 pm

Theme: ***Marginalisation and Marginality: Theoretical and conceptual Reflections***

Chairperson: Prof. A.K Nongynrih

Speakers: Dr. Joydeep Baruah, Dr. P. Anbarasan, Dr. Pahi Saikia, Dr. Amiya Kr. Das

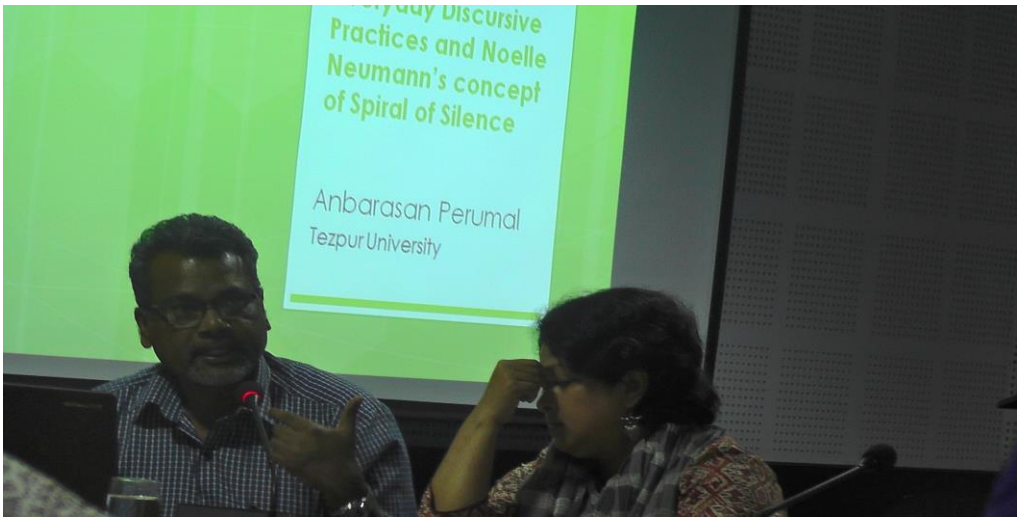
Dr. Joydeep Baruah, the first speaker presented his thoughts on the title 'Margins of Development: Towards an Understanding'. He talked about the question of 'margin' in relation to 'centre' which in some sense is dialectical, i.e. if there is the margin, there is the centre. This relation is also dynamic with no absolute 'fixity'. He then goes on to discuss the Core of Stylised Development which sees industrial and urban as Central ideas of dominant development discourse. This idea gets concretized with ideas of this growth or production. It actually produces margins as a contrast to the central idea. Therefore, lack of growth, lack of resources, investment, non-industrial, rural etc. gets constructed as margins of central theme of development.

The question now is to pose what is/remains invisible in the process of development? The dominant discourse is about seeing 'non-participation' as invisibility. For instance, poor, rural, etc, are invisible because they are not participating within the margin. Therefore, the idea of margin gets constructed around the idea of invisibility in terms of non-participation which is a typical way of looking at things. That's how we have development policies which talks about bringing the invisibles to their fold wherein they have to conform to the idea of development. However, we need to understand the process through which they remain outside the margin. For instance, the author used the "Processes of Dispossession" drawing insights from the work of Harvey. This may not be necessarily dispossessing the people in terms of their resources but for instance, education where you privatise education and dispossess people of education.

The speaker also gives the instance of how economist Prabhat Patnaik would talk about 'Encroachment'; for instance cut the reserved seats and encroach upon those entitled. The author sees these 'Encroachment' and 'Dispossession' as things which we don't normally talk about. We don't see invisibility in terms of why they remain outside; rather we see invisibility as to why they are non-participant and that's how we idealized this whole core development process. In doing so, we produce and reproduce this idea of development and we really do not question that this development policies has inherent tendencies of dispossession and encroachment. Invisibility results in idealisation of the idea of Development and, therefore, continuation of the Margin.

Therefore the speaker proposed that there is a need to recognize this invisibility not in terms of non-participation which leads to this typical idea of 'inclusive development'. He discussed Problematic notion of Inclusion as 'Broad based' and/or 'pro-poor'. We are caught in between the rights of citizens in terms of participation but also in their interest in terms of global capital. We need to think of margin as going beyond this dominant discourse of development; going against the neo-liberal model of Development.

The second speaker was Dr. P. Anbarasan whose presentation was titled as 'Marginality and Marginalisation: Examining marginalisation in everyday discursive practices using Noelle Neumann's Concept of Spiral of Silence'. The speaker discussed Marginalisation as understood in terms of communication and everyday life of culture. We are not a neutral observer but an active participant in this process of marginalisation. Someone's marginalised position is intrinsically connected to the other position of centre. He talks about how we assign meaning to things using language. He talks about everyday process of marginalisation to see how the actual construction of marginalisation occurs in everyday little acts we engaged in. He talks about the politicisation of assigning meaning to things. Language is one instrument through which we make sense of the world. Semiotic approach explains how meanings are created and constructs reality.



He draws upon the work of Saussure, while discussing about assigning meaning to things. He also discussed how Foucault talks of 'discursive practices' not simply as how meanings are made but how it has consequences/effects on people's relation with one another or identity. Therefore when public opinion is created within the context of their individual ideas vis-à-vis ideas represented in the media or the ideas in interpersonal relationships or social relationship which is acceptable and individual viewpoint which may or may not be acceptable.

Using Neumann's Concept of Spiral of Silence the speaker talks of how a person is driven to silence if he or she thinks that their views may not be acceptable in the dominant worldview. So, there is this loud minority and silent majority. The silent majority thinks that they are minority and thinks that it's better to hold their views to themselves in order not to be isolated and they end up articulating the dominant view. According to this approach, very often, public opinion is different from individual opinion.

Drawing samples of communication (through Facebook, WhatsApp) which happens every day, the speaker points out that things that happens every day might appear trivial but dialogues of periphery is loud minority which construct the marginalisation of everyday life. Through everyday communication, we come to certain conclusions; for instance, how the system is so fair or how unconsciously binaries are created in everyday life. There are number of ways in which meanings are created in everyday life and this is how marginalisation is created. Citing the recent example of 10 percent reservation initiated by the government, the speaker talks as to how things/communication which appears trivial or unimportant that happens in everyday life goes into actual policy making.

Third speaker was Dr. Pahi Saikia who spoke on 'Governance, Identities and Belonging in the Margins: Centre-periphery relations in India'. The speaker talked about Modern state reconstruction and social redevelopment. She spoke from macro level perspective backed by micro level testimonies. The research problem in this paper is located within the discourse of relocating Centre-periphery debate in democratic governance, participation and modernist. The objective is to understand three pertinent questions; what are the emerging discourse of decentralisation, power and participation in India since the late 1980s, what contributed to the process of transformation of the federal landscape in India during this period, how we examine these transformations in the context of marginality in the fringes of India's northeast. Her paper focused on micro level testimonies including narratives which informed the understanding of marginality.

The important question is how the Indian state responds to the challenges of marginality. The argument put forward is that the post-colonial modernist nation state building and social development was associated with Centralised domestic policies to control the divergent claims made by collective forces in the margins. It led to bordering in and bordering out of marginal groups for the redrawing of post-colonial states. The impact was deep, profound and lasting creating barriers and divides.

The last speaker for the first technical session was Dr. Amiya Kr. Das who presented his views on title 'Interrogating the idea of marginality in the context of Assam'. The speaker discussed the idea of marginality in the context of Assam drawing insights from portion of fieldwork that he conducted in tea gardens and outside of tea garden. In interrogating the idea of marginality the speaker posed a question on what can state do to protect the tea workers who are employed from neighbouring states like Orissa, Bihar, Jharkhand, etc.

Based on the field study, it was found that the wage rate for the tea workers are very low as it run on capitalist system of maximising profit. The speaker compares the Tea estate as glass house where they can see the outside world but not to the

extent that it can fundamentally change their situation. They survive on low income and low quality of life. This fact is backed by various studies which suggest deplorable conditions of tea garden workers. According to the speaker, they can be considered the most marginalised section of people in the world amongst the marginalised.

The perspective by Sociologist George Simmel's work on stranger and sociology of space where he talks of how the marginalised can also be at an advantaged position as they don't need to adapt to any kinds of rules and regulations do not apply in the case of tea garden workers. The speaker opines that it's difficult for them to come out of that glass house. Even Social welfare provision or government schemes cannot reach them. Tea garden workers are forced to work inside the garden resulting in vicious cycle. Upward mobility is very restricted. Staying inside boundary, they know no knowledge of governance nor do they have documents or papers which might avail them of welfare schemes. They face double deprivation or rather multi-layered deprivation. The speaker proposed that the process through which they become marginalised is something we need to explore seeing them as lawful citizen.

Technical Session II, 3:30 pm - 5:15 pm

Theme: *Marginality in the Context of NE India: Differing Issues*

Chairperson: Prof. N. Sukumar

Speakers: Dr. Shailaja Menon, Dr. Visakhonu Hibo, Dr. Sumesh S. S., Dr. Prafulla Kr. Nath, Ms. Pamidi Hagjer

The first speaker for this session was Dr. Shailaja Menon whose presentation was titled as 'Borders and the Construction of Citizenship'. She said in the context of the north eastern borders which are very malleable, marked by water and such other

elements of nature. Drawing from Rannabir Sammadar's theory worked in this part of the region, she tried to locate how the colonial regime was a period to discipline mobile population. And the legacy of which has continued in the present post-colonial regime. Citing instances of the whole hullabaloo around the Citizenship Amendment Bill (CAB) and the National Register of Citizenship (NRC), she referred to the case of two Gorkha women who were identified as 'D' voters (doubtful citizens) and were detained in the detention camps leaving behind their families. She stressed upon the whole process of sudden criminalisation of a certain section of the population who have been living in the region since ages and who were brought to this part of the regime due to various processes of trade during the colonial regime. The plights of such stateless citizens are never recorded and are very cleverly swept under the carpet. Focussing further on the gender dynamics of marginalisation, she says about how the marginality faced by women is side-lined and their voices are muted. Citing instances of partition she stressed upon how patriarchy enforces markers on women's body. Women being the marginalised category within a marginalised community always lose the battle for resources.

She questioned the discourse of citizenship where in the last couple of years a lot of violence occurred in the space. Any movement against the state is labelled as anti-nationalist which is a practice adopted for curbing the public voices by force. Highlighting the politics revolving around in the name of citizenship and national security where high intolerance is witnessed in terms of regional diversity, she stressed upon the idea of inclusive nationalism rather than a homogeneous nationalism. Thus, critiquing the happenings around she highlighted the sensitivity of the current state where each is considered as an outsider in another's space. The whole idea of citizenship therefore, becomes fragile with the intensity with which racism is practiced openly. She ends the paper, by, asking "where do we as citizens place ourselves under such circumstances?"

Dr. Visakhonu Hibo was the second speaker who deliberated on 'Pre-emptive Criminalisation and Marginalisation of the Nagas'. She located her paper in the context of the historical account of Head Hunting and Naga Movement, where the labelling of Nagas as anti-nationals, different, barbaric stands out to be universal. Referring to Haemeindorf's work "The Naked Naga" and "Return to the Naked Naga", she says that it gives a perspective to the outsider about the Nagas but, the Nagas are far more than that and are clothed with values. Thus, she contextualised her paper in the light of an insider as well as an outsider. She expressed her dislike towards the word 'tribe' which puts them under an umbrella and further pushes them to the margins. Understanding of the tribal society is impossible without understanding its deep inherent meaning. Head hunting was a practice to secure one's own community by entering into the enemy camp. It brought glory to the community. And Naga National Movement which was started to unite the entire

tribes under the broader fold of 'Naga' was viewed with criminal eyes by the Indian state and the movement was termed as anti-national. The barbaric Armed Forces Special Power Act (AFSPA) which was a colonial construct was followed by the post-colonial state too, the brunt of which came down heavily on the people of Nagaland and specifically the women. The resilience of women was witnessed when AFSPA was implemented in Nagaland. They were raped and the next morning they started their day as if nothing had happened. The Nagas are given a 'criminal' tag without understanding the world view and the historical context which has victimised and marginalised them. Further describing how the very word 'Naga' brings negative thoughts and images in people's mind she narrates a recent incident in Nagaland University, where an international conference was to be held. Even the people from the nearest railway stations turned down the request of attending the conference. Thus, through her paper she throws light on the 'otherisation' process and the lens through which the Nagas are viewed by the society at large.

Third speaker for the session was Dr. S. S Sumesh whose title of presentation was 'Masculinities in the Margins'. Through his paper he tried to locate how masculinities undergoing changes over the years. And he attempted this empirically through two diverse contexts of Assam, one being the bhakats of the celebate Satra (monastery) in Majuli, Assam and the other being the gays of the Guwahati city. He discussed the politics of the body in both these contexts by citing that not all margins are powerless. Critiqued the Eurocentric notion of feminism where the voice of the majority becomes the reality and the marginal voices are unheard. He underlined how gender studies always become women's studies in Sociology and things are categorised into binaries of man-woman. And these binaries are challenged by the Queer theory of feminism. The colonial masculinity has undergone many changes, it is fluid. In the present post-colonial times there are multiple ways of performing masculinity.

He looked at 'body' as an analytical category and an entry point to understand masculinity of the bhakats and the gays highlighting on the bodily reflections as well

as body regime. Stressing on the sacred and profane bodies of the bhakats and gays respectively, he discussed as to how the liminal space of body transitions from an extraordinary to ordinary being. The sacred bodies of the celebate bhakats provides them a belief system where they control their desires and transcends human mind. And the bodily regimes to attain this are started from a very young age (childhood) at the satra, which is reflected through the food, dress, physicality of body and hair, performance and thought processes. However, these regimes are not same all throughout their life and it keeps changing in every phase of their lives. This therefore essentialises a new kind of an identity for them and it well reflects the Brahmanical essence of sacredness of the satra where the sacred body distances itself from the other. Further, discussing about the profane bodies of the gays, he highlighted how the gay communities are redefining their own beings. They are expressing a new identity for themselves through their bodies. And this body is not their physical one but their emotional one.

He thus, highlighted on the multiple masculinities through the paper. And thereby, concluded the paper by reflecting on the re-articulation of basic institution of family, kinship and marriage by these sacred and profane bodies.

The fourth presenter came in the form of Dr. Prafulla K. Nath who made presentation on the title 'Discourse of Assamese Nationalism and Marginalisation: Situating the Miyas of Assam'. He started his paper by first justifying his usage of the term 'miya', which is derogatory in the context of Assam referring to the East Bengal origin Muslims. But, with the miya poetry literature coming in the forefront the term has been highly used and the asserting of the miya identity is witnessed.

By situating the miyas in the regular Assamese nationalist discourse, he highlighted upon the facts as to how the Assamese middle class and the media portrays the miyas. Narrating incidents of eviction in Kaziranga and Sipajar and ethnic conflict in BTAD in the recent past, he mainly focussed on the reaction and opinions of the caste Hindu Assamese society on these incidents. The miyas are viewed through the common lens and are held responsible for loss of culture of the Assamese society, land alienation and so forth. Media has a great role in all this and framing of opinion of the society at large. He further, delved into the instances of regular marginalisation of the miyas and their labelling as Bangladeshis by the wider society; the practice of the local media and Hindu nationalist organisations of branding the miya construction labourers as Bangladeshis, who migrate to upper Assam districts from lower Assam districts. Such othering practice of the miya has become a common phenomenon which makes every miya of Assam susceptible to be a Bangladeshi. Sharing a few instances of the market he highlighted on the perception of the society, as to how the vegetables sold by the miyas are perceived to be full of pesticides and those sold by the tribals or an Assamese perceived to be organic. The

biased media coverage with regard to the side-lining of the plight and atrocities faced by the miyas was also highlighted in his paper.

However, he also stressed upon the fact that it would be a mere exaggeration if he claims that the entire Assamese society marginalises the miya community. Because, there are also organisations and people which are coming up with the issues of the miyas and are supporting their causes. And there also seems to be a constant effort by the miya community to be a part of the Assamese society. Further, situating the paper in the backdrop of the political developments of Assam, he discussed how the miyas are used as mere vote banks by the parties like Congress but in the last elections they were seen coming in strong support for the regional party of Assam. Again the coming up of the Assamese medium schools in char-chapori areas also reflects their urge of integration into the broader Assamese society. It is therefore, the Assamese nationalism and nationalist forces which have failed to incorporate the miyas of Assam.

Thus, the paper clearly stands out, in reflecting upon the everyday struggle of the miyas with the dominant practices of the society.

Ms. Pamidi Hagjer was the last presenter for this session and first day of the seminar. She chose to present on title 'Mothers and Midwives: Exploring Childbirth Rituals among Dimasas of Assam'. The broader aim of the paper was to analyse the interplay of gender and power relations amongst the Dimasas specifically within the religious sphere. She primarily focussed on the role of women in the construction of the Dimasa indigenous practices and the transformation of women's role as repository of these indigenous practices and knowledge. The hierarchies in observing the ritual practices were stressed upon. Her field site being Halflong and an urbanised space of Guwahati, light was thrown upon the contemporary changes in the childbirth practices where the midwives (ritual performer) comes to play its role at a later stage.

She concluded the paper by reflecting upon the fact that the Dimasa rituals cannot be understood historically. These rituals are a construct of the interaction between the indigenous Dimasa, stemming from the Hindu belief system and more contemporary expression of technology.

Day Two, 16th March 2019

The sessions for the second day began on time as per the schedule. However, there's was one change in terms of total number of panel speakers. Due to some unavoidable circumstances there's last minute change of the program schedule of two resource persons namely Prof. Prabhat Kr. Datta, and Ms. Patricia Mukhim. And finally they couldn't make it to present their views in the seminar. Therefore, in the wake of such a situation there's last minute rescheduling of the time for second day of the seminar.

Panel Session Two, 9:15 am - 10:30 am

Chairperson: Prof. Virginius Xaxa

Speakers: Dr. Ramesh Dural & Prof. Bhupen Sarmah

First panel speaker was Dr. Ramesh Dural who spoke on theme 'Identity and Marginalization: The Darjeeling hills in context'**.** Dr. Ramesh Dural began his lecture by saying that as Darjeeling is not a part of the North-east so issues related to his talk may not have direct connection to North-east but he intends to link the identity question of Darjeeling with that of the North-east. While talking about the marginalization process in Darjeeling hills he pointed out that economic deprivation, socio- cultural alienation and treating people of Darjeeling hills as the "other" by the mainstream west Bengal society and the Government led to the marginalization in the Darjeeling hills. Dr. Dural in his lecture mentioned that multi-lingual and multi-cultural states like India where all regions have been living together, ethno-lingual boundaries are drawn only after the independence. Even the 'State Re-organization Bill' couldn't satisfy the ethno lingual sentiments of different regions. Different protests were coming out in which economic deprivation was the main reason. But according to Ramesh Dural in the context of Darjeeling hills it has been the ethnic identity assertion which can be seen in the north eastern states as well.

While talking about the identity assertion in the hills of Darjeeling he pointed out that Gorkhas and Nepalese are continuing mass movement in Darjeeling. This movement has been termed as anti-national or secessionist movement by the West Bengal Government. According to Dural different tactics have been used to demoralize the mobilization by the State and outsiders.

"Aren't you a Nepali? Go back to Nepal" this kind of insensitive question has been used as a card to demean the community and their political mobilization. In this context, Dr. Dural gave an example of a video where a MLA from Meghalaya was threatening a Nepali person to go back to Nepal which got viral recently. In this context Dural also pointed out that even the MP from Darjeeling constituency S.S Ahluwalia also asserted that Nepalese should go back to Nepal, if they really want to talk about son of the soil. Dr. Dural in his lecture also talked about the history of Darjeeling which is a contested history and it's been entangled with Nepal, Bhutan and Sikkim.

While talking about different issues related to Darjeeling hills, he highlighted the fact that Darjeeling has not been able to get economic benefits proportionate to their resources. In this context, Dr. Dural also talked about the condition of Darjeeling tea which has been neglected by the Government. According to him the concept of empowerment, concept of de-centralization doesn't exist in the Darjeeling hills.

He also talked about the significance of education in Darjeeling hills context in which he gave credit to British but according to him presently the education in Darjeeling is in a deplorable condition.

Second and last panel speaker for the seminar was Prof. Bhupen Sarmah who presented his views on 'The Nation and its Margin: Political Economy of Making Arunachal Pradesh a Circumstantial State'. He spoke in the context of marginalisation of Arunachal Pradesh, particularly focussing on its political

marginalisation which began immediately after the colonial regime and which has been continuing in its post-colonial era. Before focussing on Arunachal Pradesh, he gave a broader idea of North East India in terms of its cartography. As to how, it was a mere land mass in 1828 immediately after the Yandaboo Treaty and how in 1893 the colonial cartographic instrumentality crept into the region and thus, gave way to political marginalisation going beyond the social, economic and cultural dimensions.

He started with the theoretical construction of William Van Schendel's idea of "Zomia" which was later adopted by James Scott in he's Work "The Art of Not being governed" in order to describe the hill people and how the space of the North East belongs to Zomias. The main crux of their argument was that the Zomia resisted the construction of the state and from that perspective the North East basically constitute the non-state space. And this very argument of Schendel and Scott was taken by Prof. Sarmah and he tried to contest their idea through his paper.

Stressing on the pre-colonial state's negotiation with the hill people (referring to Arunachal Pradesh), he discussed as to how a harmonious relationship existed between the highlanders and plain people through the *posa* system, developed by the Ahom state in the later part of 16th century. With this he made the point that the hill people were not in adversity with the Brahmaputra Valley. A shared sovereignty persisted between them but with the annexation by the colonial state this relationship was dismantled and certain peculiar characteristics came to be witnessed in the region. The primary being the categorisation of the hill people as 'tribes' who are uncivilized and barbarian, which, was taken up by the people of the valley and they too started viewing the highlanders through this lens created by the colonial regime. The region was thereby, categorised in a hierarchical order by hindering the pre-colonial free mobility of people with the imposition of the Inner Line Permit (ILP). Thus with the ILP started the whole process of marginalisation, with economic subjugation of the highlanders.

Taking cues from the ILP, he reflects on the situations in the post-colonial regime by citing the instances of the Naga National Movement and compared it with the pan Indian nationalism. The indifference and ignorance of the Indian nationalist like Jawarharlal Nehru were highlighted by him and how the Naga movement was never viewed parallel to Indian nationalism. On the contrary, it was tagged as anti-nationalism. He therefore, very well reflected the poor understanding of the Indian nationalist towards the North Eastern region which hindered a holistic development of the region. The pan Indian nationalism never contested with regard to issues of reinforcement of the ILP time and again up-to 1935. And all this resulted in the categorical marginalisation of the region. The post-colonial state devised a new instrument in the form of Sixth Schedule to further push the North Eastern states

like Nagaland and Arunachal Pradesh to the margins. It resulted in the creation of a political class in the respective states with the support of the nation-state. And Arunachal Pradesh is the unique example of constitutional defection, where the ruling government changes in parallel to the ruling government in the centre, which therefore has resulted in the political oppression of the state. He thus, highlighted on the double standards of the Indian nation state where on one hand, there was political integration and on the other hand, political marginalisation through the creation of the political class.

Thus, the paper gave a clear understanding that the post-colonial subjectivity is nothing but, the continuity of the colonial subjectivity and decolonisation is the need of the hour in order to understand the North Eastern region.

Technical Session III, 10:45 am – 12:45 pm

Theme: *Social Stratification and Marginality in India*

Chairperson: Dr. P. Anbarasan

Speakers: Dr. Sawmya Ray, Dr. Wati Walling, Dr. Kh. Pou & Dr. V. Khobung, Dr. Rajeev Dubey & Ms. Parama Chakma, & Mr. Ajay Kr. Choubey

The second session of the second day was the third technical session started at 11:00am. It was chaired by Dr. P. Anbarasan of Tezpur University.

The first presentation was made by Dr. Sawmya Ray of IIT, Guwahati, and the title of her paper was 'Women, Sex Industry and Policies of Protection'. She started by highlighting that her paper was about women who are in sex work out of choice or by different degrees of consent and not about women who are trafficked. She

mentioned that while dealing with narratives of the respondents she followed a feminist method by taking up the standpoints of her respondents who are women in sex work. She said India is a major source of transit and destination point where refugee camps are hunting ground for sex traffickers. She highlighted that anti-trafficking intervention are conceptualised within the framework of the three R`s – Rescue, Rehabilitation and Reintegration. In order to truly empowers women in sex industry utmost care should be taken to ensure that intervention do not turn out to be yet another event of victimisation and the key to this lies in the ideology and approach that agencies themselves speak vis-a-vis sex trafficking and sex workers. She said anti-trafficking organisation definitely rescued the trafficked victims but it also lead to creating new vulnerability for the already marginalised which she said is being ignored leading to further victimising of sex workers. In conclusion she stated that any strategy not ensuring the women financial, social and legal empowerment and leaving them at the mercy of the state and society is bound to push them in a state where they are bound to choose sex work in the lacks of other alternatives.

The second presentation was done by Dr. Wati Walling of NIT, Nagaland whose paper was titled as 'Making Life Livable at the Margins: Continuum of Marginalization from Within and Without'. He started by shedding light on the status of the capital of Nagaland by stating that Kohima became the second most non-liveable place in India. He raised the question of how do one make life liveable as a margin? and proceed on with his presentation by dividing the presentation into 3 parts.

1) What are some of the things that one can look into given the uniqueness of the situation of Nagaland? The uniqueness that Nagaland is the only state all over India who has not produced a single women legislator. And the overarching constitutional policy and privileges enjoyed by the people of Nagaland which he was interested to know how they interact or overlapped with customary practices. He highlighted the implementation of article 371(A) and the provisions where the customary law has been given an upper hand over constitution of India.

With this background he addressed an issue that happened in Nagaland in 2018, an election of Urban Local Bodies (ULB) under the 6th schedule of India constitution which gives 33 percent reservation in ULB which led to a huge violence and arson and later the government has to declare the ULB as null and void. He said with such happening it is important to locate ourselves again in the customary law which has been given a higher status by the constitution and on the other hand where customary law doesn`t allow women to have this form of reservation.

2) The second point he mentioned was, what are the transformational things that are happening in villages? he argued that looking from the conceptual views like Burg`s idea of "memory recall" and Thompson Paul idea of "the

voice of the past" he tries to understand what are the recurring thing happening in the villages. He made a study on the Yemti village and came across the very idea of out migration in which he came out with the findings that land alienation in relate to customary practice not simply led to out migration but division of the village. He stated that juxtaposing the idea of putting customary practice at the pedestal whereas there is an issue of customary practice which side-lines a group of people.

3) What are the missing perspectives if there is any? How do we nuance the idea of marginality? borrowing Kimberly`s idea of intersectional where she noted that in the experienced of women and coloured women most of them fell under the crack of feminism and the racist and anti-racist discourse on the other. He put forward the question of how to look at this whole thing happening from an intersectional point of view? He said in the intersection people get disappeared and in the case of Nagaland it will be more in terms of the constitutional provision that has been given, i.e., Article 371(A) on the other hand and also have the customary practice on the other hand but these two doesn`t actually address the women population .

In conclusion, he suggested that maybe gender marginalisation in the cases like Nagaland can be nuance through the things that intersect or not intersect and to understand women it goes to doubly marginalised. There is an issue where the policy doesn`t address the women either ways, not benefitting from the constitution nor from customary practises. There is a need to critique not only the practice which comes from outside but from within the society so much as the customary practice. Thus, Marginality has to be understood from a multi-layer standpoint.

Dr. Kh. Pou, from Delhi University gave the third presentation which was on 'Corruption: Systemic Marginalization of the Tribals'. The speaker used slides to present his findings where he analysed the He begins by putting forward an argument that corruption is not merely abuse of government offices but is a systematic exploitation of the tribals. He explain the concept of corruption and said corruption is mostly about interaction between bribe taker and bribe giver which can be either from equal or unequal footing. He gives two types of corruption from bribe giver`s perspective. 1) Guthless corruption – here the agents extort private gain from weaker section of the society by taking advantage of their helpless situation. 2) Grand alliance- he mentioned that in this type of corruption the bribe giver and taker collude to extract gains at the cost of the general public.

He supplemented his presentation making a study on the Senapati district of Manipur and came out with the findings that corruption is not merely abuse of public office for private gains but direct exploitation of the weaker section. He concluded by giving a radical policy saying that corruption is an exploitation of the tribals by the

dominant class and who control over the state machinery and therefore if one wants to reduce the degree of corruption then there is a need to invoked Schedule Caste and Schedule Tribe (Prevention of Atrocities) Act 1989 to punish the agents and those elites involve in corruption relating to corruption Prevention Act 1988 and it`s Amendment Act 2018. And lastly he said bribe given by tribal should be legalised. If this is legalise the bribe takers will have a second thought and not simply take the bribe.

The fourth presentation for the session was done by Ms. Parama Chakma from Tripura University who made a presentation for the topic 'Marginalization of Scheduled Tribes in Higher Educational Institutions: A Case of Shrinking Public Space'. She stated that it is important to understand the process of marginalisation because it is often taken for granted. She proceed with her presentation by explaining three concepts borrowed from Krishna Kumar`s book `Prejudice and Pride` to look into the context of marginality of North East.

1) Politics of mention –She relates it to how history textbook choose to or not to represent certain event and where she found out that though NE was also a part of the freedom struggle it was not mention in the history.

2) Concept of pacing. She said that it has been observed that history is rapidly moving from one event to another event and in that process we are missing out several cases of historical account where she pointed out that the NE region was mentioned as areas of tension in the NCERT textbook and nothing has been written about the account from 1947 t0 1980 how partitioned of India and the partition of Bangladesh has affected and change the demography of NE. therefore she argues that there is no connection between these events and if we do not mention those details and directly go and read about the conflict state of NE then it becomes a bias projection of NE.

3) Conceptualisation of the end - She highlighted that this point is related to problem of how for India the history ends with freedom struggle of 1947 but there is more which were left unaddressed on how NE was impacted in the 1960s, 80s because of migration. But what is discussed there is how India can progress through the new constitution that has been formed.

Looking from the lens of the given concepts she pointed out that the history textbook reflect the idea that tribe are hunters and NE as an isolated and backward region, ignores the role of NE in the freedom struggle and deprived of their identity in history making which were continuously internalised through text and deliver them in exam. She went on to discuss the representation of SC and ST in the higher education and said that lack of representation will not help in overcoming in the

process of marginalisation. She concluded by saying that there need to be a critical conscious having a dialogue with a critical outlook, giving a space to not only one perspective but giving space to multiple perspectives and not merely depositing ideas for other to consume it but sharing those ideas coming to a space where reason, practical reason and rationality given utmost importance irrespective of any race, religion or such other categories.

The last speaker of this session was Mr. Ajay Kr. Choubey who highlighted that his presentation focused on the educational aspect of rural area and rurality. The title of the paper is 'Rural Education: An Endemic Problem of Cultural Subordination'.

The paper began with stating that Educational Inequality, poverty and exclusion etc are the theoretic categories generally used to capture the disadvantaged and they become so integral part of the academic lexicon. Inequality is a essential discourse to understand marginalization. To the researcher, when he tried situate the issues of rurality he found that the structuralist framework of inequality that focus on structural part is not appropriate because that is unable to capture the internal demands within the categories, categorical inequality has failed to capture the social fragmentation, so the presenter has focused on excel oriented framework. Excel oriented process are produced and perpetuated through discursive processes and the researcher found that this excel oriented framework of inequality can be related to the concept of symbolic violence of Bourdieu which is used to dominate the marginalized category. Symbolic Power is a power to legitimize orders to the marginalized sections.

Rural-Urban category is a theoretic term refers to the dichotomy of human settlement. Rural- Urban also refer to the production systems of Primary Goods and Services and Secondary Goods and Services. The whole host of social dynamics is also focused by the two dichotomies. Then the researcher focussed on how functional differentiations were created in rural sectors. He discussed the relationship between rural and urban areas. Rural-Urban dichotomy is a continuum

in India and referred to Robert Redfields concept of rural-urban continuum in this regard. He also discussed about the modern developed transportation system between rural-urban areas which has changed the rural scenes totally. The researcher also said about the sociological studies of M.N. Srinivas, R.K. Mukherjee, etc. who focused on the rural urban continuum.

In the Post-Colonial era village got prime focus on rural development programme and other various development agendas and this has finally led to shrinking of rural areas as a sociological reality.

This ended with question and answer session where each participants attempted to resolve the doubts and adding clarification for remarks on their paper.

Technical Session IV, 1:30 pm – 3:30 pm

Theme: *Media, Development and Marginalization: Nuanced Viewpoints*

Chairperson: Dr. Visakhonu Hibo

Speakers: Ms. Teresa Rehman, Dr. N. Hashik, Ms. Deboleena Sengupta & Dr. Piyashi Dutta

The fourth and last technical session titled 'Media, Development and Marginalization: Nuanced Viewpoints' started after the lunch break at around 1:55pm. The session began with a chairperson's remarks by Visakhonu Hibo from Nagaland University who then opened the floor for presenters. Ms. Teresa Rehman, a journalist from The Thumb Print magazine, was the first speaker who presented a paper titled 'Media on the Margins: An Overview of North Eastern India'.

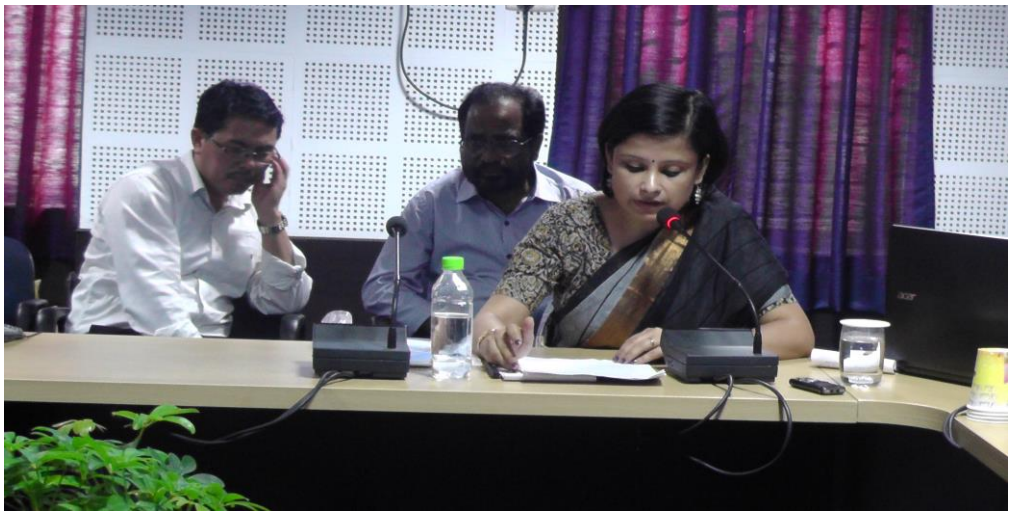
She began her presentation by talking about the Thumb Print magazine and how she has come to established this online paperless magazine through internet. Ms. Teresa discussed about how mass media particularly the newspapers and television

programmes in NE region have only peripheral coverage and issues remained in the margins. She said that news from NE India are often left crying for attention and fairer coverage mainly because the region is not commercially viable and stories from the region do not sell. She mentioned that national media do not look issues from the NE lens regarding insurgency and war where women and girls are worst affected. She also talked about the different issues of the NE region regarding journalism and the problems and traumas faced by journalists in the region. She said that the journalists working in dangerous situations are covering trauma and also experience it themselves where sometimes a journalist is left traumatised for a long period of time without knowing who to approach. She concluded by saying that "journalists of northeast region are warriors and adventurers which took the test of time" and she invited the schools of media and social sciences of NE region to take up more research studies on media issues and how it effects people.

The second paper was presented by Dr. N. Hashik from Tezpur University. In his paper 'Geographies of Marginalization - Migration and Marginality in Petrolands', Hashik looked at home film narratives of Gulf migrants in Kerala. The points that he highlighted in the presentation are cinematic representation of Gulf migrants and migration in Malayalam films. He looked at the unskilled and semi-skilled migrants and how they become marginalised in the homeland (Kerala) as well as coastland (Gulf States). He defined home films as popular films which are watched at home. These home films narrate the real life experiences of the gulf migrants and the way in which employers or sponsors treated them and also portray the growing sense of marginalization of migrant lives. He then discussed some of the major issues which are highlighted through the new films movement. Another point that the speaker highlighted is the condition of the migrants who have come back after working more than 20 years in the Gulf States. The Gulf migrants who have return to their homeland suffer lots of problems and frustrations in terms of employment opportunities, structure of family and society which in turn leads to the concept of 'other'. He also talked about the question of belongingness and identity of the

migrants which got transformed in numerous ways when he/she first move to the petroland. He mentioned that increasing unemployment and socio economic atmosphere in Kerala compels most of the youngsters to migrate to Gulf. Hashik also highlighted that most of the home films are male centric films and the producers are aiming to create films on women migrants too as women themselves started to narrate their migrant lives. He concluded the presentation by saying that home films portrait the unnoticed life struggles of the migrant in the labour camp, the under paid migrants, the migrants who has not gone home in years and the migrant who still search for his life in the petroland.

The third speaker of the session was Deboleena Sengupta from Omeo Kumar Das Institute of Social Change and Development, Guwahati. She presented a paper titled 'On Home and Belongingness: Contextualizing Enclave Politics'. She began her presentation by talking about the partition of Bengal and East Pakistan (Bangladesh) and the condition of the citizen and citizenship in the partitioned areas whom she referred as enclaved residents. When India and Pakistan exchanged the enclaves on August 2015 in order to solve the long-standing border dispute between India and Bangladesh, these enclave statuses were removed and the territory where the enclave dwellers were living became their home state. While land border agreement is considered to be a solution to the enclave issue, Sengupta argued that her paper aimed to problematize the notion of home determined by state makers. Her paper tested the possibilities to develop an understanding of home and the sense of belongingness that people share in engagement with the state. And with the understanding of home, she concluded by saying that one can also theorize the enclave politics to understand the process of inclusion and exclusion inside a state territory as well.



The last presenter was from Piyashi Dutta from Amity University. Her paper was titled 'Narrating the North East: Contextualizing Media led Marginality'. She started her discussion by saying that media is one of the key perpetrators of the

multidimensional, multi-causal historical phenomena of marginalization. She argued that in the case of media, marginality in terms of binary opposition of centre and periphery is broaden further by the 'mainstream media' by talking about NE in certain picked screen or not talking about it at all which leads to misrepresentation or no representation at all. She also argued that the stories of unrest and violence are always highlighted without checking the facts which shows that NE is facing the problem of projecting authentic and credible information on the issues concerning the region. She gave certain examples which show that national media do not give attention or divert to the NE region unless there are big issues in the region. She also discussed the issues of representation of NE in mainstream media by explaining about the relationship between representation, polity and power in relation to the insignificant presence of the political powers of the region in the mainland India where media in turn disregards the region leading to marginalization and information deficit. She also talked about how money dominates the area and how mainstream media with its advertisement driven revenue model exclude the stories of socially and economically disadvantaged zones of the country like Kashmir and NE. She also highlighted two media filters, i.e. ownership profit orientation and license to do business or advertising, categorised by Edward Herman and Noam Chomsky to understand the connection between money and the media representation.

Piyashi said that NE does not contribute to the revenue generation in the media industry as a potential advertiser or as an area of investment and in many cases as a consumer which results on lopsided flow of information. She concluded her presentation by quoting American media scholar Wilbur Schramm and by posing a question about new information order from the NE region by drawing parallels from the New World Information and Communication Order that grew out of the New International Economic Order of 1970s.

Valedictory Session, 3:30 pm

Chairperson: Prof. P.K. Das, Dean (SHSS - Tezpur University)

Prof. Uma Chakravarti thanked Ambedkar Chair for the invitation. She stated that the distance to Northeast is not in terms of miles but way of thinking of region. She was delighted to give the valedictory session in a seminar where she received an invitation from Ambedkar Chair and also where younger scholars would talk about marginalized regions. As a teacher for almost four decades she have interacted with young, it is something which give her certain degree of satisfaction and hope because at this point of time and in this stage of my life she had to have hope that things would actually get better and change. Because the world we are currently living in is not a pleasant one. It had been a good experience for her to be here as the range of papers that dealt with the question of marginality and margins were interesting.

She insisted that she rarely give a key note speech; rather stick with the end session. As she is mostly entrusted with the task to deliver speech on gender so she would stick with it and speak of it in this session.

She started with the note after hearing the papers from the two day seminar it could be seen that how in a way gender has become acceptable rather politically correct thing to do now a days.

Prof. Uma Chakravarti mentioned that 'Smash Brahmanical Patriarchy' trend came up now but she had written the paper in 1994. The conceptualizing Brahmanical patriarchy (1998), there was a version of it which was put in a book Gendering Caste but essentially it had been around for long time but it suddenly become a social media because of the controversy around Jack twitter (which she prefers to call him). It was a controversy around twitter that suddenly gave a second lease of life to the conceptualizing patriarchy. It is sad that we need international recognition to

take our work seriously. Gender is something that we have to respond to which is a good thing. But she thinks that we need to recognize that within that field only a certain things that circulate more than the others. Her writing made the headline for something which has been there for almost two decades. In this regard media had to be blamed.

Take for instance the case of Manorama which didn't make any ripple but Nirbhaya case did at the end of the day. The Kashmiri girls raised these questions, the rapes happening in northeast and Kashmir never made it to the ripple but the Nirbhaya case did. The sexual violence suddenly becomes noted in certain cases. In this case, the media had to be blamed as they do not narrate why particular cases get picked up and other do not.

The Vijay Chowk- central- heartland of the administrative capital of the country- we cannot take any demonstration there but people flooded there to demonstrate for nirbhaya. Our demonstration cannot move beyond jantar mantar (place to do all the demonstration), we don't have 50 yards of democracy. She had serious objection to Ramachandra Guha saying that we are 50:50 democracy, rather according to Uma it is 50 square feet democracy and that is available to us only in Jantar Mantar.

It was because the people flooded the Vijay Chowk, interrogate state's power and that is why Nirbhaya case captured attention in certain way. The administration responded quickly by sending a commission (Verma commission) after which everyone forgets and we are back to square one.

Likewise the #metoo campaign, this campaign divided the people as one group supported it while the other did not. Though it was under the limelight, the real issue surrounding the campaign got lost. She talked about Muslim women whose plight had been reduced to the question of triple talaq and such similar cases were narrated by her where the main issue gets subsumed or sidelined by other trifle issues. She also raised the question where in a market we have the right to choose but when it comes to choose our life partners we are snatched away from our fundamental right. She ends with a note that we have to fight till the end as there are cases where women rose to fight for their rights and dreams. The struggle has begun and it is us who have to bring it to the finish line.

Valedictory speech was followed by chairperson's remark by Prof. P. K. Das who outlined the importance of exploring different dimensions of marginality in the country notably gender, tribe, caste, religion and also in the context of peculiar geographical space like that of north eastern region. The two-day seminar came to a close by formal vote of thanks by Ms. Upasana of Tezpur University who on behalf of Dr. Ambedkar Chair thanked all the institutions (RGNIYD, OKDISCD, Dr. Ambedkar Foundation, and Tezpur University) and people (Resource Persons, Scholars, Students, Administrative Staff, etc.) who have contributed in their own way to make this exercise possible and to directing towards its success.

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Tezpur University

Intellectual Property Rights Cell

विज्ञानं यज्ञं तनुते
Specialized Knowledge promotes creativity

- National Webinar On Intellectual Property as a Strategic Tool for Regional Development organized at Dhakuakhana College, Assam (http://www.tezu.ernet.in/tuipr_cell/pdf/Report_Dhakuakhana_College.pdf)

Activity 2019-20

IPR workshop for the Muga weavers and cultivators

A workshop was conducted at Harhi College on 24 the October, 2019 on '**Effective use of Geographical Indication and Trademark in the market for handloom industry**'. This workshop was the culminating workshop in the series of the earlier two IPR workshops held in and around the Muga Cultivation Hub of Assam, i.e. Lakhimpur. These workshops were meant for empowering the Muga Cultivators to face competitive market forces with renewed confidence by using various IPR tools. This time, going a step ahead, the workshop was organised jointly with the MSMEDi Guwahati to acquaint the cultivators and weavers about various Govt. schemes to help them grow and establish as independent entrepreneurs. The workshop was also supported by GI Registry Chennai for its effort to bring this unorganised sector and the workers into a more organised form. The participants, mostly the Muga weavers and cultivators from Gobindapur-Dhokuakhana areas, applauded the persistent efforts put in by the TUIPR Cell to make the intellectual property of the community... Muga silk ...unadulterated entity in the market and increase the visibility for the interested buyers across the country and beyond.

Officials from MSMEDi Guwahati and TUIPR Cell, Tezpur University participated in the workshop as resource persons. These IPR workshops have resulted in more than 300 Authorised Users for the GI- Muga Silk so far. The authorised users from Assam are now empowered to certify Muga Silk's purity and authenticity by using the GI mark and logo on the finished products. Chief Guest of the programme, the SDO, Gobindapur, applauded the initiative of the TUIPR Cell to reach out and support the grassroot people. In his concluding remarks he reiterated the need to protect the intellectual properties associated with the traditional goods.

IP Day 2019

Intellectual Property Day was celebrated in Tezpur University on April 26 under the flagship of TUIPR Cell with an array of programmes that were meant to focus on encouraging innovation and creativity. This year the theme of the celebrations was centred around "Reach for Gold: IP and Sports". Together with the annual IP competitions like quiz, best innovative idea competition and slogan writing competition, the IP Day was celebrated with an IP lecture series where deliberations were held on the latest innovations in various fields from the invited speakers. Deliberations from experienced industry executives like Asian Paints, Playin App Technologies limited, Panacea Medical Technologies Pvt. Ltd. and officials from institutions like Guwahati Medical College & Hospital, highlighted on how some of the home grown technologies are finding acceptability and making their way not only in the Indian market replacing highly competitive MNC products, but are also being exported to other countries. One of the heart-warming examples was discussed after the presentation on physics of applying radiation therapy to cancer patients, which was on indigenous technologies developed in the form of "Bhabhatron -II" which is a Cobalt Therapy Machine made by BARC in collaboration with Board of Radiation and Isotope Technology & SAMEER and licensed to Panacea Medical Technologies, which shall replace the earlier imported Radiation Therapy Machines for treating Cancer Patients in many Govt. Hospitals due to its precision and effectiveness. This is believed to bring down the price of the treatment of cancer patients as these are manufactured with less than one-tenth of the price of the imported machine. Similarly, the evolution of the Asian Paints from manufacturing mere exterior paints to creating paints that are weather proof, purifies indoor air, kills bacteria etc. took the participants through an interesting journey of self-evolution fuelled by the zeal to remain market leaders. During the interactive sessions, the participants realized that remaining articulated and self-motivated is key to innovate constantly. One presentation on the perspective towards Sports and Robotics at Tezpur University by one of the inhouse faculty member showcased the AI capabilities of the University to the invited guests and the participants. Another presentation that was dedicated to the theme of the celebrations was from the app developer enterprise, Playin App Technologies, which showcased an integrated platform to connect all the sports related services and utilities through one mobile based application.

120 students from University and nearby colleges/institutes participated in the same.

Quick Links

Annual Report (annual-report.php)

Newsletters (newsletter.php)

WIPO booklets on IPR (booklates.php)

IPR Policy of Tezpur University (quick_links_files/IPR_Policy_Feb_2019.pdf)

Invention Disclosure Form (quick_links_files/Invention_Disclosure_Form.pdf)

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Report on Workshop On Manuscriptology (14th June to 15th June,2019)

A workshop on Manuscriptology (Reading Manuscript) was organized by National Mission for Manuscripts, Manuscript Conservation Centre at the Department of Cultural Studies, Tezpur University, Assam. As there is very less knowledge about old Assamese scripts among people, the importance of the workshop is manifold. Old knowledge base is stored in the form of manuscripts among others, and thus the knowledge about the old scripts and language becomes very necessary for safeguarding this vast knowledge base and also for the field of textual criticism. Thus, the workshop was organized with the aim of imparting basic knowledge on old Assamese scripts and techniques of deciphering the manuscripts. Participants were mainly the people who are directly or indirectly associated with the field of Assamese language and manuscripts.

The workshop started with the welcome address by Dr. Debarshi Prasad Nath, Head, Dept. of Cultural Studies, Tezpur University which was then followed by elaborating the purpose of the workshop by Dr. Subhra Devi, Co-ordinator, NMM, MCC, Tezpur University. The other guests included Dr. Mukesh Saikia, Librarian, Tezpur University, Dr. Amia Pator Head, Dept. of Assamese, Nagaon Girls College and Rajiv Kairi, Cultural Development Officer, Jyoti Bharati, Tezpur. The inaugural session was concluded by the vote of thanks addressed by Dr. Juri Gogoi Konwar, Assistant Professor at Dept. of Cultural Studies and ADSW, Tezpur University. The resource person for the workshop was Mr. Bhaskar Bordoloi, Tezpur and a total of 15 participants from Tezpur University, Nagaon Girls College, Nagaon and THB College, Jamuguri took part in the workshop.

The workshop began with general discussion on script and historical background of evolution of Assamese language. It was then followed by identification and comparison of old and new number systems where the participants were given the materials for reference from which they have to practice the exercise. Based on this exercise, the participants were told to do pagination for some manuscripts from the center which was then verified by the resource person. Similarly, for being able to read the manuscript, the participants were given the scanned copies of some photos of loose folios from where they need to write down whatever they have understood. Later on, the alphabets used in old Assamese scripts were discussed by the resource person and the practical exercise was repeated. The workshop ended with the certificate distribution ceremony.

Prof. D. P. Nath, Head, Department of Cultural Studies, TU welcoming the guests and participants

Parts of the participants

Parts of the participants

During practical exercise in the workshop

During practical exercise in the workshop (original sanchipat manuscripts were arranged according to page)

Mr. Mukesh Saikia, Librarian, TU speaking on the inaugural session

Dr. Juri Gogoi Konwatr, Assistant Professor, Department of Cultural Studies, TU offering vote of thanks.

EVENT REPORT
NORTH EAST YOUTH CONCLAVE
6-8 September 2019

The Department of Mass Communication & Journalism, Tezpur University in collaboration with Gandhi Smriti and Darshan Samiti, New Delhi organized a three day North East Youth Conclave on the theme 'Role of Youth in Contributing to a Culture of Peace and Non-violence' during 6-8 September 2019. A total of 150 participants from 18 institutions across North East India participated in the Conclave. The conclave witnessed a most wonderful confluence of youthful energy, vibrancy and enthusiasm that demonstrated the power and potential of youth people to create change in the world.

DAY 1: INAUGURAL FUNCTION

The North East Youth Conclave began on the morning of 6th September 2019. The inaugural ceremony was graced by Senior Journalist Samudra Gupta Kashyap as the Chief Guest, prominent social activist Dibyajyoti Saikia as special invitee and Gulshan Gupta, the North East Coordinator of Gandhi Smriti and Darshan Samiti as part of the guest panel. The dais was also graced by Dr. Joya Chakraborty, Head, Department of MCJ-TU and Prof. Abhijit Borah, former Head and Professor in the Department.

The session began with the national anthem followed by a Borgeet presentation. The Head of the Department of Mass Communication and Journalism, Dr. Joya Chakraborty delivered the welcome address where she greeted the 150 youth representatives from 18 different universities across northeast India that included Tripura University, Sikkim University, Manipur University of Culture, North East Hill University and many others.

Glimpses of the inaugural session: Dibyajyoti Saikia lighting the lamp (left) and borgeet presentation (right)

Thereafter, Gulshan Gupta shared his insights on Gandhi Smriti and Darshan Samiti. Speaking on the occasion, he quoted, "By birth, we are all non-violent." Following this, the inaugural address was delivered by Professor Abhijit Bora, Department of Mass Communication and Journalism, where he highlighted an important aspect of the theme by saying, "You are the only community that can give peace a chance." In line with the spirit of the occasion, Samudra Gupta Kashyap enlightened the gathering with his inspiring words. He talked about the freedom struggle in North East India, about it being the biodiversity hotspot of the country and the role of Mahatma Gandhi in peace building exercises among the youth. He said, "Once you put Gandhi in your heart, he will never go away. Anyone and everyone can become a Gandhi."

The event concluded with the vote of thanks by Dr. Anjuman Borah, Assistant Professor of the Department of Mass Communication and Journalism and the conclave coordinator. Recalling her mentor, Dr. Daisaku Ikeda, she ended the session with the words, "Peace is a decision."

DAY 1, SESSION I: UNDERSTANDING A CULTURE OF PEACE AND NON-VIOLENCE IN THE CONTEXT OF NORTH-EAST

Mr. Dibyajyoti Saikia conducted the first session of the day. A core member of the team of Anna Hazare, Mr. Saikia is the founder secretary general of the national level social organization, Brothers.

Keeping in sync with the theme of the conclave, he started off the first session by speaking about Mahatma Gandhi and how *satyagraha* has been a tool of non-violence and has always been effective. Talking mainly on non-violence, he said that only refraining from hitting or destroying is not non-violence but having a sense of positivity in mind and soul is the true essence of it. Interacting with the youth representatives, he asked them about the major conflict issues prevailing in the Northeastern region. He mentioned that humanity should be above any religion or caste. As he neared the end of his session, he emphasized the importance of youth towards the progress of the country. He said that there is no point of progress if violence is still being practiced. Thereafter, he concluded the session by highlighting the role of youth to take forward the virtue of non-violence.

DAY 1, SESSION II: TOWARDS A SCIENCE OF HUMAN STRENGTHS AND VIRTUES

Dr. Pranjal Buragohain, Associate Professor, Department of Education, Dibrugarh University conducted the second session of the North East Youth Conclave. The session was centered around the topic, towards a science of Human Strengths and Virtues, wherein he spoke to the representatives about positive psychology and the role it plays to promote and establish the conception of peace and non-violence, especially in the lives of youth.

Applauding the participants' enthusiasm to have a talk on peace in today's times, Dr. Pranjal Buragohain talked on how in modern times, religion and politics have given rise to conflicts, and has become a major contributor to violence in the society. He said, "Every human's intention is to want something better in life," emphasizing upon the five dimensions responsible for a positive and peaceful outlook on life, namely- positive emotions, positive engagement, positive purpose, positive relationships and positive accomplishment.

Glimpses from the first day session with Dr. Pranjal Buragohain

Towards the end of the session, he cited a few scientific real-life examples of how inculcating such positive practices have led to not only a higher standard of living, but have also significantly contributed to less aggression or violence, in people's personal lives. He concluded by mentioning his idea, that is, "Peace within one's own self contributes largely to peace in society."

DAY 1, SESSION III: EDUCATION FOR CULTIVATING PEACE, HARMONY AND SELF-IMPROVEMENT

The third technical session of the day was also conducted by Dr. Pranjal Buragohain, who made it an activity based session, and began by introducing a couple of group activities where unknown participants were asked to sit in groups and talk to each other in order to get to know their partners and find out a point of strength and weakness of each other. Similar activities went

on further, seeking to boost interaction between the participants and being productive and fun in the process.

At the end of the day, there was a cultural evening where the students of TU and participating universities showcased their skills and enthralled the audience, which was followed by dinner, marking the end of the day.

Glimpses from the final session of the first day of the conclave

DAY 2, SESSION IV: UNDERSTANDING THE CHEMISTRY OF A SOCIAL EMOTION

On the second day of the event, the first session was conducted by Dr. Pranjal Buragohain. He started off by making everybody understand the chemistry of a social emotion and how emotions are needed in youth for prevailing peace and harmony. Mr. Pranjal shared some of his personal life experiences and the emotional aspects in relation with the theme of the youth conclave. The speaker conducted various activities to increase the level of one's well being and the sense of gratitude towards someone. Sharing stories from his childhood and hostel life, he expressed how emotions have helped him grow, acknowledging the presence of largely two emotions- 'gratitude' and 'generosity'. These were certain values that he had imbibed from his teacher, to whom he shall remain ever grateful for having taught him the value of those. Talking about his teacher further, he mentioned about the practice of writing a letter of gratitude to him, thanking him for each and every help that he had received from his teacher, and how humbled he felt when he received a reply from his teacher, promising him that he shall continue helping others in

the future. Proceeding further, he mentioned the three mantras of a good sustainable life- firstly, acknowledge the gift, secondly, recognise the value of the gift and lastly, appreciate the intention of the donor. In his words, gratitude is a social reinforcer, gratitude is a social motivator, gratitude is a social barometer and gratitude is a social repenter.

DAY 2, SESSION V: BUILDING AN EMOTION THROUGH SKILLS FOR PEACE AND HARMONY

The second technical session of the day was continued by Dr. Pranjal Burhagohain, which focused on developing skills that builds up the feeling of gratitude within an individual. To do so, he conducted various activities and asked the participants to continue the same for not only their well-being but also for the greater good of the society. "Well-being of my life is my choice," he said, to emphasize on which, he shared his own experiences with his students in the past wherein he found that students continuously writing journals had a higher level of gratitude and well-being.

Focusing on the emotion of gratitude, Dr. Burhagohain conducted a total of four exercises to foster the growth of the emotion- one, maintaining a gratitude journal that kept a record of all the good experiences of their life, for according to him, the mind is sensitive to bad experiences; two, writing gratitude letters; three, the WWW, i.e the 'what, when, where' exercise, to keep a record of all the good experiences which inevitably empower the positive emotions, and fourth, the "Hero-of-the-Day" exercise wherein he asked the participants to name a person who had changed their life somehow or added value to it, with the objective of realising the value of a person in one's life.

He concluded the session with a practice called 'gratitude prayer', a cathartic experience where the participants were asked to imagine their mothers and offer heartfelt gratitude for each of her deeds, followed by a question answer session between the speaker and the participants.

DAY 2, SESSION VI: CONFLICT RESOLUTION- TOOLS AND STRATEGIES-I

The speakers at the event were Ms. Suravi Sarkar and Mr. Santu Guchait, Communication for Development specialists and Ms. Anokhi Parikh, an independent trainer, from Banglanatakdotcom. The session began with an activity of self-introspection followed by an analysis of the concept of conflict and peace-making. Thereafter, the entire mass of participants was divided into three groups, headed by each of the three speakers.

As the teams dispersed to their respective locations, the sessions began. The one headed by Ms. Suravi Sarkar approximately consisted of around 20 participants. The participants were shown how conflict ensues in social media and is miscommunicated in the virtual world, through a group activity where all the participants had to make a perfect square without verbally communicating. The exercise entailed a lot of related issues like gender-based violence, leadership qualities, push factors of violence, the essence of global peace, the core of violence etc. The discussions were punctuated by real-life situations where the participants had to apply their reason on issues such as mob mentality etc. and try to understand the whats and whys of conflict. Moving along the lines of understanding the concept of conflict, certain conflict resolution strategies were devised, namely- competing, avoiding, accommodating, compromising and collaborating.

Glimpses from one of the afternoon sessions with Mr Santu Guchait

With another group, the session had Mr. Santu Guchait who got the participants involved in an activity that asked the questions, “What are the main causes of conflict and non violence?” and “What are the three things that describes you?”. He also made the participants perform an

exercise where he asked them to hold a rope and make a perfect square of it without using verbal communication. He then made a human loop and tangled it. Then he asked the participants to untangle without letting go off their hands.

Through the exercises he showed the complex nature of conflict and how it can only be resolved through united effort.

DAY 2, SESSION VII: CONFLICT RESOLUTION - TOOLS AND STRATEGIES-II

The post tea session with Ms. Suravi Sarkar began with the discussion of conflict resolution strategies where the efficiency of each of them based on the degree of assertiveness or cooperativeness they allowed for, was evaluated by the speaker and the audience. In the course of the discussion, the speaker mentioned, “every problem has a solution; no matter however critical the problem may be, it is born with a solution.” As a part of conflict controlling measures, she discussed the importance of preventing future conflicts and not letting prevailing conflicts spread. Majorly an interactive activity based session, participants were explained how conflicts ensued through miscommunication through a game of Chinese whispers, followed by a brief discussion on the skills for conflict resolution namely- leadership, interpersonal relationship, listening, empathy, mediation, kindness, negotiation, assertiveness and cooperation. In the process of explaining the importance of these skills, the speaker divided the audience into groups of two and gave them a chance to interact, in an attempt to get to know each other. Further, they were asked to write thank you letters to their partners. Thereafter, the participants were asked to recollect a conflict situation of their respective lives and write about it in brief, anonymously for future sessions. Finally, the session ended with a feedback session where the participants put forth their comments on the session they just attended.

Students being divided into groups in the first afternoon session of the second day

In Mr. Santu Guchait's group, the last session of the second day saw the participants come together in groups of seven where each student discussed the various conflicts they faced and how they resolved them. Taking cues from the exercise, he said that there are 5 ways to resolve a conflict, namely- Competing, Avoiding, Collaborating, Accommodating and Compromising.

Ms. Anokhi Parikh began with an exercise of making a square with a rope. This was a non-verbal exercise where the group members could not communicate with each other verbally and rather use hand signals and body language. Chart papers and ribbons were assigned to note the skills involved while making the square. Skills such as coordination, leadership, teamwork, etc. were mentioned by several participants. The motive behind this exercise was to explain how peace and non-violence cannot be attained single handedly. Push factors detailing why violence occurs in the society was the second phase of the activity. Participants were handed small chits to jot down the factors they perceived as leading the society towards violence.

As the technical sessions of the day ended, all the participants assembled in the screening hall of the host department, to enjoy a rich cultural evening packed with an array of spellbinding performances by the students of Tezpur University and other participating universities.

A glimpse of the cultural evening on Day 2

DAY 3, SESSION VIII: TOOLS AND SKILL PRACTICE PREPARATION OF PRESENTATION FOR 'APPRECIATING DIVERSITY'

The final day of the event started with a technical session conducted by Ms. Suravi Sarkar and Mr. Santu Guchait, Communication for Development specialists from banglanatakdotcom. The session was in continuation of the previous day's activity of understanding self identity. In this session, the students were asked to describe their social identities, that is, how they portray themselves in the social media. The activity threw some light on the contrast between our real self and virtual self, and how the virtual self is a projection of what we would like to see our real selves as being. The participants were then asked to find similarities between the qualities of their virtual self within their real self. They also mentioned that it is our duty to react or comment to a post responsibly since social media is a volatile space.

Thereafter, all the youth representatives were categorized into group as story writers, instruments players, vocalists, actors, and so on. This activity was done to form a team which would later perform a drama.

Following this, a drama was performed by the team as a part of the valedictory session with the assistance of Ms. Suravi Sarkar and Mr. Santu Guchait. Racism, gender based violence (witch hunting), and cyber bullying were the underlying themes of the drama.

Picture from the final day session: the drama being rehearsed

VALEDICTORY SESSION

The valedictory session of the North East Youth Conclave began on the afternoon of the third day of the conclave, that is, August 8th, 2019. The session was hosted by Abhilash Bapanasha and Sangita Kalita, students of the Department of Mass Communication and Journalism, Tezpur University.

At the very beginning of the session, Dr. Anjuman Borah, the conclave coordinator, shared her remarks and experiences of the three-day conclave. She mentioned how in a very small period of time everything was arranged. The conclave got an overwhelming response at the very beginning itself when 18 institutions responded by sending their youth representatives. She also acknowledged the contribution of Samudra Gupta Kashyap as he successfully set the tone for the entire conclave. She thanked the research panel who did their best to keep the sessions informative and engaging and ensured that each participant took home an experience. Appreciating the bond between all the participants, she said the conclave was a "beautiful confluence of youthful minds". She also expressed her gratitude to all the teams who worked backstage to make the event a success. The teams were categorised as Reporting, Video documentation, Registration and Reception, Poster, Photography, Social media and Cultural.

This was followed by a drama presentation that was prepared under the guidance of the resource persons from banglanatakdotcom, Ms. Suravi Sarkar and Mr. Santu Guchait. It involved a video

telecast of the previous day's (Session VI and VII) exercises. The theme of the performance was surrounded around Racism (racial conflict faced by people belonging to the Mongoloid race in India), Social evils and superstitions, and Cyber bullying. It dealt with different kinds of conflicts, how one deals with them in real life and how one can resolve differences by means of peace and justice. It showed that addressing small issues and working towards resolving the underlying factors of conflict, one can restore peace and harmony in the world. The message that the act sent across was that "*we are one, we are human, we come with nothing and we will go back with nothing, so don't discriminate*".

Stills from the cyberbullying skit of the final day.

After the drama, Ms. Chinmoyee Deka and Mr. Abdul Wadood from the reporting team presented a brief session-wise report on the three-day conclave where all the various activities that were carried out throughout the Conclave were re-lived and appreciated.

The resource persons then shared their experiences. Ms. Suravi Sarkar called it just the beginning and promised further and continued association with the Department of Mass Communication and Journalism, Tezpur University. She said that in order to live a peaceful life, one must stay positive and spread positivity. Mr. Santu Guchait asked the participants to pat themselves on their backs and say "you did well". One of the visiting participants ensured the creation of an instagram account which will connect all the participants in the conclave so that they can stay connected among themselves and also with banglanatakdotcom.

This was followed by a participatory puppetry video presentation of about six minutes. Students of the nearby Panchmile HS School were the puppeteers. It was titled "The Lesson" and addressed two important themes for creating peace – 'Respect' and 'Love'.

Following this, representative from Gandhi Smriti and Darshan Samiti, Mr. Gulshan Gupta expressed his gratitude towards everyone and said, "We are about to begin the journey towards peace". He also shared a story about Guru Nanak that went like this: *Guru Nanak was once travelling with his disciple "Mardana" when he came across a village that was filled with hypocrites. He was disappointed but he still blessed the village on his farewell, saying, "May you always stay and flourish in this same place." Mardana was shocked but could not ask anything. Then he reached the next village where people were waiting to receive them. He spent three days there and received a lot of love and warmth. On the last day he blessed them too, by saying, "May you get displaced from here." Mardana could not stop himself and asked, "Why such contrasting blessings?" Guru ji replied, "People of the first village have their eyes closed with ego so wherever they go they will spread their ego but people from the second village will spread peace and love wherever they go"*. Mr. Gupta equated Nanak's lesson to the message of the Conclave and said that all the participants must now spread the message of peace and the importance of the role that youth can play in peace building, wherever they go.

The session then welcomed the Chief Guest for the evening, Professor Dilip Kumar Saikia, Pro Vice Chancellor of Tezpur University and felicitated him by presenting him a *gamusa* and a sapling. He congratulated the department for hosting a successful conclave and said, "Peace is the need of the hour and you (youth) are the main source of peace".

The feedback session saw many students coming up to share their experiences. A student from Sikkim University said, "Thanks everyone. I learnt a lot and hope for a continued brotherhood". Another student praised the accommodation and well planned conveyance facilities provided by the department and said that the Conclave gave him an opportunity to see and present their own as well as others' skills. A participant from the Manipur University of Culture said, "Hope to come again. We are the youth so we should plan and come together to work for peace". A Tripura University participant said that the Conclave was a great platform to make friends and that whatever they learnt from it they can apply in real life as well. A student of North East Hill

University expressed his satisfaction with the department and called it one of the most advanced Mass Communication departments.

Later, the certificates were distributed to all the visiting participants by the Pro Vice Chancellor and the Head of the Department, Mass Communication and Journalism.

The pro-vice chancellor handing out certificates to participants

Then there was a special gesture by the students of Manipur University of Culture where they gifted a traditional Manipuri memento, *Lengyan Phee* to the Pro Vice Chancellor and the Head, Department of MCJ.

This was followed by the Vote of Thanks proposed by Mr. Joy Chakraborty, a student of the third semester, M.A. in Mass Communication and Journalism.

The session came to a close with the singing of the National Anthem, followed by a photo session.

Group photo of the event

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AICTE TRAINING AND LEARNING (ATAL) ACADEMY PROGRAMME
ON
INTERNET OF THINGS (IoT) AND ITS APPLICATIONS

October 21 – 25, 2019

Organized by:
Department of Computer Science and Engineering, Tezpur University
Tezpur University, Napaam, Assam-784028

The one week long workshop on INTERNET OF THINGS (IoT) AND ITS APPLICATIONs is designed to dissipate knowledge on basic technologies of IoT and its applications in today's cyber physical system (CPS). It is anticipated that the participants would gain far reaching insights and enrich their knowledge in this field.

This Workshop is supported by AICTE-ATAL and it is planned keeping in view a wide range of topics of current teaching, research and innovation trends going on in the domain of Machine Intelligence and IoT.

IoT TRACK:

Topics to be covered (but not limited to):

- Basics of IoT
- IoT Stack and Networking
- Hardware, Sensors and Actuators
- IoT Platform Architecture
- IoT Gateway
- IoT Protocols and Services

Illustrative hands-on session:

- Using IoT kit and programming

IoT APPLICATIONS TRACK:

Topics to be covered (but not limited to):

- IoT in Resource Management
- Industrial IoT and IoT in Enterprise
- IoT in Transportation
- IoT in bio-energy management
- Smart cities & IoT
- IoT in Environmental Monitoring
- IoT in Healthcare
- IoT in Education

Eminent experts and researchers from prestigious academic institutes and IT Industries such as – IIT, CDAC and Ekagga will deliver lectures and engage in hands on session and interactions.

PATRON

Prof. V. K. Jain, Vice Chancellor, TU

ADVISORS

Prof. D. K. Saikia, Pro-Vice Chancellor, TU
Prof. D. K. Bhattacharyya, Dean, Academic Affairs
Prof. B. Bora, Head, CSE, TU
Prof. S. K. Sinha, Dean, School of Engineering
Prof. D. C. Baruah, Director, IQAC, TU
Prof. U. Sharma, CSE, TU
Prof. N. Sarma, CSE, TU
Dr. S. Saharia, Head, Computer Centre, TU

VENUE:

Seminar Hall, Dept. of Computer Science & Engineering, Tezpur University, Tezpur, Assam.

ORGANIZING COMMITTEE

Dr. S. K. Deka, Coordinator
Dr. Debojit Boro, Joint-Coordinator
Dr. Arindam Karmakar
Dr. Sanghamitra Nath
Dr. Swarnajyoti Patra
Dr. Nabajyoti Medhi
Dr. Shobhanjana Kalita
Dr. P. K. Choudhury
Dr. Durlav Sonowal

Tezpur University **was established by an Act of Parliament in 1994. The objectives of this Central University, as envisaged in the statutes, are that it shall strive to offer employment oriented and interdisciplinary courses to meet the local and regional aspirations and the development needs of the state of Assam and also offer courses and promote research in areas which are of special and direct relevance to the region and in emerging areas in Science and Technology.**

Tentative Schedule is as follows:

Dates	*10:00 AM to 11:30 AM*	*11:30 AM to 12.00 PM*	*12.00 PM to 1.30 PM*	*1.30 PM to 2:30 PM*	*2:30 PM to 4.00 PM*	*4:15 PM to 4:45 PM*
21/10/2019	*Registration and Inauguration*	*High Tea*	*Session 1* *Topic/Activity: IoT Fundamentals* *Expert name: Designation:*	*Lunch*	*Session 2* *Topic/Activity: IoT Devices, Sensors & Actuators* *Expert name:* *Designation:*	*Tea*
22/10/2019	*Session 3* *Topic/Activity: IoT Stack and Protocols* *Expert name:* *Designation:*	*Tea*	*Session 4* *Topic/Activity: IoT Architecture Design* *Expert name: Designation:*	*Lunch*	*Session 5* *Topic/Activity: IoT in Resource Management* *Expert name:* *Designation:*	*Tea*
23/10/2019	*Session 6* *Topic/Activity: IoT in Healthcare* *Expert name:* *Designation:*	*Tea*	*Session 7* *Topic/Activity: Smart Cities & IoT* *Expert name:* *Designation:*	*Lunch*	*Session 8* *Topic/Activity: IoT in Bio-energy management* *Expert name:* *Designation:*	*Tea*
24/10/2019	*Session 9* *Topic/Activity: IoT in Environmental Monitoring and Transportation* *Expert name:* *Designation:*	*Tea*	*Session 10* *Topic/Activity: Hands on Training with IoT Kit* *Expert name:* *Designation:*	*Lunch*	*Session 11* *Topic/Activity: Hands on Training with IoT Kit* *Expert name:* *Designation:*	*Tea*
25/10/2019	*Session 12* *Topic/Activity: IoT in Education* *Expert name:* *Designation:*	*Tea*	*Session 13* *Topic/Activity: Lab Practice using IoT Kit* *Expert name:* *Designation:*	*Lunch*	*Session 14* *Topic/Activity: Lab Practive using IoT Kit* *Expert name:* *Designation:*	*Valediction*

Faculty members, Research Scholars, and PG students from various government or private Engineering Colleges / Institutions / Universities with teaching and research interests in the area of IoT are eligible to participate in the workshop.

Hostel and Guest House accommodation is subject to availability and charges have to be borne by the participants. No TA/DA will be provided to the participants.

All mails should be directed to *iotworkshop@tezu.ernet.in*.

For registration, please follow the link: https://forms.gle/wfR4JLq2aMevdHZq5

Accommodation for participants is limited and will be provided subject to prior intimation via mail and on a first-come-first-serve basis.

Regular bus services are available from Guwahati (ISBT) to Tezpur ASTC Bus Station via Nagaon or Mangaldai. To reach Tezpur University, University Bus Services are available from Tezpur ASTC Bus Station via Paruwa to University Campus.

Report on

NATIONAL WORKSHOP ON

PREVENTIVE CONSERVATION OF DOCUMENTARY HERITAGE

Organized by

Manuscript Conservation Centre at Department of Cultural Studies, Tezpur University

in collaboration with

National Mission for Manuscripts, New Delhi

21st October, 2019 to 25th October, 2019

The five day workshop on *Preventive Conservation on Documentary Heritage* started on 21st October, 2019. The workshop aims to preach awareness and develop preliminary knowledge among the participants from various institutes across north-east India working or having interest for manuscript conservation. The inaugural session started at the Council Hall of the University at around 10:30 A.M and hosted by Tinam Borah, Research Scholar, Department of Cultural Studies, Tezpur University. The dignitaries on the dias were, Professor Prasanta Kumar Das, Dean, Humanities and Social sciences, Tezpur University; Dr. Biren Das, Registrar, Tezpur University; Professor Debarshi Prasad Nath, Head of department, Cultural Studies, Tezpur University and the Chief Guest of the event, Dr. Y.S. Wunglengton, Director, Directorate of Museum, Assam.

The event started with a Saraswati Vandana by Miss. Chirantana Talukdar, Project staff, Manuscript Conservation Centre, Department of Cultural Studies, Tezpur University. This was followed by the welcome address by Professor Debarshi Prasad Nath, Head, Department of Cultural Studies, Tezpur University. Then, Professor Prasanta Kumar Das, in his inaugural address, emphasize the importance of the works undertaken by Manuscripts Conservation Centre, Tezpur University in relation with the mandate of the university to preserve and study the heritage of the region. There he specifically mention about the climatic condition of Assam and the reasons for deterioration of manuscripts, thereby advocating the importance of learning techniques for preserving the manuscripts and also for building an environment suitable for dealing with manuscripts. He talked about the changes of 'map' from the hand drawn maps to Google Map of today that have progressed through globalization as well indicating the need of digitization of these hand drawn maps.

Dr. Subhra Devi, Assistant Curator, Museum, Department of Cultural Studies and Coordinator, Manuscript Conservation Centre, Department of Cultural Studies, Tezpur University introduced about the Centre and works performed under this project introducing the basic steps in manuscript conservation for sanchipat manuscripts. It is followed by unveiling of a booklet on "Introduction to Conservation of Documentary Heritage", prepared by Manuscripts Conservation Centre, Tezpur University.

The special guest for the event, Dr. Y.S. Wunglengton, Director, Directorate of Museums Assam mentioned about Assam State Museum in Guwahati, and how preservation works are done there, what kinds of artefacts preserved there and the lack of human resources in the museum leading to slow progression. He mentioned about the various Indian Museums and said that the Indian artifacts had received worldwide recognition. In his speech, Dr. Biren Das, Registrar, Tezpur University, extended his best wishes to the Manuscript Conservation Centre at Department of Cultural Studies for the works undertaken for preservation of important heritage of the region and also expressed his best wishes for the success of this event.

The event ended with a beautiful satriya performance by Miss Anusuya Goswami, a first semester student from Department of Cultural Studies, TU. Dr. Parashmoni Dutta, Assistant Professor, Department of Cultural Studies, Tezpur University, delivered the vote of thanks.

The technical sessions started with an ice breaking session moderated by Dr. Subhra Devi, where the participants introduces their collection and problems faces by them and the resource persons for the day Mr. Minesh Harinkhede (conservator, National Research Laboratory for Conservation of Cultural Property, Lucknow), Dr. Vandana Singh (Managing Director, Centre for Art Conservation and Research Experts, New Delhi) and Dr. Subhra Devi (Co-ordinator, NMM-MCC at Department of Cultural Studies, TU) responded to their general queries. The workshop started with the basic concept of *Preventive Conservation* by Minesh Harinkhede, who is a well-known conservator of the country . Later on, his session included both theory and practical on *storage, handling and transportation* which is one of the most important part of preventive conservation. His other lectures include, *Conservation Documentation* and *Basics of laboratory set up* for conservation of documents.

Another resource person for the first two days, Dr. Vandana Singh started her deliberation on the topic *Environmental factors and Deterioration* where she explains various causes of deterioration in documentary heritage .She also took a session on the *Ethics related to Preventive Conservation* and also on *Dry cleaning of Documents and Manuscripts*.

Mr. Lalit Pathak delivered a lecture on "*Techniques of Disinfection from insects and fungus"* after which practical sessions were conducted on *"Encapsulation, Mounting and Inlaying"*. Dr. Mukesh Saikia (Librarian, Tezpur University) delivered a lecture on *Cataloging and Accessioning of Manuscripts*. Dr. Utpal Das (Deputy Librarian, Dibrugarh University) presented his lectures on the topic "*Biological Deterioration of Wood Origin Documentary Heritage*" where he had shown different deterioration in Sachipat Manuscript. Jayashree Acharya introduces the participants with various "*Tools and instrument used for Environmental Monitoring* in storage and exhibition areas. Sachipat manuscripts are the most predominantly found in Assam and Dr. Subhra Devi introduces the participants *Sachi Pat Manuscript and its Process of Preparation for Writing*. Two sessions on *Disaster Management* was also taken during the workshop by Dr. Dipak Nath (Centre for Disaster Management, Tezpur University). A session on "*Conservation of Sanchipat Manuscripts and wooden artefacts of Assam"* was presented by Prof. Robin Dutta (Department of Chemical Sciences, TU) where he have shown his experimentations and his experiences relating to the topic. Dr. Girin Phukan (Director, Institute of Tai Studies, and Co-ordinator of NMM-MRC, Moranhut) delivered lectures on the topics *"Problems of Manuscript Conservation in Assam"* and the *"Importance of Conservation of Documentary Heritage".*

The purpose of the workshop was to give some of the basic knowledge or how to preserve the *Documentary Heritage* using some primary techniques of *Preventive Conservation.* On the last day, valedictory session was organized where Dr. Girin Phukon , Director Institute of Tai Studies and Dr. Juri Gogoi Konwar, Asstt. Professor Tezpur University, Dept. Cultural Studies was present. Later on, some the participants shared their remarks and feedback on the five day worksho. The workshop ended with *Vote of Thanks* delivered by Dr. Subhra Devi, Co-ordinator of the workshop.

Chemistry Olympiad Exposure Camp

November 10-13, 2019

We are happy to invite applications from Junior college/High school teachers (teaching at X to XII class), involved in teaching CHEMISTRY for the Exposure Camp to Chemistry Olympiad to be held at Tezpur University from November 10-13, 2019. Only the teachers employed in schools that are recognized by state or central government education boards are eligible to apply.

Olympiad is a movement with a very strong educational goal of exposing pre-university students to what is meaningful and challenging about a given subject so that they may be inspired to pursue the subject. The program has evolved in form of competitions involving challenging theoretical and experimental problems that touch the frontiers of the subject but are solvable by a senior secondary school student.

On the surface, the olympiad program is a challenge for the students, but if one looks into its dynamics, it is infact a challenging and unique opportunity for the teaching community of the given discipline. It has enriched our conceptual understanding of chemistry and its pedagogy as it requires our engagement with the subject at historical, philosophical, practical, and conceptual level. We invite you to this exposure camp to share our learnings and help you gain experience of this process.

The exposure camp will consist of pedagogical sessions related to concepts in chemistry that are an integral part of the experimental and theoretical components of the Chemistry Olympiad. The participating teachers will be sent some of the past problems in theory and experiments. Each participant is expected to study the problems beforehand. During the camp, there would be discussions on teachers' reflections on the problem solving process. There would be a special emphasis on how experiments can be modified differently to achieve greater learning for students, without actually increasing the material requirements.

Interested teachers can apply by clicking on the button below:

Fill Online Form

OR

Download

and
send the completed application form to us to the address given below:

Prof. Ashim Thakur
Department of Chemical S
ciences,
Tezpur University,
Napaam, Sonitpur
Assam-784028

Note: The deadline for submitting applications for the camp is being extended to Oct 22, 2019. The list of selected teacher participants will be uploaded on our website by October 24, 2019.

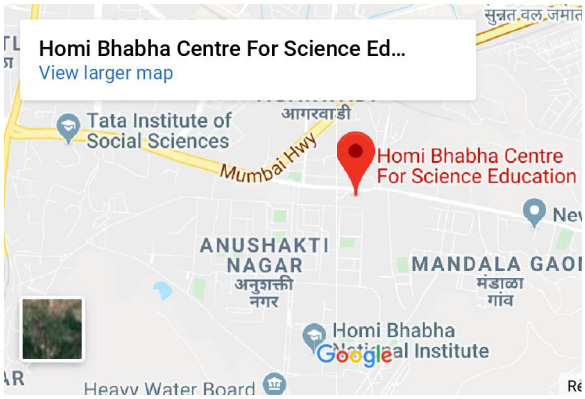
In case you are selected for the camp, you will need to carry a print out of the completed form certified by Principal (or concerned authorities) of your school/college when you come for the camp. Without the certified form, you will not be allowed to attend the camp.
All the participants will be eligible for to and fro travel fare as per the entitlement (maximum only upto II AC train fare). During the workshop, food and accommodation will be provided to all participants at Tezpur University campus.

Olympiads

Homi Bhabha Centre for Science Education
Tata Institute of Fundamental Research
V. N. Purav Marg, Mankhurd,
Mumbai-400088, INDIA

Web :http://www.hbcse.tifr.res.in

Connect With Us At:



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Participants' list

Homi Bhabha Center for Science Education (TIFR)
V. N. Purav Marg, Mankhurd, Mumbai-400088
Chemistry Olympiad Exposure Camp, 10-14th November 2019
Department of Chemical Sciences
Tezpur University

10-11-2019

Sl No.	Name	Address
01	Mr. Partha Sarathi Panda	Govt. Girls High School, Titilagarh
02	Dr. Chinmayee Saikia	Tezpur Science Academy Tezpur
03	Mr. Boggavarapu Adinarayana	Vasavi High School, Nirmal
04	Mrs. Jahnabi Deka	Krishnaguru College of Science and Technology (KCST), Nasatra
05	Mr. Binod Rajkhowa	Kamarbandha igher Secondary School
06	Mr. Rafique Ahmed Baruah	Tinthengia High Madrasa
07	Mr. Gauri Prasanna Bharali	Madhabdev High School, Kachikota
08	Mr. Kangkan Kishor Dutta	Bamunpukhuri high school
09	Mrs. Kabita Saikia	Tezpur Govt. HS School
10	Mrs. Jumi Das	KV, Central University, Tezpur
11	Mrs. Moni	KV, Central University, Tezpur
12	Mrs. Daisy Mahanta	Tezpur Bengali Boys' HS School, Tezpur
13	Mr. Naba Kanta Pegu	Rengam Champara High School
14	Mr. Manab Bharali	Govt. Gurdan HS School, Nalbari
15	Mrs. Sangita Bharali	Puthimari HS School
16	Mrs. Nabanita Doul Baruah	Kaliabor HS School, Koliabor
17	Mr. Debajit Ghosh	Dibrugarh Bengali High School
18	Mr. Rupjyoti Kalita	Matrix junior College, Nagaon
19	Mr. Udayjyoti Borah	Namdeuri HS School
20	Mr. Pranjal Borah	Kuthori HS School

Report on one-day Interactive theatre workshop held at the Department of Mass Communication and Journalism, Tezpur University; November 11, 2019, for students of M.A in Communication for Development (C4D)

Facilitator:

The one-day intensive workshop was facilitated by **Ravi Ramaswamy,** a Bangalore based Development practitioner and Theatre of the oppressed trainer with over a decade's worth of experience in the practice. He is a trustee at the Centre for Community Dialogue and Change (CCDC), Bangalore.

Ravi offers courses in Pedagogy and Theatre of the Oppressed to students and professionals of all backgrounds to explore various themes amongst which are masculinity, violence, gender and sexuality, social psychology, democracy etc.

He is currently engaged in a forum theatre project to identify the struggles and aspirations of young farmers.

Attendees:

The workshop was attended by both third and first semester students of Masters in Communication for Development (C4D), Tezpur University. In all, a total of sixteen students participated in the workshop.

Figure 1Participants in a group picture

Workshop purpose:

It is, amongst other things, to further a practical understanding of the third-semester students on the importance of interactive theatre (theatre of the oppressed) in development communications and as a tool for community engagement.

Workshop in Brief

It begun at forty minutes passed the hours of nine on Monday, November 11, 2019, with almost all participants present.

The session began with an introductory remark by Dr Joya Chakraborty, HOD, Department of Mass Communication, Tezpur University. According to her, the workshop was necessitated on the grounds of serving the practical needs of students, who have had the privilege of being introduced to the subject matter on Theatre of the oppressed in theory as part of the C4D course curriculum.

“I always say my knowledge of the ‘theatre of the oppressed’ is self-taught. Here, you have the privilege of learning from a practitioner, who is best suited to teach it…”

Later, participants were introduced to the interactive games, which served as the basis for the workshop- prominent amongst which are, Cover the Space, Name playback, College Student Closing, Blind Car/Bus, Circle of Knots, Colombian Hypnosis, Carnival in Rio, Glass cobra etc.

The workshop was climaxed with an introduction to Image and forum theatres and Sculpting.

Theatre of Oppressed

Theatre of the oppressed was pioneered by Augusto Boal in his works with the Brazilian peasant population.

The form is now popular across the globe for social and political activism, resolution of individual and group struggles, community building, therapy and treatment and in the making of government legislations.

The form is neither theatre as entertainment, nor for propaganda, but a form of popular community-based education which is based on the vision of Paulo Freire and his landmark work on education, Pedagogy of the Oppressed.

This form of theatre essentially is a tool that helps ‘unfreeze,’ break identified patterns that impeded real communication among communities by making them aware of their full potentials through dialogues.

Brief on participatory Games facilitated during the Workshop

Cover the space

This activity allowed for a reflection on the use of individual space while respecting other occupants of the same. So, participants were given the leverage under the instruction of the facilitator to ‘walk the space.’- which in this case is the venue of the workshop. Each individual had the opportunity to cover a given distance without bumping into anyone.

The next phase in this game was for all participants to while walking their space observe others without talking but stop or move, whenever there was such action from any participant from within the vast space. This awakened a sense of alertness and being observant of others in the exercise of one's freedom.

Outcome

Based on participants feedback, this activity, most importantly; made it possible for one to reflect on communication by observation- the rule of thumb for participants to abide by the rules governing the game without faltering.

College Student Closing

This game started with participants forming groups of three each. Of the three persons in each group, one represented a college with the remaining two being a student and 'closing.' The ones representing the college and closing came together to form a structure, which served the purpose of a structure over the student. The idea is every student is deserving of a college to study.

Of the total participants present, one was left without a group. After the structure (college) is formed, the one without a group in want of one takes the centre stage; he/ she calls out one of the designations (College, student, closing). In the event of calling out student, all students within a structure together with the one left without a college, move in search of a new one for enrolment. In the end, one student again is left without a college leading to a repeat of the process altogether.

Outcome

There was a constant struggle for a college by students and the general search for an association by all. Participants in this activity were on keen alert to find a student for their college and vice versa.

According to a participant "It didn't feel good being left alone without anyone to form a college with, or find a college as a student. Hence, there was a need to constantly be on the alert, in order to find a college. It felt good to belong and not left alone."

Name playback

This activity served as an introductory ground for other activities and games to follow through seamlessly. It offered participants the chance to introduce themselves to each other in a fun way.

This game is especially useful when there are new people present. It started with a participant pronouncing his name aloud for all present accompanied by a demonstration. Other participants after, repeat the name and mimic the demonstration accordingly. This is repeated by the entire group until the last participant.

Outcome

It served an icebreaker. Participants familiarised with each other. It also helped loosed the hitherto tense atmosphere for the utmost participation of all. In the words of Ravi "It is a simple

icebreaker useful for introducing people to each other and helping people learn each other's names."

Blind car/Bus

This activity required participants segregated into groups of two each. Instructively, in a defined alignment, the one in front with eyes closed only moved, having being signalled via a touch from the one behind.

With eyes closed, the member in front moves in a defined direction depending on the nature of tap/touch received. A touch/tap on the right shoulder meant a move in the right direction and vice versa.

However, a touch/tap at the back signals a halt in movement, with a touch on the head signalling a forward/start movement.

Figure 2Cross section of participants in the Blind bus game

Outcome

Reflecting on the activity, members viewed the exercise as depicting the struggles of the blind in society.

Colombian Hypnosis

In pairs of two, participants had the opportunity of either acting in the position of a leader or follower. The leader led by gesturing with the palm (hand) with the follower having no other option except to follow the direction as is being gestured.

Figure 3Participants in demonstration of the Colombian Hypnosis game

Outcome

According to feedback solicited, this game made participants rethink leadership and followership. Sample of the participant shared the view that “leadership was empowering and offered a sense of fulfilment and authority.” Others held that “it was intriguing to know you have the power to have others do things your way.”

These observations according to them triggered the desire for a position of leadership always. Interestingly, however, others held that “leadership was a difficult undertaking considering the responsibilities attached to it.

For this reason, they preferred being/ acting in the position of a follower. Their desire, as shared, is premised on the belief that being a follower presents an opportunity to be in the position to act, offering a sense of accomplishment and responsibility.

Carnival in Rio

This is a community-building exercise conducted with four different groups, with four members each. At the group level, the instruction was for members to individually produce a sound but in the long, achieve sync with other members of the group irrespective of their individual sounds.

Then each group was given the opportunity to present the process each undertook to arrive at the ultimate sound.

Outcome

Of the discussion, based on the process presentation, it was realised that though each individual started with a sound peculiar to them, such was abandoned for the common good of group uniformity.

“I like my sound but I chose to abandon it for the group’s good. I realised sticking to mine sound made it difficult for us to achieve a pleasant sound as a group…”

Regardless of group peculiarity, it was common for individuals to abandon their sounds for a dominant one voluntarily. Members shared was due to individual feelings of being over-powered, preference for the sound of others amongst other things.

Image Theatre & Forum Theatre

Image theatre draws on the use of body shape to express emotions and feelings. With this activity, a volunteer from amongst the audience started by assuming an expression through a demonstrated bodily posture. Participant audience each took a turn to participate by adding to the bodily expressive demonstration as it suits their understanding and appreciation.

In an adaptive manner, the image theatre set the pace for discussion amongst the participants, who shared their views on what to them worked best.

The opportunity was given to each, based on opinion shared to come up stage to demonstrate their share of a solution to the problem on display.

This brought to the fore, the idea of participation, where members easily more than sharing their views, had the chance to practicalize it. This gave basis to leading change from a much pragmatize point of view till the best solution according to the entire group was arrived at.

The Glass Cobra

The workshop was climaxed with the Glass Cobra activity explained below:

It is a widely appreciated exercise developed by Augusto Boal based on a Chilean legend. Here, participants stood in a circle close to each other and with eyes closed feel the head and shoulders of the person in front of them.

They remember details of the ‘head’ so that they can later locate it. Then the participants walk away from one another and with eyes closed try to locate the person who was in front of them. Once they locate their partner, they place both their hands on the partner’s shoulders. The game continues until the circle reforms.

It was an exhilarating experience for participants, who were awestricken by the reality of returning to the normal circle shape, even with their eyes closed.

Reference

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EVENT REPORT

WORKSHOP ON CAMPAIGN PLANNING

DEPARTMENT OF MASS COMMUNICATION AND JOURNALISM
TEZPUR UNIVERSITY

On 11 November 2019, the Department of Mass Communication and Journalism conducted a day-long seminar with the third semester MCJ students on the topic "Campaign planning" in the department premises. The workshop was headed by Dr. Sanjeev Kumar, an independent consultant, trainer, guest faculty at IIMC, BIMTECH, Tezpur University, IIHMR, XIC, IIPA, NALSA, DLSA, FICCI and a national level resource person in advisory boards, think tanks and review committees.

Dr Sanjeev Kumar, PhD (JNU), MBA (MDI), PGD in Communication (XIC), has over 30 years of experience in the development, communication and media, research and capacity building arena working with Government (Ministry of Health and Family Welfare, Ministry of Women and Child Development, Ministry of Rural Development, Ministry of Drinking Water and Sanitation), the private sector (Medica Synergie) and national and international civil society (The Michel Group USA, HLSP UK). He has previously worked in senior and top management capacity full time with MOHFW, MWCD, NACO, Population Council, CARE India, HLFPPT, PATH, UNICEF, UNAIDS, UNDP, World Bank and PWC. He has worked with research organizations like AC Nielson, CMS, IPSOS, TNS MODE and VIMARSH. He has been a part of several large scale social campaigns, film production and communication campaign evaluations.

The purpose of the workshop was to help the students understand the concept of campaign planning to enable them to formulate successful communication campaigns on social issues concerning the communities in and around them. It was conducted over two sessions in which he discussed his experiences, did a few practical activities and interacted with the students to help them develop their understanding of the concepts.

SESSION I: INTRODUCTORY SESSION

In this session, Dr. Sanjeev Kumar introduced himself to the students attending the workshop. He then asked the students to introduce themselves in ways that highlight their hobbies and unique pursuits. In this session, he brought out the importance of situation analysis in a campaign plan. He talked about how conditioning of our minds tends to stop us from thinking differently. Conditioning is also a large part of the reason as to why most communities do not undergo a behavioral change despite having prior knowledge about it. Later he asked, “What is a message?”. To this, the students replied with variants like message is information, emotion, gesture, request, question, etc.

After a short tea break, the students were asked to sit in the groups in which they did their campaign planning. He taught the step by step process of campaign planning and emphasised on the importance of primary data in the formation of a baseline. Primary data can be collected in the form of surveys which can be a Community Needs Assessment (CNA) or a Knowledge Attitude Practice (KAP) survey. This formative research is done to know about the existing knowledge of the community. “Knowledge is not equal to doing it," says Mr. Kumar. When the community situation is ‘I don’t know and I don’t do it’ it means the campaign has to focus on creating awareness but when the situation is ‘I know but I still don’t do it’ then the campaign will have to focus on behavioral change. Hence, finding out the reasons behind the existing behavior patterns is important. This is referred to as problem analysis. To explain this better, Mr. Kumar cited the example of the Swachh Bharat Mission in which he was an active member. To make the community realise that what they are doing is wrong, they have to be triggered using a visualization process that would help change their perception. He says, “Changing knowledge is easy but changing perception is not”. Finding out the underlying beliefs, perceptions, barriers, norms, opinions, ideas, myths and misconceptions within the community will help realise the reasons behind their current behavior which can only be found out by formative research. Only after this can a strategy be planned.

He then conducted the 3 circle experiment. Having shown 3 identical circles on the projector screen he asked the students to spot the differences between them. He later reveals that each of them was the shadow of a cone, a circle and a cylinder when seen from above. This shows that if we only look at the shadows, we will miss the reality behind it. Hence, it is important to look at a problem from all possible perspectives before setting out to find the solutions to it. “Formative assessment will give us all the blocks and research will give us all the keys”, he said.

Towards the end of the session, he conducted the rope experiment where he tied the hands of a pair of students and got them intertwined with each other. He then asked them to detangle without opening or cutting the rope. This exercise highlighted the fact that most times the solution of a problem lies elsewhere and not only in the affected area as the ropes could be detangled through one of the four nodes where the ropes were tied to their hands and not in the region where the ropes intersected.

The workshop then recessed for a lunch break of 40 minutes.

Figure: During the rope experiment

SESSION II: CAMPAIGN PLANNING SESSION

In the second half of the campaign post lunch, each of the groups were asked to give a three-minute presentation of their respective communication campaign planning progress detailing all the aspects like situation analysis, stakeholder and target group identification, communication objectives and strategies, campaign message design etc. As the groups presented one after the other, the workshop emerged as a forum for discussion for a range of topics of local significance like- awareness campaign on increasing total fertility rate (TFR), deprivation of basic needs of electricity in Amolapam village, campaign for spreading adult literacy, electricity conservation in Tezpur University campaign, safety of T.U students outside the immediate campus boundaries, facilitating employment opportunities amongst people of Napaam, body shaming awareness at Tezpur University campaign, mom-shaming awareness campaign, prenatal care campaign and gender sensitisation campaign.

With every topic, he suggested a few changes in the way to make the implementation crisp and efficient. In the case of the first group, he pointed out that they should aim to reduce the TFR and not focus on birth control, which was their earlier motive. He also narrowed down their target audience to newly married couples and couples with one or two children only as opposed to their earlier target of all adults. With the second group, he highlighted the importance of making informed choices. He said that in order to combat the problem of lack of electricity the people should be made aware of all the choices available to them (solar panels and the traditional electric lines) so that they can make the right choice and not regret it later. As far as the third group was concerned he brought out the difference between an intervention and a communication process. He said sometimes campaign planners may overstep their boundaries and propose an intervention instead of a communication campaign. During the presentation by the fourth group, Mr. Kumar asked the members to be specific about their output products whether it is in the form of posters, pamphlets, street plays, etc. During this discussion, he recommended the students that whatever data is to be collected must be as recent as possible and should always be verified from multiple sources.

The discussion was punctuated by a short tea break, where the students informally interacted with Mr. Kumar who gave them an interesting exercise to encourage analytical thinking. The students were asked to form a circular human chain and were then directed to face the opposite side without breaking the chain. The students tried a few solutions before finally making a breakthrough and solving the problem, thus marking the end of the break.

As the session resumed and the other campaigns were discussed, Mr. Kumar used his expertise and experience to identify the loopholes and gaps in the planning exercise and discussed possible solutions to bridge them. He invited the audience's intervention into this process in an attempt to gain a multifaceted understanding of the problem at hand. In the process, the students were also acquainted with technical terminologies and data gathering sources and procedures, focusing on understanding as to what will "trigger" a behavioural change in each case and how to fulfil the desired communication objectives.

Thereafter, he gave a brief presentation on 'SBCC- Social and behavior change communication' to explain the levels of campaign planning (self, interpersonal level, community level and the enabling environment) the cross-cutting factors to it (information, motivation, ability to act and norms), the strategies of communication (behaviour change communication, social mobilization and advocacy), the need for SMART (specific, measurable, attainable/achievable, relevant, timely) objectives, and finally, the need to see things from a different perspective. In this regard, he stated, "we fall into trap doing the obvious, see beyond the obvious, take a challenge", emphasising that the best solutions may emerge when we look at things from a different perspective; a point he proved further with a series of optical illusions. As the workshop neared its end, he appreciated the collective efforts of the students towards the planning of the campaigns that had been presented and further boosted them with the words, "behaviour change initiation is easy, but behaviour change maintenance is difficult, strive for both, best of luck."

Report on Two-days' workshop on Campaign Planning for students of MA, Communication for Development Studies (C4D), Tezpur University- November 12 & 13, 2019

Workshop in Brief

Figure 1Facilitator: Sanjeev Kumah

It began exactly ten minutes into the hours of ten (10:10 am), with an introductory phase led by the course instructor in Campaign Planning at the Department of Mass Communication and Journalism, Tezpur University; Dr Anjuma Borah.

"Sanjeev has been working in this field for long and have worked with UNICEF in this capacity on several projects. This is an opportunity to learn from him as someone with a practical field experience"

Next was a familiarisation phase, where participants had the opportunity of a self-introduction and their motivation for taking up a course in Communication for Development.

Below are samples of views shared by participants;

“I sincerely had no idea about what Communication for Development was about. I had applied for a Masters in MCJ but this is where I ended up. However, I have come to realise this as an extension of MCJ with much emphasis on development…”

“For me, I already have an MA in Mass Communication and Journalism, but I have the opportunity of being introduced to development work during my gap-year period. This inspired my decision for this C4D…”

“I had wished for an MA in Social Works, but my friend, who was part of the second batch advised me to choose C4D. According to him, there existed some commonalities between the two streams…”

The two days’ workshop proper was heralded by what could be termed the problem identification stage/ situation analysis. The host presented participants an opportunity to identify five topmost development issues, which according to them should be prioritised by the national government.

“what are the five issues you think are the topmost development issues in the country which you or government or any organisation should consider tackling? Five big issues. Five major challenges you would like to talk about…”

Figure 2Cross section of participants at the workshop

Top development issues needing prioritisation shared by participants were;

Malnutrition

Mental health

Climate Change

Population

Unemployment

Poverty

Gender and Women Empowerment

Border conflicts

Of the major priority areas shared, Sanjeev led participants in an in-depth analysis of population and why it's an issue deserving government's attention.

Population

Population according to him is a big development issue because "India as a country gives births to 'one Australia every year…"

Laced with practical sessions, participants in groups of three, representing the practical field engagement component of the C4D course had the chance for a process presentation relating to themes (nutrition, media club & child cabinet) of their field engagements.

Workshop focus areas

The two days' workshop stressing the processes involved in rolling out a full-fledged campaign, highlighted the fundamentals of an insight into the problem to be addressed (why), central theme identification, call to action (CTA), and practical case study scenarios of campaign messages in history.

Participants also had the chance at an introduction to basic requirements of report writing and the project presentation.

Also, a brief consideration was made of research as being an indispensable part of the campaign planning and messaging process. This could be realised through existing data by way of literature reviews from recognised sources against conducting first-hand research to gather primary data.

According to Sanjeev, knowledge of the development problem at hand is inadequate until backed with relevant data.

“Data is the most significant aspect of any campaign undertaking; it requires knowledge of the right data sources. (Research findings of recognised institutions (International and National) for instances, UNICEF, National Family Health Survey, The national Population census data

The WHY of the Campaign?

The focus of any campaign undertaking is CHANGE. The first step is the appreciation of what? And the Why of the situation – **INSIGHT**

Call-To-Action (CTA)

The Call to Action defines the desired attitude the target ought to adopt at the end of the campaign.

Call to Action- consider the benefits (what is in it for me) – think from the perspective of your target audience

“… does your campaign have a call to action? Any good campaign should have a clear call to action…”

“… call to action is good, but they will do it if in their mind they can identify what is in it for them…”

“… Your call to action must tell the audience to adopt a particular change. What’s within your campaign that will make your audience to do this?”

AIDA- Attention or Awareness, Interest, Desire, Action

Participants queried the place of importance in the design process, especially from the field of behaviour change communication, when especially efforts are about a desirous change in the long run, which the target audience might not resonate with from the word go.

Why should the audience's consideration of what is important be considered?

"you can only get to the next step if you catch my attention…"

"… If you don't see and make things from your users' perspective, he's attention is not going to be grabbed. You are not designing the campaign for you but your audience…"

"…If it is not from their perspective why will he or she be interested? So, your job is to get their attention. Make it interesting. Make it exciting. Once you have made me desirous, I will make an action…"

Case Study

In order to aid the practical understanding of participants- the facilitator made use of several exemplary campaign undertakings of the past, which again served a basis for critical discussions and analysis of consideration relevant in campaign messaging.

Case study analysis of "Ring the Bell Campaign" India

The campaign referenced in the link https://www.youtube.com/watch?v=zmNz0cTcxFU is an initiative by Breakthrough India on domestic violence- stressing the need for a communal approach to fighting such cases, then an attitude of indifference.

Discussions on this case study led to the realisation that domestic violence is rampant due to the enormous communal indifference towards it.

"…that most people who know it, hear it, see it do not get involved. They start saying it's their personal matter. And the perpetrator also knows nobody will come…so, the message is very clear; do not be a bystander. If you see, hear it, apprehend it; ring the bell. Stop! Take some action. It is not directed to the male who is doing it. Indirectly it's for his own good too.

So, the message of the campaign was "Do not be a bystander. Be concern. Report such occurrences within your community. Do not be silent and make it known that domestic violence is wrong."

"Ring the bell is symbolic. It has physical meanings. It has symbolic meanings. Ring the bell means to make the noise. Make them know it's wrong and call the authority also."

"… one thing about domestic is most people do not want to get involved. They are reluctant to get involved. They are afraid to get involved."

Sometimes you need to understand that a basic theme can translate into so many different meanings. The basic message might be the same, but how we choose to use it matters most.

Case study analysis- Whose reality counts? Praxis India

This video animation https://www.youtube.com/watch?v=IzYv3dInZDI&t=31s by Praxis India was used in a case study scenario to critic the relevance of perspectives in the campaign planning and message design process.

Out of the discussions on the video animation, it was argued that seeing things of multiple points of views was a relevant aspect of the campaign desire and message process. This is crucial given that it will offer insight into understanding things from the target audience point of view. It will also ensure that their considerations become a necessary part of the entire process. It would also make them take interest and respond positively to the campaign undertaking.

Group based presentations on campaigns/ Assignments

The workshop also covered extensive sessions on requirements of project presentation and reporting. In practical term, participants had the opportunity to under the guidance of the facilitator, undertake PowerPoint presentations on their field engagements.

The presentations covered thematic of situation analysis, participant analysis, project cycle amongst other relevant considerations.

This gave the facilitator the chance to lead participants subject their on-field campaign considerations thorough analysis in light of best project practices.

Figure 3Participants during a presentation at the workshop

National Workshop on 'Grammar Writing for Lesser Researched Languages' during November 22-23, 2019 at Tezpur University

Organized by the Linguistics Wing, the Department of English and Foreign Languages and the Centre for Endangered Languages, Tezpur University

WEBSITE:
http://www.tezu.ernet.in/wmcfel/

EMAIL:
cfeltezu@gmail.com
cfel@tezu.ernet.in

National Workshop on 'Grammar Writing for Lesser Researched Languages' during November 22-23, 2019 at Tezpur University

Organized by the Linguistics Wing, the Department of English and Foreign Languages and the Centre for Endangered Languages, Tezpur University

We are pleased to announce that a two-day national workshop on 'Grammar Writing for Lesser Researched Languages' will be held from November 22nd - 23rd, 2019 at Tezpur University, Assam, India.

Grammar writing for any language is an arduous and mammoth task. It requires linguistic training, skill and a dedicated mind to observe various dimensions of a language at all linguistic levels such as phonology, morphology, syntax, semantics and so on. Starting with the phonetic inventory, a field worker has to explore all the possibilities of collecting and elicit data, analyse them and finally formalize them. If a language is unknown, unfamiliar, unclassified and lacks any documentation, the effort and pain would be double. Christian Missionaries in many parts of the world have undertaken the task of Grammar Writing along with their evangelical mission. But, unfortunately, most of them were neither trained linguists nor they had the resources to document a grammar of a language properly; which is why, we have many 'first of its kind grammar' in many languages which are not up to the mark. But, with the latest and recent resurgence of group, ethnic and tribal identities and also a warning bell from the UNESCO regarding the depletion of so many languages around the globe, there has been a new-found enthusiasm and consequently various linguistic activities from the concerned people and also from the community members of these lesser researched languages are to be seen. In this context, the Centre for Endangered Languages and the Department of English and Foreign Languages, Tezpur University feel it necessary to train the budding linguists, language enthusiasts and willing community members the skills, techniques and challenges of Grammar Writing.

This two-day workshop will deal with various aspects of grammar writing such as collecting linguistic data, formulating and describing rules of the grammar etc. This national workshop will invite a few bright linguists of the country as Resource Persons along with in-house resource persons of the University. The workshop mainly intends to accommodate applications of, but not restricted to, the young research scholars of linguistics/languages, language activists, linguistic right activists, native speakers of lesser known languages, MA students of linguistics and languages. There will be only a limited number of seats. The organizing committee will finalize the list.

Those who are interested to attend the workshop may kindly send your details in the following prescribed format latest by 20th October, 2019.

Confirmed Resource Persons:

1. Prof. Pramod K Pandey, Jawaharlal Nehru University, New Delhi
2. Prof. Chungkham Yashawanta Singh, Manipur University, Manipur
3. Prof. Madhumita Barbora, Tezpur University
4. Prof. Gautam K Borah, Tezpur University

Accommodation will be arranged in the University Hostels and Guest House subject to the availability of seats.

- **Registration Fee:** 500/-INR
- **Total number of seats:** 30

Organizing Committee:

Chief Patron: Prof. V.K. Jain, Vice Chancellor, Tezpur University
Advisors: Prof. Madhumita Barbora, Coordinator Centre for Endangered Languages, TU
Prof. Gautam K Bora, Dept of EFL
Prof. B. K. Danta, HoD, EFL

Coordinator: Dr Arup Kumar Nath, EFL

Assistant Coordinator: Dr Dhanapati Shougrakpam
Members: Ms Bipasha Patgiri, Dr Amalesh Gope, Dr Monali Longmailai, Dr Bobita Sarangthem.

For **Registration follow the link:**
https://docs.google.com/forms/d/e/1FAIpQLSfuH5-Z6FhTQKUcCGmitHTm0M82biYiuK_R1yW_HfHACz-A3Q/viewform

CENTRE FOR ENDANGERED LANGUAGES, TEZPUR UNIVERSITY

2 – Day National Workshop on 'Grammar Writing for Lesser Researched Languages'
22 – 23 November, 2019

List of Participants:

Sl. No	Name of the Participants	Affiliation	Phone number	Category	Registration Fees	Signature
1	Nupur Sinha	Tezpur University	9954813647 8134871760	Research Scholar		
2	Sourabh Chetry	Tezpur University	8253981324	Research Scholar		
3	Krishna Hazarika	JNU	9560831427	Research Scholar		
4	Tanya Marina Brooks	TEZPUR UNIVERSITY	8822357572	Research Scholar		
5	Gakul Kumar Das	GAUHATI UNIVERSITY	9864157059	Faculty member		
6	Maanas Sharma	Research scholar, Tezpur University	9013530707	Research Scholar		
7	Arindam Sinha	Tezpur University	8724898099	Student		
8	Araiswrang Basumatary	JNU	7838094063	Research Scholar		
9	Tame Ramya	Dera Natung Government College, Itanagar	8413925948	Faculty member		
10	Deniel Bori	Tezpur University	8761943641	Independent Researcher		
11	Chandni Khaund	The Assam Royal Global University	8638037152	Faculty member		
12	Angshu Bikash Hazarika	The EFLU, Shillong Campus	9706091115	Student		
13	Rotnojoy Reang	Assam University, Silchar	8119908432	Research Scholar		
14	Purnendu Bikash Debnath	The EFLU, Shillong	8527754903	Research Scholar		
15	Mustafizur Rahman	Assam University, Silchar	8876117505	Research Scholar		
16	Tinku Das	The EFLU, Shillong Campus	9401097249	Research Scholar		
17	Pinki Wary	Assam University, Silchar	7002570532	Research Scholar		
18	Javed Barbhuiya	Assam University, Silchar	7002276759	Research Scholar		
19	Meghali Saikia	Lecturer, Rangapara College	7002429258	Faculty member		
20	Sonam Kumari	Deparment of FET	8840317765	Research Scholar		
21	Anita Langthasa	Tezpur University	8720944832	Student		
22	Jahnabi Das	Tezpur University	9101130882	Student		
23	Dadul Rajkonwar	Dibrugarh University	9706386327	Faculty member		
24	Momy Shyam	Dibrugarh University	9957400225	Faculty member		

25	Abhay Kumar	Banaras Hindu university	8765477605	Student		
26	Ravi Agarwalla	GAUHATI UNIVERSITY	8486805484	Student		
27	Sanjoy Kumar Tanti	Co-ordination Committee of Tea Tribes-Adivasi of Assam	7896926185	Language Activist		
28	Mehsina Sabnam	Tezpur University	8134934525	Research Scholar		
29	Gayatri Das	Tezpur University	7086531290	Research Scholar		
30	R.K. Lalnunsangi	MA in Linguistics, EFLU, Shillong Campus	9862354256	Student		
31	Badar Uddin	Laharighat College	7002867506	Dept of English		
32	Satya Ranjan Phukon	Jorhat Engineering College,Assam	6001976238	Research Scholar		
33	Dinkur Borah	Tezpur University	07002680915	field Assistant		
34	Jonali Saikia	Research Scholar	8256088223	Research Scholar		
35	Badar Uddin	Lagarighat College Morigaon Assam	9957906359	Faculty member		
36	Vidya Sagar Kumar	Dr. D.Y. Patil College of Education, Pimpri, Pune (S.B. Pube University Pune)	9992701986	Faculty member		
37	Dr. Pushpa Renu Bhattacharyya	CFEL, Tezpur University		Research Associate		
38	Dr. Widinibou	CFEL, Tezpur University		Research Associate		
39	Dr. E. Manimohon Meitei	CFEL, Tezpur University		Research Associate		
40	Dr. I.D. Raguibou	CFEL, Tezpur University		Research Associate		
41	Mr. Rajuram Boro	CFEL, Tezpur University		Field Assistant		
42	Mr. Dinkur Borah	CFEL, Tezpur University		Field Assistant		
43	Ms. Rima Saikia	CFEL, Tezpur University		Field Assistant		
44	Ms. Radhika Boruah	CFEL, Tezpur University		Field Assistant		
45	Ms. Mayashri Das	CFEL, Tezpur University		Field Assistant		
46	Dr. H. Surchandra Singh	CFEL, Tezpur University		Field Assistant		
47	Papori Rabha	EFLU, Shillong		Research Scholar		

OFFICE OF THE FINANCE OFFICER: TEZPUR UNIVERSITY: NAPAM

FINANCIAL CONCURRENCE/BUDGET SANCTION ORDER

Financial Concurrence/Budget Sanction accorded with the approved by the Vice Chancellor (Page no. 01 File no. NIL) dated 26.07.2019 for **Rs.1,00,000.00 (Rupees one lakh) only** for organizing a two days' workshop on "***Grammar Writing on Lesser Researched Languages***" at TU campus.

The amount is debitable under the Head of Account from the budget provision made for the year 2019-20 as below:

Part	:	**Grant in Aid – Recurring**
Major Head	:	**Administrative Expenses**
Sub-Head	:	**Seminar**

NB: 1) The above Financial Concurrence/Budget Sanction is valid up to **29-02-2020** only.

2) **Purchase should be made adhering to the provisions** of **G F R 2017/CVC guidelines.**

3) Payment will be made subject to availability of fund form UGC.

Sd/-

Finance Officer

Memo No. TU/Fin/R/19-20/ 195 Date: 08-08-2019

Copy to:

1. Dr. A.K. Nath, EFL, TU.
2. Concerned file.

Finance Officer
8/8/19

Report
On

Ten Days Research Methodology Workshop
(27th Nov. to 6th Dec. 2019)

Theme: *Researching Disadvantaged Status in India*

Organized by:
Dr. Ambedkar Chair, Tezpur University (Assam)
In Collaboration with ICSSR, New Delhi

Report

On

Ten Days Research Methodology Workshop (27th Nov. to 6th Dec. 2019)

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Organized by:

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In Collaboration with ICSSR, New Delhi

Introduction:

The concept of 'disadvantaged' albeit new is well acknowledged globally to comprehend social as well as economic stratification in the context. As a result, numerous researches on such an idea are being carried out across the disciplines of social sciences and humanities. Therefore, it becomes imperative for scholars to become oriented towards ontology, epistemology, and methodology of doing research on disadvantaged status in India (perspectives from caste, tribe, religion, gender, religious minorities, and persons with disability).

Duration and Purpose of the course

After receiving approval and collaborative grant from ICSSR, New Delhi a ten-day research methodology workshop (national level) was organized on the theme 'Researching Disadvantaged Status in India' at Tezpur University from 27th November to 6th December 2019. The workshop was conducted by Dr. Ambedkar Chair, Tezpur University in collaboration with Indian Council of Social Science Research (ICSSR), New Delhi. This workshop was an attempt to orient/hone research aptitude among the scholars working in the area of disadvantaged status. Also, considering the importance of inter-disciplinarity in comprehension of dynamic nature of a social reality the workshop meant to provide orientation of different disciplines in comprehending this aspect of social reality in India.

Focus of the course

Therefore, course (for the workshop) was designed by the coordinators (Prof. K. Kikhi- Chair Professor & Dr. D. R. Gautam- Research Officer, Dr. Ambedkar Chair, Tezpur University) to achieve above mentioned aim. In tune with the primary aim, objectives of the workshop were devised as:

a) To facilitate scholars in their exploration of disadvantaged status in India
b) To provide exposure towards ontology, epistemology and methodology of doing research on disadvantaged status in social sciences and humanities
c) To orient scholars towards utilization of relevant concepts related to study caste, tribe, gender, religious minorities, and persons with disability

d) Disseminating information about sole/blended usage and analysis of quantitative and qualitative information/data
e) Exposing scholars to the field – doing empirical research
f) To enable scholars in their report writing – reviewing and writing the results and analysis.

Selection of the Participants and Resource Persons

With an aim to have diverse participation from the nation, wide circulation of the advertisement (inviting applications) was made through esteemed Economic & Political Weekly Journal (vol. LIV no 43 dated 26th Oct. 2019) (see annexure A) apart from request mails to different academic institutions. However, due to clash of timing (first week of December) with the UGC-NET/JRF examination, the applications were below our expectations and were largely restricted to few national institutions. In total, there were thirty eight (38) applications for the course from different institutions of the country, while one application came from Bangladesh which was not entertained in the wake of national workshop. All applicants were (in the web notification) instructed to apply through email with application form and necessary enclosures (copy of application form, see annexure B). These applications were further shortlisted to the given strength (of twenty) along with few waitlisted candidates. Such a screening happened through a dedicated committee (which is also a local advisory committee for Dr. Ambedkar Chair, Tezpur University whose composition is Prof. P. K. Das (Dean, SH&SS), Prof. C. K. Sharma (Head, Dept. of Social Work), Prof. Debabrata Das (Dept. of Management Studies, & Director, Centre for Open & Distance Learning, TU), Prof. D.P. Nath (Head, Dept. of Cultural Studies), and Prof. K. Kikhi (Dept. of Sociology, & Chair Professor, Dr. Ambedkar Chair, TU) (see annexure C) where priority was assigned to the research in similar theme. As a result, twenty one scholars (including local scholars from Tezpur University) were finalized who agreed and became successful part of this ten-day exercise. Diversity of participants could be gauged from different academic institutions with which participants were associated. These included institutions like Jawaharlal Nehru University (JNU), New Delhi, Indian Institute of Technology (IIT), Guwahati, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Berhampur University, Odisha, Gauhati University, Guwahati, and Assam University, Silchar apart from Tezpur University itself (see annexure D). In order to understand the distribution of the participants, it may be noted that total number of applications from outside the state category were fifteen (15) of which ten (10) were shortlisted/waitlisted though due to clash of engagements only five students turned up. In case of within the state category, there were six applications. All of them were either shortlisted or waitlisted and have finally attended the workshop. From the university, there were seventeen applications of which seven applications were rejected due to technical or other reasons as different theme of doctoral research.

As far as resource persons were concerned, we've attempted to bring experts (as per guidelines of ICSSR) in the area of research methodology pertaining to identified disadvantaged communities. This was communicated through our application which was further refined in the light of guidance received from ICSSR, New Delhi. The resource persons were the one with expertise in the respective fields and associated with some eminent institutions including National Institute of Education Planning & Administration (NIEPA), New Delhi, University of Delhi, Delhi, Indian Institution of Technology (IIT), Guwahati, Manipur University, Imphal, Dibrugarh University, Dibrugarh, Gauhati University, Guwahati, and Tezpur University . The list with detailed information about resource persons was shared as an enclosure with our application which finally got approved from ICSSR. However, in the wake of non-availability of some of the

resource persons for the workshop few changes in the list were made such that quality doesn't get compromised. Reflection about quality of the resource persons could be gauged from the feedback forms of the participants towards resource persons. Due to certain financial limitation this workshop was organized as a collaborative exercise where expenditure on one resource person was borne by Dr. Ambedkar Chair. There were fifteen resource persons (5- outside state, 5- within state, and 5- local resource persons) to be supported by ICSSR, New Delhi out of which one (outside state), and two (within state) could not make it. Apart from this, few local resource persons in the wake of end of autumn semester were either not available or available for one session. Therefore, accordingly replacements were done through additional local resource persons without creating any financial implication for the total expenditure towards grant from ICSSR.

The Course Content and the Faculty

The content of the course was meticulously designed to do justice to the theme of the course and for providing specific orientation to the research scholars working in the area of disadvantaged communities. As the workshop/course was largely meant to disseminate information pertaining to the qualitative social science research, the content and the reading material was in sync with the said objective. A hard copy of the material as well as program schedule with detailed time-table and respective resource persons were given to all participants for their ready reference and gradual consumption (copy of the material and program schedule enclosed). There were certain changes made in the program schedule to accommodate genuine concerns of the resource persons, and some practical difficulties. However, the design and genuine intention of the course (as given by ICSSR) was given the priority and total number of sessions (technical and interaction) didn't change for the course. Details of the sessions conducted during the course can be seen as under. However, it may be noted down that few research papers were discussed by few resource persons as Prof. D. P. Nath, Prof. N. Sukumar, Prof. Tulsi Patel, and Dr. Sarmistha Das whose details are included as a part of report on their respective sessions. Regarding case studies discussed, Prof. Sashmi Nayak had discussed a case study of a village to promote the farmers in one of the regions in Odisha. In the technical session on library and e-resources by Dr. Mukesh Saikia, Tezpur University online library catalogue including subscribed and freely available e-resources was discussed and necessary information was disseminated to the research scholars. Regarding analytical tools, Prof. Apurba Das has deliberated information on geospatial mapping tools and their usage for the social research apart from giving information about their general usage. Also, Prof. Amit Kumar Choudhury has elaborately explained about statistical tools along with their usage in research.

The Course (Research Methodology Workshop):

Day One: 27th November 2019

Session 1: Exploring the disadvantaged status in social sciences

Resource Person: Prof. R. Govinda

As per our previously announced schedule, the workshop began on 27th November 2019 sharp at 9.15 a.m. with a welcome address by Prof. Kedilezo Kikhi (Chair Professor, Dr. Ambedkar Chair, Tezpur University) who welcomed everyone to the opening session of 10 days long Research Methodology Workshop. At the outset he explained the motive behind conducting this workshop after explaining its unique feature of being theme specific. As a rationale of choosing 'disadvantaged status in India' as the theme, he mentioned that even after seven decades of

independence such a reality continues without much alteration, and therefore need for doing such a social research is very much there. Prof. Kikhi pointed that disadvantaged groups as SCs, STs, Minorities, Women, PWDs, etc. are basically marginalized through a complex process of relegation, denial and deprivation of basic rights and thus inequality gets reproduced and largely appears to be legitimate. He specified the criterion for selection of twenty participants where he told that the selection of participants was purely based on their current topic of research which fell under the rubric of the theme of the workshop.

He concluded his speech by highlighting the relevance of chair and the activities undertaken under it. The chair has 5 main objectives

- Teaching and research
- Research projects - currently three running projects
- Building library
- Organizing public lectures, panel discussion, recently conducted 3rd Ambedkar Memorial Lecture where Prof. Uma Chakravarti delivered the lecture
- Awareness program - under which essay competition, medical health camp (recently in collaboration with Department of Social Work organised a health camp in the Harijan Colony of Tezpur)

With that he gave a brief profile of Prof. R. Govinda, the keynote speaker and thanked Prof. P.K. Das (Dean, SH&SS, TU) for chairing the session.

Prof. Govinda started his talk by saying that Ambedkar never thought that he would be made part of the drafting team of Constitution of independent India. Due to his discriminated social position, he was forced to think if this opportunity bestowed upon him would liberate (given the authority) or chain him (silence him). Such thought appeared as his struggle was not only against colonial rule but was for a reform within the country as well.

Pointing towards the theme of 'researching disadvantaged status in India' he mentioned that as a social scientist it's important to reflect on how do we engage with the disadvantaged? Then highlighting Prof. Kikhi's opening remarks, he mentioned that disadvantaged is in the context of development. After about 200 years of colonial subjugation, we adopted the constitutional democracy with a universal suffrage. It is important as most developed country at that time failed to achieve universal suffrage. He doesn't claim that we haven't developed, back then when British left India, the literacy rate was about 14 and now this had been increased subsequently. In spite of all these we have not been able to work towards an egalitarian society. There might be arguments regarding the time frame, some might argue that 75 years were not long, then how long should one wait to achieve the goals of the preamble. The position of India is paradoxical as on one side India is featured among the very few countries that had been able to launch their own satellites into the space, while the same country is featured as having the largest population living under extreme poverty, largest illiterate, malnourished children in the world, to name a few.

Amartya Sen wrote that we live in a world of unprecedented opulence of kind and yet we live in a world with deprivation and oppression. This was written more than 20 years back but still very relevant. As an instance, if we take any newspaper we'd witness two stories of extremity on the same page, i.e. one would see the mention of an Indian breaking into the world's richest men while on the other we see extreme destitution, who takes his own life. The level of inequality is more today than yesterday. The problem lies in the fact that India is very diverse (linguistically, culturally, and religiously) but there is another layer to it which makes it hierarchal. So the position of India's development is paradoxical. He states that the quotes from the Constitution seem that it has been written today.

Later, he emphasis that there is huge amount of data base collected on disadvantaged, backward classes, economically weaker section but did it really help to achieve the underline mandate of the Constitution that was to receive the equality in all spheres. So he urged the current scholars and upcoming scholars to move beyond categorization of terminology. Prof. Govinda said that the part of the problem is not questioning. We need to ask ourselves, why we want to study this disadvantaged area. We all are caught up with the paradigm of research and facilitating research which are adding to the already existing literature so we have to move beyond science paradigm and work towards transformative agenda. The goal is to change the existing reality, the lens need to be changed. When engaged with disadvantaged groups, one should not run away from ethical question. Though there are challenges before a social science researcher, do not restrict the research only to empirical data collection rather it should be ethical. He ended his talk by urging everyone present in the room to be a responsible social researcher, not an empirical explorer but an ethical explorer.

The first session of the day ended with the vote of thanks by Dr. D.R. Gautam.

Session Two: Problematizing perspectives: learning from cultural studies

Resource Person: Prof. D. P. Nath

"Can problematizing be a methodological tool?" questions the speaker. Prof. D.P. Nath then goes on to state that problematizing does not mean just reading existing literature. He laments the fact that review of literature merely ends up as a gap spotting exercise. It is rather asking fundamental questions about presumptions that we all have been conditioned to adhere to. He rejects the notion that ideas are commonsensical, stating that common sense is highly political. Therefore, reading needs to be carried out dialogically. This does not imply that one should disregard another's view, instead one need to relook at it through the lens of the other from the already

existing ontological reality. The speaker then vouches for the need of inter-disciplinarity disavowing that inter-disciplinarity is not merely a fad but a much-needed compulsion. Quoting Nietzsche, he avers that more the perspectives we bring in, the clearer would be the object of our analysis allowing multiple perspectives to explain a reality, hence methodological tools need to cut across disciplinary boundaries. Moving on, he asserts that the domain of cultural studies is largely premised on inter-disciplinarity. He then calls attention to the work of David Morley who in his seminal, *Nationwide (*1980) combined three core dimensions of social reality - lived experiences, texts/discourses and the social context, thereby making all learning contextual and relational. He even goes on to say that processes of meaning making in history are also contextual. Speaking of history of social science perspectives, he traces it to the emergence and proliferation of social movements in the 1960s which saw the rise of three intellectual strands of thought-

- The humanist school which rendered agency to man as a creative entity
- The structuralist school which presupposed man as a product of societal structures
- The Neo Marxist school of thought which upheld the idea of transformative justice

D.P. Nath then furthers that 'cultural studies' as a disciplinary enterprise is a celebration of multiplicity of perspectives even though in the initial stages, this was informed by a hint of positivism, i.e. the idea of one singular truth as achievable like natural sciences. Drawing on Jean Baudrillard, Nath claims that all forms of reality are but mediated realities, therefore a postmodernist tendency. However, he eschews employing postmodernist orientation and gravitates towards the humanist approach. He then declares that life has become a reflection of hyper-reality, as existing outside of human existence, out with the human mind, referring to the Descartian position. Nath then speaks of the dichotomy of cultural insider versus cultural outsider, supporting that to undertake any form of research exercise it is rewarding to be an insider, as one is familiar with the linguistic discourse that prevails therein.

Further, Nath speaking on representational politics mentions D. O. Donoghue and his proposition of visual arts-based approach wherein we cling on to the idea of an assemblage of reality and the idea of progress is modelled vis-à-vis moving towards 'alternative realities'. Nath also brings up the Margaret Mead - Derek Freeman Debate and avers that universalizing and essentializing tendencies are problematic and hence gives cautionary warning against employing any approach premised on biological determinism or essentialism. He therefore proposes the following functionalities that any form of research should seek - truthfulness, self-reflexivity, polyvocality, awareness of historicity and sensitivity to the local context.

Prof. Nath points out Donna Haraway's conceptualization of graded methodology in her path breaking Diffraction Theory which espouses 'strong objectivity'. Haraway (2004) deploys a graded methodology whereby texts, theories and strands of thought are positioned against one another, diffractingly engaging with one another and the exercise of intellectual reading becomes dialogical, i.e. reading through one another (Barad, 2004:3) thus engendering creative, unexpected and transgressive outcomes. This enables the social science researcher to move beyond mere pursuit of causality behind any social reality or event. One needs to hence learn from multiple perspectives and not merely position oneself against the other. The process of othering therefore is not out with any inadequacies. Donna Haraway states Nath, successfully reconciles humanism and post-modernist orientations accommodating multiple possibilities of 'strong objectivity'. Nath ends stating that in spite of the pervasiveness of a multitude of methodological lenses, he still supports the possibility of the humanist standpoint, although critiqued as teleological and positivist, as having the potential to 'change the society for better' and 'this is why I call myself a traditionalist in that sense', he therefore concludes.

Session Three: Discourse on the disadvantaged: concept and its philosophy

Resource Person: Prof. R. Govinda

Prof. Govinda said that in the context of the terminologies- oppressed, weaker, marginalised, and backward - used interchangeably for the disadvantaged. He gave the example of SCs, STs being used monolithically and put under one basket. But, in the context of research literature he said these terminologies create confusion, as these descriptor constructs have acquired an identity of their own and in research the usage of these explanators is problematic. He spoke about the alternatives - disability, deprivation and discrimination- of disadvantaged in research.

He says, in research one should analytically understand what it means 'being' disadvantaged rather than analysing a category as disadvantaged which has been given by government. An individual experience varying degrees of disadvantages and a researcher ought to understand the essence of human condition. He further states that 'being disadvantaged' as a human condition is multi-dimensional. It deprives people of their entitlements. He explained by citing the example of 'woman' as a disadvantaged group. A woman of an upper caste may be disadvantageous in a different way from that of a lower caste. Disadvantageous positions are therefore, interactive and not uni-dimensional.

Disadvantaged is a human condition which is surrounded by a social condition. He stressed that disadvantaged has to be determined empirically and be established. And that something which is derived on empirical observation should be a norm. He cited the example of 'disability as disadvantaged', that it is an empirically derived norm. In field while studying the disadvantaged, a researcher should use the already available norms in order to determine the disadvantaged.

Further, he said about 'discrimination as disadvantaged'. Discrimination creates disadvantages in human beings in subtle way and it therefore often skips a researcher's thinking. Discrimination simply means treating someone with inequality and it therefore, is an important framework to be considered in research. Discrimination includes deprivation and this is the reason why it is an important framework. Discrimination has violence attached to it and it creates a kind of disadvantage which is deeper than that of deprivation.

He ends by saying that all disadvantaged are embedded in a power asymmetry which creates discrimination. It can operate anywhere - family, community and so forth. This power asymmetry is unequal and is institutionalised.

Session Four: Interaction Session

Movie Screening 'Ek Ruka Hua Faisla'

As a part of interaction session, movie screening was done with an aim to relate with the various aspects of researching social reality of disadvantaged status in India. The movie selected was 'ek ruka hua faisla' which was an attempt to reveal underlying subtle aspects of ascriptions in otherwise normal course of development. The movie was followed by a round of discussion among the participants in the presence of resource person, and organisers.

Day Two: 28th November 2019

Session One: Reviewing literature and formulating research questions

Resource Person: Dr. Sarmistha Das

The first session of the second day was started at 9:15 am with Sarmistha Das as the resource person on the topic 'Reviewing literature and formulating research questions'. She divided her lecture into two parts. The first half was on a brief overview of literature review and the other half the participants were made to do an exercise (hand on experience).

She started by mentioning that 'review of literature' is a significant and inevitable part of any research. She said it is often confused with survey of literature. To add clarity, she pointed that

survey of literature is the summary of literature while review is not a simple summary of literature but an explanation to how it is connected to the research that we are doing. It is a critical and in depth analysis of the previously done researches in the selected area of study. In this exercise, the approaches and others' view are analysed to understand and address the issues that have been discussed hitherto.

Taking forward the discussion she asked the participants, how do we ensure that our work is different from the work that had been done? Making the point, she said that we do it through literature which is available. Therefore, it is an essential and important component of research. It is crucial as it helps in the formulation of concepts, theories and thereby helps in identifying our research problem(s).

This is done after reviewing the existing literature on a selected theme with an intention to identify some gaps which necessitates or rationalise the doing/need of a new research. How do we identify the gaps in research then becomes another logical engagement for a researcher. The gaps, as mentioned by Dr. Sarmistha Das gets identified when the new facets (including methods) of the researched reality is juxtaposed with previously done research.

How do we formulate research questions? Formulation of research questions is connected to the literature review. Based on the findings, the gaps and lacunas and identifying the areas where the existing work do not address some of the points in the existing area that is how we try to formulate research question.

After the presentation was given the participants were divided into two groups and were made to review 'Toba Tek Singh' a story written by Saadat Hasan Manto and an article 'Tribes as Indigenous People of India' written by Virginius Xaxa after which a discussion was taken place on what was written there in the given story and research article. For the gain of participants this exercise was dialogically conducted and the questions (on the given texts) were enumerated and made scholars to think differently (as per the research objectives) for the same text.

Session Two: Development of research proposal

Resource Person: Dr. Amiya Kumar Das

In this session, Dr. Das has effectively covered the steps involved in the design of research proposal. He began the session by asking the fundamental question with regard to the meaning of research, the need to do research and the meaning of research proposal. To the question which he put before the participants, he received a wide array of response such as - research means critical inquiry, researcher conducts research to bring forth the social reality before the wider audience,

and research proposal means an idea or proposal to do something. According to him, the foremost important thing in the development of research proposal is thinking and questioning. To make it clear he referred to Rene Descartes known quote – "I think therefore I am". For a researcher, thinking, asking, reading, and writing is a continuous process and cannot be kept in an isolated manner. The more one engages in intensive reading the better it results in consumption and articulation.

Next, he shifts the attention of the participants to understand the subtle difference between abstract, synopsis and research proposal. The difference between abstract and synopsis is a matter of technical difference and both of them consist of three steps – introduction, main body and conclusion. Having said this it is incorrect to use the term synopsis and research proposal simultaneously. Because synopsis is usually submitted before the submission of thesis and research proposal is submitted before the beginning of research and it excludes any final outcome of the research work.

Research proposal has different sections and they are interrelated. For instance, research questions must be related to statement of the problem in general and research objectives in specific. There is the section of reviewing of literature where the researcher identifies the gap in the existing work and provides justification as to how the new work is a departure from the previous work. Statement of the problem must reflect the context of the proposed study. Moving further, he advised the researcher to avoid using terms loosely in their study. In addition to this, he cautioned the researcher that they must be clear in defining the concept that they are using in the research. For example, different theorists have defined the concept of empowerment, now it is the task of researcher to define how they are looking into the concept in their respective field. In order to do a research, the researcher must understand the 'why' aspect of research. Because the reflexivity of the researcher in understanding the 'why' aspect helps him/ her in better comprehending the positionality and ability of the researcher to define and analyse the prevailing events.

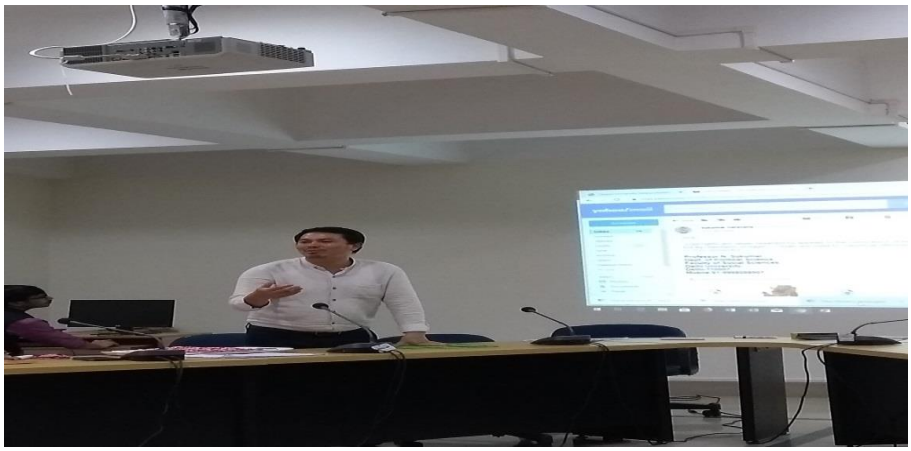
Last but not the least, he suggested few tips to avoid while preparing a research proposal which are – improper and incorrect citation, improper theoretical and conceptual framework, irrelevant research questions and using loose argument. For the successful publication of any research work he suggested the future researcher to see the Scopus index of a journal, its ISSN number and time and again warned the researcher not to fall into the trap of predatory journals.

Session Three: Interaction Session

Distribution of topic for the research proposal (Hand on training exercise)

The third session was a dedicated interaction session where an essential exercise was given for the participants to get the real gain of this workshop. The exercise came in the form of developing and presenting the research proposal on selected themes (any one). Eight themes were identified and given to the participants on their volition. The themes were:

1. Comprehending marginalization in the wake of globalization
2. Silent exclusion in the diversified Indian classrooms
3. Multiple disadvantages: context of Indian women
4. Everyday challenges of not being heterosexual in India
5. We too are assets albeit with differing abilities: case of persons with disabilities
6. India as a nation: perspectives about differing realities of minorities
7. Assertion ensuing chaos and hence empowerment
8. Tribes in the development of India: exploration about different challenges



Out of these themes, each participant has to choose one for the development of proposal and present the same on ninth day, i.e. 5th December 2019.

Session Four: Comprehending social disadvantage: perspective from below

Resource Person: Prof. N. Sukumar

The lecture for the session was delivered by Dr. Narayana Sukumar from Delhi University. The theme of the workshop being 'social disadvantage' the session was intended to acquaint the participants with the idea of being marginalized as understood from below. The speaker, Dr. Sukumar from his own experience highlighted the complexities as well as advantages of researching by looking at one's own history. The speaker laid emphasis on one's positionality as a researcher when it comes to understanding 'marginalization'. Besides, there is a need to make research more inter-diciplinary and come out of narrow diciplinary boundaries.

An important element of the session was to understand the construction of the 'self' and to see oneself in the construction of self and the other. How one react to the other self, forms an important element in any research.

The speaker began by showing the image of a stick, the holder of which was known as 'Thoti' in Telugu. The significance of the stick lies in the fact that it gave an identity to the community

who holds it. It was their 'marker'- a symbol which not just gave them an identity but also gave them a permanent status even after the 'Thoti' no longer exist physically. It has been a well-established practice in caste society that the notion of 'evil' and 'ugly' is always associated with the lower caste and the formerly untouchables. Drawing from his own experience, the speaker threw light on the fact how his 'Dalitness' was emphasised even when he had many other identities. There is interplay of nature, symbol and language in the construction of 'Other' and the hegemonised in power-relations.

According to the speaker a good researcher has to look at oneself as a subject to see the 'hegemonisation' of self in real life. This self, engages in multiple settings - classroom, office, festivals etc. In creating 'other' the mechanism of space, symbol, gender, ethnic identity etc. becomes very important and there is an attempt to self-actualize oneself by the researcher. How do we understand the question of self-actualization in the process of negotiating self, is a major research agenda according to the speaker. This makes one look beyond the traditional methodology of research. Research can be based on 'experiential epistemology'.

One has to connect policies to the life world by making sequence of actual events if one has to understand the real world. The speaker talks about the consequences of belonging to a particular caste in his life chances of what he is in the present times. He finds an everyday negotiation of the caste when it comes to everyday life in the construction of one's image and creation of hegemony. In the meantime, hierarchy is valorized in order to give it continuity.

The session went a long way in highlighting the need to look at 'self' when it comes to research in social sciences. Such an approach will pave way to new avenues of research in the social history of individuals and society in the years to come. The session also paid attention to the need to transcend disciplinary boundaries if one has to explore new phenomenon.

Day Three: 29th November 2019

Session One: Equity - reflection on caste

Resource Person: Prof. N. Sukumar

The third day of the session started with a brief note of resource person background, welcome address by Prof Kedilezo Kikhi and offering of gomosaa/gomochaa.

As a continuation of the first session, Prof. N. Sukumar dealt in large with the question of equality amongst the disadvantaged groups through the medium of a Bollywood movie 'KAALA' in which characters are drawn from various castes. He also highlighted how equality is negotiated with the power structures in society. From labour class to big corporate, everyone in the society negotiates with the power structure to create spaces in the society and caste, gender and class is not an exceptional to this phenomena. Land is seen as an important asset for any one especially in context of caste division society like India.

Research is not just reading but also to generate new forms of interpretations in social science and so is creative research to generate new ideas. A researcher needs to be value free though all are prejudiced in some way or other way and hence the need of good observations is necessary. Further he viewed that deconstructing any issues will always enrich ones knowledge for a good research. Prof. Sukumar also opined that movies can be good example to justify how a research must be done. Substantiating his views he said that mainland Indian films are almost same since there is the role different character. According him every movie portrays women as some kind of commodity where the question of disadvantaged section is amply visible. This popular culture of male dominant society can be seen any type of mainland Indian movies which does actually sync perfectly with caste, gender and class. Mainstream popular culture cannot accept the kind of movies which deviates from traditional and cultural beliefs thus making limited spaces in the society for disadvantaged sections of society.

As a social science researcher, popular culture of accommodative spirits should be injected into minds of today's generation since class consciousness is something which is the natural embodiment in every person in every society.

Professor Sukumar referred to the episodes from movie the KAALA where labour class is portrayed with the colour black and women as expected to be docile as far as possible and self-consciousness being the popular culture in today's generation. The notion of how and why do you see the hidden meanings in a movie is the key to a good researching added Professor Sukumar.

The session ended with a small gist of all the lectures and vote of thanks by Dr. D.R. Gautam, from Dr. Ambedkar Chair, Tezpur University.

Session Two: Depicting disadvantaged status – minority communities

Resource Person: Prof. M. C. Arunkumar

In the beginning Prof. Arunkumar discussed briefly on minority, class, and tribe who comprises and categorised differently within Northeast India. He stated minority in Manipur are basically Muslims and relative tribes, whereas Non-Manipuri is known as 'Mayangs'. Manipur population in divided into two parts: based on caste and Muslims dominants (Pangals and Bangladeshi). He described Pangals are the prisoner captured during British rule. The resource person also highlights new minorities in Manipur were Bengali, Marwari, and Teli. Mostly, Bengalis were meant for administration purposes who were known as 'Babu' holding a good position for e.g. clerk, teacher, officers, etc.

Another discussion taken up by resource person was on the entire political policies, administration, and social tensions were at the hands of the local people. The sub-categorisation problem related within the state becomes more inherent factor in Manipur. Moreover, people were basically divided on the linguistic aspect.

Adding to the above statement Prof. Arunkumar further discusses on import and export process in Morrey which started for trade and commerce purpose. He also mention that Islam are the marginalized among population in Manipur. The session ended with vote of thanks rendered by Dr. D.R. Gautam, Research Officer, Tezpur University, Assam.

Session Three: LGBTO – Newer dimension of social disadvantage

Resource Person: Prof. M. C. Arunkumar

The resource person begun the session with discussing patrilineal and matrilineal societies and he mentioned that the Garo and Khasi tribes are the only matrilineal societies in India. He talked about the power structures in society and how men have more power than women in every aspect of life. He says that if we add sex with power then we have what he calls the gender or sexual stratification. He talks about how our society is entrenched in gender binaries and how any other gender identity has no place in a society like ours. He also talked about the aspect of sexual orientation and how the acronym LGBT is related to sexual orientation. He explained the fundamentals of what is LGBT? He also addressed the debate as to whether sexual orientation is an individual's choice or not.

He also focussed on the transgender identity and how it is associated more with gender identity then with sexual orientation. He says that transgender is for example a male who has transformed into a female; he is biologically a male but identifies himself as a woman and loves or is sexually attracted to a man. Dr. Arunkumar mentioned how the Supreme Court is silent about sexual orientation; he said that according to the law if a man behaving like a woman likes to have sex with a man, then his sexual orientation also comes under the category of unnatural sex, e.g. sodomy. He also talked about how in a patriarchal society maleness or the act of being a man is always preferred. He said that when a male child is born it is celebrated but if the same child a few years later down the line would start having feminine traits or behave like a female then he would be shunned. And if a girl child was to be born, there wouldn't be much celebration because in our society a make child is preferred but if the same girl child grows up and starts behaving like a man then according to Prof. Arunkumar that is often accepted in the society. According to Prof. Arunkumar, in India, transgender or the men who behave like women are only present in some public spaces like fashion, dance, bar dancers etc. where as women who behave like men can be found in administrative jobs, etc.

He talks about the social and romantic lives of transgender and says that transgender women often fall in love with men, who are their lovers. The lovers behave like a man and are most probably bisexuals and

they have a relationship, he says that trouble comes in this relationship when the man who doesn't have feminine traits and is bisexual leaves the transgender woman to have a socially accepted relationship. He says that transgender cannot express the betrayal and hurt they feel since there is nobody to hear their plight due to which depression rate and suicidal rates amongst transgenders is very high. Prof. Arunkumar raised a question, why do we have sex? The participants answered for reproduction and another participant said that sex is a basic need just like food or water.

He went on to say that a person being gay, or a lesbian is in reference to his or hers sexual partner. He then explained the basic categories of what it is to be a gay person, a lesbian and a bisexual. He then talks about sexual fantasies and whether it is natural and unnatural to have fantasies. He says that lesbian identity is only possible if one partner behaves like a man and the other behaves like a woman.

The session ended with some discussion in the form of questions and responses for the participants.

Session Four: Interaction Session

The session was utilized for discussion amongst participants and with the resource person, Prof. M.C. Arunkumar.

Day Four: 30th November 2019

Session One & Session Two: Gender in social research – tracing debates from feminists to queer perspectives

Resource Person: Dr. Sawmya Ray

The session started with a short introduction of the speaker. After that, Dr. Sawmya Ray began to discuss the concept of feminism and its historical trajectory. While talking about feminism, she also introduced 'what is methodology' and 'what is method'. In her understanding, methodology is the combination of ideas, approaches, and mindset in which we work, whereas method is an encompassment within methodology. Moving further, she started exploring the images when we say the word 'being a feminist' in a very interesting way. She started narrating her life experiences and put forward the point that these days, people perceive feminism or feminist with some negative connotation. But in principle, feminism means equality between all genders. Then she started explaining more about feminist methodology and how earlier approaches to research treated women issues. She mentioned the 'gender blindness in society' and how it reflected in research, methodologies like scientific methodology, which claims to do objective research and maintains a neutral position, but in reality, it is biased. It altogether rejects the existence of gender differences in society. Whereas, methodologies like subaltern, feminist, etc., always being criticized by mainstream research for being biased to specific sections of society, but these approaches at least do include certain sections of society which were earlier not represented. There is no harm in such forms of biases if it can give a voice to the unheard and suppressed ones.

In her lecture, she discussed the journey of feminist methodology that treated "women as a homogenous category" to recognizing intersectionality within them. In this regard, one can situate the queer methodology, which questioned heteronormativity. Queer politics argued that research methods are entirely gender blind. All significant approaches like Marxist, Critical theory and even Feminist approach also based on heteronormative terms. They questioned the idea of defining concepts and argued that queer should not be regarded as a standard concept because it's fluid in nature.

The next point in the discussion is the role of emotion in research methodology approaches. Here, she argued that traditional methods did not recognize the presence of emotion in research

activities. They were in favor of detaching emotions from research. Feminist methodology questioned the missing of emotion in research as one cannot forget or separate his/her experiences and emotion from research. The reason behind this is the sheer presence of human emotion while one is interacting or observing its respondents as described by feminist methodology. Queer methodology moved one step ahead and argued that researchers might develop serious relation with the respondents. Then how is it possible to have research without emotion.

Dr. Ray, in this session, extensively discussed the epistemological positions within feminism. There are three positions, namely - feminist empiricism, feminist standpoint theory, and feminist postmodernism. She first explained the feminist empiricism and argued that this position challenges the andro-centrism and add-women approach as both did not regard the presence of women as an individual category. It called for the inclusion of women both as the research and the researcher. If this is followed, then only one can get a complete picture of women's positionality. She also argued that asking 'Women Question' is also vital to the process of having a significant approach within research methodology. Because if we ask a question again and again, then only it becomes an unavoidable part for our existence. Feminist empiricism believes in these tactics of asking 'Women Question' in every research. She ended the session by suggesting books to read such as Betty Friedman's *Feminine Mystique* and Arile Hochschild's *The Second Shift* for a better understanding of the feminist empiricism position and shift towards feminist standpoint theory.

The second session of the day was started in continuation with the first session titled "Gender in Social Research - Tracing Debates from Feminists to Queer Perspectives – II" by the Resource Person. She stated Feminism as human centric discourse that promotes equality between all genders. Feminist approaches argue that beneath the protective umbrella of objectivity and unbiased approach women are disadvantaged in material and other significant ways. She stated that when 'women question' is regularly asked it becomes a method and this 'women question' is designed to identify the gender implications of rules and practices which might otherwise appear to be neutral or objective. To claim objectivity in neutrality is the problem because there is nothing apolitical about society. There is no aspect of human life that is not political. She explained that what dress you wear and the clothes you pick up and what education you do everything is political in nature as C. Wright Mills writes in *Sociological Imagination* that 'nothing in nature is apolitical'. While explaining the concepts of personal

trouble and public issue she stated that biography is related to personal trouble and also biography is not independent of history and also biography is related to public issue at large and public issue is to be understood through the history. Then the biography and the history leads to a more concrete research than telling that these are individual problems thus establishing relationship between personal trouble and public issue. Feminist methodology is also saying the same thing.

Everything has biography and history to it. There is no social research that does not have background to it and that does not have history to it. When the androcentric research is saying that you are biased then they themselves are biased because by blind to gender they are not taking the structure of gender into account. If you are taking gender into account and the subjective emotional feelings then you are called as biased. So you have to choose which bias you want to. If this is "bias" feminists must insist that it is 'good' (or 'proper') bias, not 'bad'.

She explained with the example of dowry system in India. She talked about Standpoint Epistemology adopting the Marxist vision in which science can reflect upon 'the way the world is' and work towards human emancipation. For Marxists, it was through struggles in the workplace that the proletariat would generate knowledge. Standpoint feminism sees women as the agents of knowledge. Womens' status as that of victim – privileges that status – it gives access to understanding about oppression that others cannot have. Pain and subordination provide the oppressed with a motivation for finding out what is wrong, for criticizing accepted interpretations of reality and for developing new and less distorted ways of understanding the world. Researcher's own location needs to be spelt out for the research to be 'objective'. The approach was of subjectivity and conscious partiality rather than value neutrality.

She also made some criticism of standpoint epistemology. The Resource person also talked about inter-sectionalities from the perspectives of African-American Feminists. Analysis of gender must occur not apart from but within the contexts of multiple identities. Women who favour patriarchy and live in false consciousness occupy multiple positions being considered as intersection of identity. For example, Black women are double burdened than White women.

Queer Methodologies: Queer theory critiques mainstream research methodology on the grounds that it is too sanitized & restricted therefore blind to the myriad complexities of biology, psychology & social structures by itself, & the effects of all these on human life styles & life chances. Queer scholars argue that the so called scientific enquiry ignores, "everything messy and chaotic" that which is not 'straight'. Judith Butler thus emphasizes that queer methods operate largely beyond theory and in service of the "fundamental issue of how to…make life livable". To queer scholars, empiricism, means to embrace multiplicity, misalignments, and silences & to understand that gender and sexual orientation are not empirically stable. If, as queer thinking argues, subjects and subjectivities are fluid, unstable and perpetually becoming, how 'data' can be gathered from tenuous and fleeting subjects using the standard methods of data collection. She also provided critique of heteronormativity.

The session ended with vote of thanks rendered by Dr. D.R. Gautam, Research Officer, Tezpur University, Assam. He summarized the session and also stated that Feminist and Queer Methods are in evolution stage and are inductive in nature moving towards building theory.

Session Three: Working with geo-spatial tools

Resource Person: Prof. Apurba Das

The session started off with Dr Apurba Kumar Das, Professor from the Department of Environmental Science, Tezpur University talking about how to work with geo spatial tools to the participants in the afternoon session. Prof. K. Kikhi, from Ambedkar Chair, Tezpur University talked briefly of how Prof. Apurba Kumar Das had been so supportive of Ambedkar Chair, Tezpur University.

Prof. Das talked about the relevance of geo spatial tools in contemporary era. The main objective of the talk was to introduce the participants to GIS and remote sensing which has emerged as a powerful tool for geo spatial analysis and finds application across discipline. He then talked about remote sensing, GIS, satellite data, data products, data sources, GIS software packages, map design, case study and some useful information about Survey of India and topographical maps.

He then gave a general definition of remote sensing as the acquisition and recording of information about an object without being in direct contact with that object. Two basic processes are involved: acquisition and analysis. Remote sensing is a technique on interaction of electro-magnetic radiation with matter. The elements of data acquisition processes are: energy source or source of EMR (sun or self), propagation of energy form source through the atmospheres, interaction of the energy (EMR) with the earth surface process and transmission/retransmission of energy through the atmosphere. He then defined orbits as the path followed by a satellite and geostationary as which revolves at speeds which match the rotation of the earth so they seem stationary, relative to the earth's surface. He also talked about sun-synchronous/polar as the cover, each area of the world at a constant local time. He spoke about swath as a satellite which revolves around the earth where the sensor sees a certain portion of the earth's surface which is referred as swath.

He also spoke about spectral and temporal resolution. Spectral resolution is the wavelength interval size (discrete segment of the electromagnetic spectrum) and number of intervals that the sensor is measuring. Temporal resolution is a measure of how often the data are obtained for the same area, i.e. how often an area is revisited (by satellite). He next spoke about the two types of sensors: active and passive. Examples of passive sensors are: sun's energy which is reflected (visible) absorbed and re-emitted as thermal infrared wave lengths. Whereas active sensors are those that emit radiation which is reflected and is detected and then measured.

The next area he discussed about is the application of remote sensing which is done in areas like agriculture, forestry, geology, hydrology, land cover and land use, oceans and coastal monitoring, atmosphere monitoring and others like facility management, LULC, Urban Planning, transport, socio economic, unearthing ancient archaeological sites.

Its application in social sciences is mainly related to demographic, settlement study, human health and epidemiology, archaeology and anthropology, hazard and vulnerability study and resource mapping, transportation, international relations, law and policy, land use cover change and sustainability trajectories and urban studies. So, remote sensing data can form core research data, background data, contextual data and supplementary for analysis and cross checking. The data sources are mainly drawn from Bhuvan Indian Geo Platform of ISRO, USGD earth explorer, NASA's Socio- Economic Data and Application Center, UNEP Environmental Data Explorer, Glovis.

Prof. Das then dealt about Geographical Information System. He then defined GIS as a powerful set of tools for collecting, retrieving at will, transforming and displaying spatial data from the real world for a particular set of purpose. The components of GIS are- computer hardware, GIS software and organizational context including skilled manpower. The types of GIS software can be classified as data input and verification, data storage and database management and data output and presentation. Prof. Das then spoke about map designs and maps and their resolution, how accurately the location and shape of map features can be depicted at a given map scale.

The accuracies of map can be divided into two types- absolute accuracy and relative accuracy. Absolute accuracy is the relation between map location and real-world location. Absolute accuracy is important for complex data requirement and engineering-based application. Relative accuracy is the displacement (angle and distance) between two points in the map. It is usually applied by users with simple requirements. The metric properties of map are scale area shape direction bearing distance. Each projection preserves or compromises on approximate basic metric properties in different ways. The sources of map inaccuracy are during projections (from sphere to 2d plain, use of projection and datum (geo referencing framework) cartographic error, drafting error, during digitization registration (RMS error) algorithm precision (rounding of calculation) unaccounted error. Therefore, accurate maps are more expensive.

The next theme he spoke about is symbols in map. Symbolization and arrangement of symbol are crucial process in designing a map. Most common symbols types are point symbols, line symbols and area symbols. Point symbols can be qualitative or quantitative 9occurence, size, volume, etc.). Line symbols can also be qualitative (latitude, longitude, boundaries, coastline, etc.) and quantitative (thickness of the line represents quantitative information. Color can also be used to give important effect. He described map legend as a tool which tells what the symbols used in the map mean. The effectiveness of a map us also defined by cartographic appeal- how a map looks. Appropriate choices of symbol color can make a map easier to interpret. He then concluded the session by presenting some useful information about survey of India topographical maps and also by presenting one of his own case studies of 'Assessing and Mapping Flood Hazard Vulnerability and Risk in The Upper Brahmaputra River Valley Using Stakeholder Knowledge and Multicriteria Evaluation (MCE)' published in the journal, *Flood Risk Management*.

The session ended with a vote of thanks by Prof. Kikhi, Ambedkar Chair, Tezpur University.

Session Four: Interaction Session

This was utilized as an interaction session (between participants and the resource person) to have a better comprehension about the usage of new tool for social science research.

Day Five: 1st December 2019

Session One: Persons with disability(ies) – understanding policy analysis

Resource Person: Prof. D. B. Talukdar

On the fifth day of the workshop, the first session was started with a welcome speech delivered by Prof. K. Kikhi, Chair Professor, Dr. Ambedkar Chair, Tezpur University (Course Director of ICSSR Sponsored Ten Day Research Methodology Workshop for Doctoral Scholars). The resource person arrived there at the right time. All the participants also joined the resource person to start the session in the fixed time period.

In the beginning, Prof. D.B. Talukdar introduced different conceptions like disabled persons, Persons with Disabilities (PWDs), differently abled, etc. She rightly emphasized that we all have some or other form of disabilities in us in our capacity of doing different essential activities of our life itself. Therefore, it is essential to define what we mean by the term 'Persons with Disabilities' or 'differently abled persons'. The resource person tried to explain that while we are saying 'Persons with Disabilities' instead of 'Disabled Persons'; we are trying to put the attention into that particular or specific kind of disability(ies); and not directly into that person who is disabled in some or the other sense. Here, the person having disability is not at the centre point. In the whole session, she variously focused on elaborating different policies dealing with disabilities in India that are been implemented so far in in-depth manner. Prof. Talukdar in her discussion gives more focus on the recent policies that have provisions for disabled persons. Different policies, laws, and mechanisms that are followed are discussed in this session, along with the limitations of such mechanisms. The resource person discussed different types of disabilities that includes: i) intellectual disabilities, ii) learning disabilities, iii) persons with memory of cognitive disabilities, iv) people with no interactive tendency, v) speech related disabilities, vi) pain related disabilities, etc. in lucid as well as in in-depth way. The various census data of disabled persons in India were shown in this session which provided various insights about gender-wise classification, disease-wise classification and also, rural-urban wise classification of data. After that, the importance of more inclusive policy is analyzed in this session of the workshop. Disability data, to the resource person, need to be more reflective of the specific or particular kind of disabilities that people of the country are facing today as policy formulation requires proper data of any kind of disabilities.

In the later part of the session, the resource person discussed various measures through which disabilities can be prevented in the coming generation and also in the present context. She highlighted the importance of early detention and prevention of disabilities, counseling and medical rehabilitation, use of assistive devices, development of rehabilitation professionals, education for PWDs, economic rehabilitation for PWDs, bringing of positive environment, ensuring social security for PWDs, promotion of NGOs, and finally, on importance of conducting more research through which disability can be tacked in the country. She continuously showed limitations of existing framework in bringing about efficient environment for PWDs and focused on amending the existing acts with the need of the situation and time.

At last, the resource person gave great importance on bringing the PWDs in education. She discussed very significantly that the earlier mechanism and services existing in educational

institutions is far less than enough to make such institution comfortable for PWDs. The overall situation in educational institution, to her, must be scrutinized from perspective of disabled persons. Again, she rightly emphasized that the enrollment of children with disabilities in education is not enough; and rather, importance should be placed more on providing proper guidance and services through which such children can continue their study in effective manner, and not just for the sake of studying only. This is a crucial view, particularly in case of India, where we can see that children with disabilities are not encouraged to continue their study. She ended the lecture with the note that schools must play pro-active role in upliftment of education of children with disabilities.

The session was extended for thirty-forty minutes more as the interaction of the resource person with the participants turned into a lengthy one. Finally, the session ended with the vote of thanks rendered by DR. D.R. Gautam, Research Officer, Dr. Ambedkar Chair, Tezpur University.

Session Two: Doing case studies

Resource Person: Prof. D. B. Talukdar

Prof. D.B. Talukdar started her second session by elaborating meaning of case studies, types of case studies, and clarifying how to ask question to the respondents while doing case studies.

A case study is a research method involving an up-class, in depth and detailed examination of a subject of study, as well as its related contextual conditions. In doing case study research the 'case' being studied may be an individual , organization, event, a particular place, department, company, organization, or an action, existing in a specific time or place. For example, clinical science has produced both well-known case study of individual and also case study of clinical practice.

She also gave another suggestion that was defining a research strategy an empirical enquiry that investigates a phenomenon with in its real life context. It can be single or multiple or individual/ Groups and it may involve both qualitative and quantitative research method. Case study means we examine the memory power of respondent. So that for we used to try person's memory, diary, autograph, what they can remember like friends, parents, photograph, small incidence, condition, management, experience etc. It has instance investigation to identity certain psychological process. Always the research question pick on why, which is goes through pilot study. For the example: the patient's personal history. It is a descriptive method. Which kind of symptom, provide the treatment, diagnosis and what is the product outcome?

It's just come on explanatory research child personal history: like Birth position (1st, 2nd and 3rd) even she also gives another example of dropout (kind of dropout: push dropout, silent dropout).

Case study always derives with narrative focus, which also is very limited.

Prof. Talukdar defines how to do with case studies. Mostly the researcher think about the questions, how to compiled (study question), how it's going to proceed, what are to be asked to the respondents, about the observation and analyze of identity. Always remember every little aspect to be note down. Normally in case study we used the person's own memory, but in multiple case studies diagnosis has to be done by the researcher to give a treatment.

Researcher question always be:

- Ask positive question
- Always try to study high level, because it's very limited
- Do always semi structure interview
- When we go to field for data collection / case study researcher always have to care his/her communication, language, behavior and most of have to care about observation
- Keep calm always
- Explain everything
- Rich qualitative information

Through the mentioned case study, Prof. Talukdar added clarity for the benefit of the participants. The session ended with a vote of thanks rendered by Dr. D.R. Gautam.

Session Three: Research design and sampling

Resource Person: Dr. Apurba Saha

The third session of the day was started with felicitation and welcome speech delivered by Prof. Kedilezo Kikhi, Chair Professor (Dr. Ambedkar Chair, Tezpur University).

In the beginning note, Dr. Apurba Saha stated that the framework of a research is as follows:

Types of research, research design, variables, experimental design, sample.

Dr. Apurba Saha started the session with a topic 'Research Design' where he describe that research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures.

Later, he stressed on the importance of research design as it is appropriate, efficient economical and minimizes bias and maximizes the reliability of the data. He also discussed about important experimental design i.e. a) Informal experimental design and b) Formal experimental design.

Apart from these, he highlighted on a subtopic variables in research and its types, viz. independent variable, dependent variable, extraneous variable and confounding variable. He concluded the session by describing population, sample, sampling design, sampling error.

Session Four: Navigating fieldwork - What our research methodology textbook does not teach us?

Resource Person: Dr. Veda Yumnam

Dr. Veda through her presentation talked the whole practicality regarding the fieldwork in research. She beautifully arranged the complexity of fieldwork into very simple terms to make the participants understand the whole idea of fieldwork. She discussed the whole practicality of fieldwork in the following terms:

Ethics: In regard to ethics, she laid too much emphasis as ethics and research go hand in hand. She discussed at length on the ethics in taking permission, dealing with the participants, in collecting data etc.

The idea of Participants: How to deal with the participants, time management with them. She talked about how individual participants' permission and how to approach them is one of the key ingredients in the field.

Gatekeepers: Who are gatekeepers? Gatekeepers may any institutions, Individuals, Cooperative society etc. Gatekeepers of any institutes, organization, village, township etc. are very important as with the permission from them, a fieldworker can enter a space.

The identity as a researcher: In the field, the identity of the researcher also plays an important role. For example, if the researcher is a person, who has a better position in economic or political or social position, his/her/trans position sometimes may influence the field, so we should avoid that influence.

She conclude her presentation by saying that 'Fieldwork is Political' which we can't help but try to understand it. And lastly, as a researcher and fieldworker, we have to cope-up with the idea which is called as 'Fieldwork Blues'.

Day Six: 2nd December 2019

Session One: Exploring tribal issues: India and Northeast

Resource Person: Prof. Virginius Xaxa

Prof. Xaxa, an eminent social scientist and most established name for doing research on tribes in India started by a reference for his journey towards comprehending and exploring about tribes. He mentioned that it was Dr. Veena Das who approached him to write a piece on tribes back in the late 1980's for her edited volume. To make the participants aware, Prof. Xaxa stated that the writings specifically on tribes during the colonial times described them as savage or uncivilized which disturbed him. The very idea of tribe was used in opposition to what was civilized in colonial times. He wanted to change how tribe is perceived in colonial context and started to write about them.

The term 'tribe' has already been discredited by west as the world acknowledges the diversity, idea of tribe has changed but in India, the term is still in use. The communities which were described as tribes- have undergone tremendous change- they are no longer what they were 60 years back. The term 'tribe' has been discredited by all and has been replaced by 'indigenous' in its place.

In the context of India, the term 'tribe' has politico administrative connotation and is engrained with the Indian constitution which bestow them with few rights and provisions. Though in India, it has overcome the whole idea of 'savage' but for an average Indian it still holds the colonial outlook and use the term which has savage connotation.

About 84% of tribal population is concentrated in the central India, while only13% resides in northeast India. The state of Orissa alone has around 64 tribal communities. The demographic size differs across Indian states (Delhi, Haryana and few more do not have any listed tribal population)

According to Census 2011 an approx. of 750 tribes are being listed as Scheduled Tribe in the Indian constitution. The context of tribe needs to move from politico context to socio economic. The list of the number of tribes has gone up over the years. There is various complexities to define any group. In Sikkim, some communities are identified as Scheduled Caste (SC), while the same were identified as tribes in West Bengal. In current scenario, more and more people are identifying themselves as Scheduled Tribe (ST) due to politico administrative reason. Before ST

recognition was regarded as inferior while now more and more want to be identified as ST. This reflects a paradoxical situation of the whole idea of 'tribe'.

Session Two and Three: Introduction to quantification and issues of measurement, and Analysing quantitative data

Resource Person: Prof. Amit Choudhury

The second and third session was on quantitative aspects in social research. These sessions were delivered by Prof. Amit Choudhury who is duly introduced and welcomed by Prof. K. Kikhi. He started with a question before the participants about how to do a research? And what are the practical difficulties in ascertaining the research problem? After deliberating few points, he arrived at sampling, its types and design which were dealt in detail by him. This was his logical approach to reach at statistics which he mentioned to be utilized cautiously as to avoid any miscalculation leading to erroneous inferences. He emphasized importance of choosing variables in utilizing statistics for analyzing the research data from the field or from secondary sources. Prof. Choudhury for the better understanding of the participants, introduced rudimentary level of statistics which included measures of central tendency, i.e. mean, median and mode, and explained their meaning and usage.

He gradually shifted to further use of statistics and introduced the concept of 'hypothesis' a generally used term in most of the social researches. He divided the hypothesis into two, one research hypothesis and the other as statistical hypothesis, and only the latter can be measured statistically. Meanwhile, he explained one tailed and two tailed hypothesis and when to use those apart from mentioning how to use these as a tool for analysis. As a measure to elaborate upon hypothesis, Prof. Choudhury introduced the concept of null and alternative hypothesis through statistical example of a research data. To shed further light on this he gave few examples to make participants understand the difference between parametric and non-parametric tests in statistics, and also deliberated on different types of statistical errors, i.e. type one and type two errors while citing the necessary precautions to be taken to for their utilization and inferences. Prof. Choudhury further briefly mentioned t-test and its types and usage apart from introducing the levels of significance that help in accepting or discarding the hypothesis for a particular research.

With an intention to familiarize participants with the statistical tools, Prof. Choudhury conducted hand on training in the class with some dummy variables and responses.

Session Four: Qualitative Analysis

Resource Person: Prof. Virginius Xaxa

The last session of the day was on qualitative analysis, an important dimension for doing subjective social research especially on themes like disadvantages status. As a background for qualitative research and therefore analysis, Prof. Xaxa explained the changing nature of frame for research from positivist to interpretivist. He highlighted various ways through which qualitative information is being enumerated and analysed, e.g. interview, focus group discussion, etc. For analysis he mentioned that the guidance is actually drawn from the nature of objectives of the research as the objectives may determine what form of analysis is to be done. To benefit research scholars in their research endeavor, Prof. Xaxa suggested operationalization of the key terms which will help in adding meaning to and from our research.

Regarding analysis, profiling of data is required before their arrangement and organization to make the (collected) information logical and meaningful. Giving information about codification a necessary exercise, he stated and explained its three types, primary, secondary and tertiary on the usage in the analysis of gathered information/data. Thereafter, he outlined the features of different qualitative methods as narratives and discourse, and outlined the use of theory in interpretation to avoid arbitrariness and for providing rationalization for analysis. His session came to a close with brief revision and a vote of thanks by Dr. D.R. Gautam.

Day Seven: 3rd December 2019

Session One: Qualitative research methods – Interviews and FGD

Resource Person: Prof. Sashmi Nayak

On the seventh day of workshop, the first session was started with a welcome speech delivered by Prof. K. Kikhi, Chair Professor, Dr. Ambedkar Chair, Tezpur University

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In the beginning note Prof. Sashmi Nayak stated that the concepts of qualitative research methods namely interview in social science. Interviews can provide access to the meanings people attribute to their experiences and social worlds. It can be defined as a qualitative research technique which involves "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation. It was followed by various types of interviews such as telephone interviews, face to face interviews and in-depth interviews. Regards to in-depth interviews, she highlighted that in-depth interviews is a conversation with a purpose, talking to people to grasp their point of view and knowledge about the social world is constructed in normal human interaction. Further, she has discussed different types of approaches namely postmodern approach, creative approach, dialectical approach, feminist approach, heuristic approach, biographical, narrative, life history and oral history approaches. She has briefly discussed the key features and requirements of an interviewer. More so, she illustrated the five stages of interviews includes, stage 1 Arrival, stage 2 introduce the research, stage 3 begin the interview, stage 4 the interview and stage 5 ending the interview and finally how to achieve breadth and depth, question formulation and techniques for achieving depth for examples- listen and remember, express interest and attention, establish that there are no right or wrong answers, sensitive to tone of voice, body language, pace the interview and responding to emotions and so on.

Regards to, qualitative research methods i.e., Focus Group Discussions (FGDs), she highlighted FGDs reflects the social constructions-normative influences, collective as well as individual self-identity shared meanings that are an important part of the way in which we perceive, experience and understand the world around us. We use it to study attributes and experiences for exploring how opinions are constructed. Moreover, she mentioned some types of focus group namely exploratory- as a means to generate hypotheses, clinical-insight into unconscious motivations, phenomenological- common sense conceptions and everyday explanations and consultative- to aid decision making etc. In addition, she discussed group process that is forming, storming, norming, performing and adjourning in focus group. More so, she discussed how do we moderate a FGDs includes step 1 scene setting & ground rules, step 2 individual introductions, step 3 opening the discussion, step 4 the discussion, step 5 ending the discussion. In addition, she highlighted the how we should determine the group size: usually it should be six to eight participants, articulate and highly interested participants, sensitivity or complexity of the issue, breath or depth of data, people with communication difficulties and structure and tasks involved in the session. Finally, Prof. Sashmi Nayak windup her discussion talking on research ethics and

responsibility of researcher while conducting such qualitative research methods like interviews and FGDs with logical illustration.

Lastly, the session concluded with the vote of thanks offered by Dr. D.R. Gautam, Research Officer, Dr. Ambedkar Chair, Tezpur University.

Session Two: Exploring anti-oppressive methods

Resource Person: Prof. Sashmi Nayak

Prof. Sashmi Nayak gave her lecture on 'Exploring Anti-Oppressive Methods' in continuation to her previous lecture 'Qualitative Research Methods—Interviews and FGD'. She began with a question to the participants asking about the priorities of a social science research. After a variety of answers, she described research as a critical inquiry. She asserted on the importance of 'critique' in research and its impact on society. Anti-oppressive methods are most evident in the discipline of social work but its impact cuts across all social sciences. Anti-oppressive methods entail the search for solutions, and excavating the problems. She asked for examples of academic researches that helped create an impact and actually provided a solution. Nima, one of the participants, responded that in the area where he belongs from there was extensive research on a tribe that was previously treated as slaves but due to the research people of this tribe are now recipients of benefits from the central government. Prof. Nayak then raised an open question on the possible outcomes of future researches.

She then described the definition of 'oppression' as to understand anti-oppressive methods, it is necessary to understand oppression. Oppression hinges on unjust power and authority. It relates to situations of injustice, inequality, arbitrariness, exploitation, subordination, discrimination, exclusion, negligence and marginalization. Oppression takes place both at the macro level and at the micro level. Most research is done at the micro level. Oppression is structural and systemic, so it exists at the macro level but the actors are individuals. So, oppression plays out at the individual level. Anti-oppressive practices entails on challenging this power and authority. Hence, anti-oppressive research is a highly political work. Since researchers are a part of the system that oppresses, they prefer to keep their work apolitical and neutral. Engaging in political work entails the researcher to lose their privileges and that affects them. Thus, there are no solutions for this.

She posed questions such as “Does the research cause distress to anyone?”, “What is the value of this research?” Research should not only strive for liberation of the people but also for the liberation of the self. The government which gives money for the research sets the research agenda for the scholars of the country. It, thus, ensures that the research does not challenge its institutions. The beneficiary of a research project is the researcher. But the power to formulate or modify policy on research does not rest on the researcher. The goal of anti-oppressive research is that it promotes knowledge that supports people’s action. It should help support dissent against the authority.

The right to equality of opportunity is the first theoretical base of anti-oppressive research where one can encourage under represented populations to participate in processes of enquiry. A research must have action in it as it cannot progress unless the population acts in it. It should be aimed at developing skills and knowledge of the people. It should increase the level of access to participation in culture, economic and political life. It should influence the functioning, and decision making processes of organizations and institutions from the context in which they act. And these processes should take place at the grass-root levels. Hence, a research should be based firmly on theory that is universal. The principle of self-determination should be encouraged where the participants are in charge of taking decisions for their own life. She gave an example of farmers who would not plant a second crop in spite of having the resources or conditions to do so. They did so because it was important for them to leave their cattle to graze and it also serves as fodder. The farmer has the solution to cattle grazing, and hence the solution to their problem. Thus, the solution for a problem of oppressed population lies with the people themselves. The researcher is merely a facilitator. Research without action takes years to gain a ground and actually help in changing society. Action research helps the community discover their problems and find out workable solutions for it while getting adequate support and sustenance.

The right to freedom from exploitation or oppression is related to the way of thinking of the researcher. Knowledge and action lie with the people. The researcher must codify and theorize these actions. Facilitating political processes for confronting oppression at the research, dissemination and implementation stages of enquiry is of primary importance. So, if the researcher builds a model out of their research which is benefitting the people, it will automatically get replicated. The entire process of research should leave the population studied in a better position.

In a qualitative research, there is no fixed methodology. A researcher can use whichever methodology fits their research best. It is necessary to question the research tools used. Quantitative research is important as it helps gather and measure empirical data. Qualitative methods are more of bottom-up approach. Critical social science is necessary to challenge power, resources and status inequalities. Narrative and constructive research is important to reveal the internalized oppression among the oppressed themselves. The challenge of participatory research is getting the participation of the population themselves. In order to do so, it is necessary for the researcher to collaborate and interact actively with them. Representation in participation is also highly political and should be closely scrutinized as that governs the direction of the research. Research environment should be a healthy one where every member of the community should be informed and supportive of the research. Sometimes, among some groups, research acts as therapy. Knowledge ownership is a conundrum faced by all researchers and it is important for the researcher to give up control of their research to the participants and let it take its own direction.

Making promises to the participants is considered manipulating the respondents and is an unethical research method. Sometimes the participants express a real fear of losing their benefits if they participate in the research. In such a situation, the researcher must not make false promises or give them false hope. The scope of research starts from the source of oppression and follows it to the solution. Research should be a participative, egalitarian, redistributive production of knowledge that aims for transformation of both the social scientist and of society. At the end of the lecture, Prof. Nayak was questioned to give some examples of such a research process to which she responded with a case study she had conducted in a village to promote the farmers in the region.

Session Three: Discourse analysis

Resource Person: Dr. P. Anbarasan

The starting remark of the resource person was, 'Language is not neutral'. Discourse Analysis as a research method aims to dissect language both written and spoken within a socio-cultural context. It is beyond trying to understand the technicalities of any language. Discourse Analysis is embedded in the constructivism and structuralism traditions and tries to comprehend any talk or text within its social context. Meaning Discourse Analysis as a research tool tries to relook at processes influencing a language formulation, questions the everyday knowledge and examines how power and ideology remain intertwined in any language form. In conducting discourse analysis, we therefore need to primarily understand that social reality is constructed. This makes a departure from the obsession with objectivity and instead sides with those in the margins.

Thus, tilts toward structuralist/post-structuralist linguistic tradition in analyzing social inequalities. Dr. Anbarasan asserts that we need to delve deep into language through discourse analysis in order to unearth how discriminatory social realities exist and perpetuate. Also states that discourse analysis is time specific operational and entrenched in a historical time and space. Dis course analysis therefore considers that the dominant language of the state or nation making is not given and apolitical, instead it gets historically entrenched, produced and interpreted. It therefore critiques the taken for granted of knowledge production. To elaborate, identity at a specific point of time becomes dominant in its transition towards becoming the normative objective social reality in a given context. The process of knowledge making hence lies at the discretion of the state. Language keeps gaining meaning as we continue to untangle the dominant meanings attached to it. This in turn brings calls attention to the preexisting processes and realities existing before a particular point of time and space.

Dr. Anbarasan then moves on to highlight the strand of critical discourse analysis stating that it emerged concomitantly with the post-structuralist school of thought. To extrapolate further, he mentions the contribution of Teun A. Van Dijk who prescribes meaning making through cognitive processes and refers to a mutually influencing interaction among cognition, discourse and society. He exemplifies by referring to how a child learns a language. In suggesting critical discourse analysis, Dijk avers that as an analytical approach it tries to decipher how social power abuse and inequality are enacted, reproduced, legitimized and resisted by talk and text in any social political context. Language becomes a conduit through which the dominant markers of social inequalities get internalized. Meanings therefore alter with the contexts.

He then pronounces Stuart Hall's conceptualization of how a reader gets situated in three locations and accordingly the readers' positionality therefore assumes three positions, one internalizing the dominant ideology, second the negotiated and third the oppositional positionality. In conclusion, he emphasizes that our social realities, power and knowledge largely arise out of mediated realities constructed out with the contours of the individual human existential reality.

Session Four: Interaction Session

The last session of the day was interaction session where discussion happened on qualitative understanding in the presence of resource person.

Day Eight: 4th December 2019

Session One: Doing ethnography

Resource Person: Dr. Madhurima Goswami

In this session Dr. Madhurima Goswami talked about ethnography from her own experience. She did her research on one of the dominant groups of Assam i.e., the Boro group, where she worked on their sacrificial ritual which is in a transition phase. From her life experience she said that "when we did our researches, we were not very serious about research methods and things like that. But we went to the fields, we confronted certain phenomena, we got engrossed into that. For a long time, we were there in the field, we gathered data, out of the data a theory or an

ethnographic text was prepared." She also said that ethnography is like 24 hours 7 days per week continuous iterative discussions and making of field notes. She talked about how she created a lot of social relationships with everybody at that point of time and how a researcher became an insider once he/she gets the emic validity. The entire process of preparing ethnographic text starts from there. But unless and until there is emic validation, one cannot do that. This entire process of ethnography was always practiced by anthropologists and it was also concerned as unscientific. But as Prof. Govinda has said in his keynote address, your research has to be emancipatory, it has to transform reality. So, before one transform reality, there has to be an understanding of reality first, and for this understanding of reality we need to go near. As Malinowski had said, in order to have a grasp of even an inch of their life, you must be a native, you must be an insider. Insiders' point of view is important.

In order to explain the setting and create ambiance about her work, she showed a video clip of her research. In this video she focused on the cultural settings and ethnic formations of the community she studied. She said that the cultural setting and everything that we see in the clip are very important. Ethnography is writing a story, gathering data and from that data we develop a method and theory. In her particular research, theory comes later. Once the researcher enters the field, you cannot solve anything if you don't have the lens of culture. Here she talked about cultural systems paradigm. She said that cultural analysis is intrinsically incomplete, the deeper you go, your findings are less complete, and culture is like that. As a researcher who is set out to study culture, you have to practice ethnography, prepare an ethnographic text first about everything that you are going to study. Prepare a text out of your field whichever cultural phenomena you are going to investigate and bring out the details of it. This detailing is very important in ethnographic research.

Ethnographic sources are in different places, some of them have already gone, but they are there in all historical sources. Ethnography has historical sources and it very difficult to grab those sources especially in northeast because most of the things are in oral tradition and majority are not documented. There are only small documentations which were written by the colonizers at a point of time. Therefore, in doing ethnography, the ethnographer has to move with tools like camera for days. This is because there are certain things which are implicit, a very long narrative that they present which cannot be explained and one must have patience to follow those details.

To make the researcher understand the context which cannot be simply explained, the people being studied would take the researcher all over the places. This, for an ethnographer, is very

difficult to actually gauge what it exactly meant. The people are engrossed and immersed in it because it is a part of their religion, their philosophy, their everyday life. For a researcher, our entire attitudes stem from the philosophical foundation that we have, we agree and disagree to certain things. There is a big disjuncture here; at times the researcher may feel like things are unsolvable. The ethnographer's world is a different world, and world of the community is different. But unless and until one is able to achieve an understanding, he/she is stuck. The first important thing of becoming an ethnographer is that one has to be very passionate about the ethnographic research. He/she cannot become tired of collecting sources, resources, informants, what to collect and what not to collect. This is not easy and is very time consuming if one wants to get into details. Getting the idea of how values, attitudes, beliefs, and knowledges from an insider's point of view are very important in ethnographic research.

One must make continuous field notes. When studying culture, making rigorous ethnographic field notes is necessary. Missing even one section and then later joining with something else or generalizing them can be ambiguous. To have a quality research one must have time for making detailed field notes. Ethnography studies at the human individuals, the behavioral systems, and the social systems and also social processes. When you study culture and become an ethnographer, and when you are near to your phenomena, you cannot miss any of the details categorically one has to take all the field notes. Apart from the social systems and processes, the idea systems and the belief systems are also very important. One must know what their value systems are, what is the attitude, what knowledge is that they carry is very important. Therefore, when entering into any cultural systems paradigm, one must be careful to look into the human individual behavioral system, the idea system, the social system as well as the physical environment in which human interact. Emic validation can only happen if the researcher's understanding is perfect.

According to her, problems in doing ethnography are cultural translation and inter-subjectivity. The problem with ethnographic research that Dr. Goswami found in her research was cultural representation that were seen and then to translate into academic writing. The problem of inter-subjectivity of the researcher and the field is also very important. In ethnographic research, you come back to your human consciousness, back to reality and feel some part of the work as important and not important. Also, in academic research there are certain rules and restrictions. But it if very difficult to put everything into academic writing, and for this most of the times researcher try to change and even get confused. One who is doing ethnographic research has to understand that they are bound to have findings, which way he/she is going to conclude. Here the consciousness will come which makes the researcher want to say "this is the thing that I want to say and not other things". So how do one development an ethnographic text is also another important question. One has to understand everything and only after this the researcher can have a say. When you understand the reality, you can talk about transformation. Therefore, ethnographic research grows along with the researcher and develops a theory/idea out of that.

Session Two, Three and Four: Field Visit

With an aim of orienting participant scholars towards empirical research, and to provide practical sessions, a field visit was organized with a focus on studying disadvantaged status. The site of the field visit (Harijan Colony) was deliberately selected in one area of Tezpur town with settlements of one of the most disadvantaged sections, viz. manual scavengers. The purpose was to give some hands on training towards few qualitative methods as, Focus Group Discussion (FGD), Case Study, Interview, and Ethnography by giving a real exposure to the field.

Accordingly, the participants were divided into respective four groups, and were asked to utilize such methods in revealing the disadvantaged status of the residents in a locality of around 120 households. The group doing FGD could do discussion through specified questions to two distinct groups each with eleven respondents (with males and females). The group for case study could make a case of schooling experience and drop outs among select three/four cases. Interview group took the task of entering to few households and meeting few female and male members with an aim to know their peculiar experiences with the outside world of their own as they were being stigmatized due to their humble background and odd job of manual scavenging. Remaining group was of ethnographers who just went in the locality and observed their daily routine, chores, etc. highlighting lack of facilities, awareness, and feeling of insecurity and helplessness. As per our understanding and also through the experiences of the participants, it was a real experience to know the empirical reality and challenges of doing qualitative research amongst disadvantaged communities. Such experiences were shared through presentations happened the succeeding day.

Day Nine: 5th December 2019

Session One: Exploring and utilising e-resources

Resource Person: Dr. Mukesh Saikia

The first sessions on 9th day was delivered by Dr. Mukesh Saikia, Librarian Tezpur University. He started the session with importance of library and various e-resources in research. He had also discussed thoroughly about the various e-resources and online repositories available such as e-sodh sindhu, web of knowledge, NDLI, Bodleian library, library of congress, national and international open access libraries and their usage. He have also discussed about the use of DELNET and the facility of borrowing books from other university libraries for research work. The session also dedicated to understand the importance of these online resources in order to generate a good review for a research work and how it helps the researcher to have an understanding of the ongoing works related to their area of study. He further discussed about the use of various online and offline materials for the research purpose. He also addressed rightly the questions raised by the participants. The session was very much informative and enlightening.

Session Two: Referring library – need for appropriate approach

Resource Person: Dr. Mukesh Saikia

Dr. Mukesh Saikia started with a brief introduction for the need of referring library during research. He talked about the impact of digital revolution that has brought changes between researchers and libraries. He talked about library as a hub, where immense number of journal's, books etc can be easily accessed and further provides and promotes access to external research material. He talks about the physical space and information and advice that a library provides.

He talked on how good libraries help institutions to recruit and retain top researchers, how libraries help researchers win grants and contracts, how libraries promote and exploit new technologies and new models of scholarly communications and how specialist staff work in partnership with academic departments. He talked about the digital revolution that has help connecting with researchers across the world and which indeed has enhanced the value of library's services.

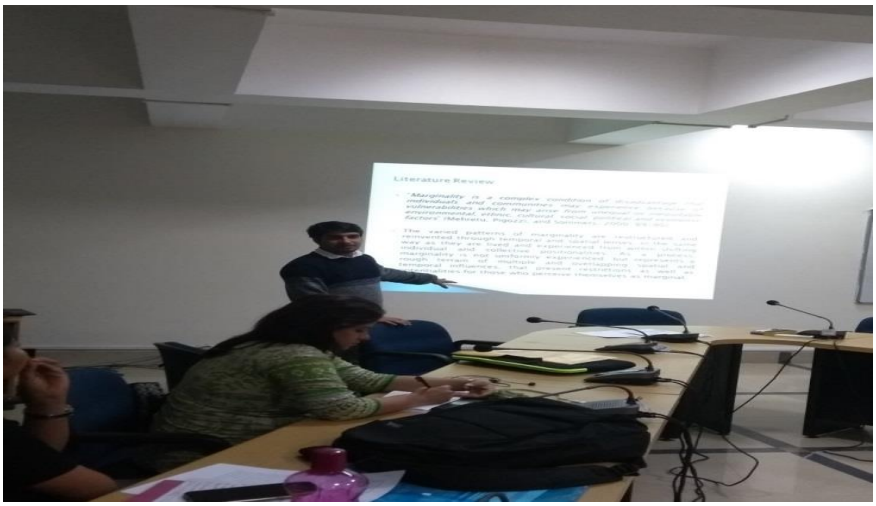
He also talked about the better work environment that the library provides for students, Research Scholars. He talked about the huge amount of money spend by many universities in order to sustain and develop their collections and researchers across the sector now have access to more content than ever before. And how convenient is access to high-quality research content remains a key foundation for good research.

He also talked about how libraries are a physical manifestation of the values of academy and of scholarships and about the risk that this intrinsic value may not be recognized by future generations of researchers who are dedicated to the online world. He also talked about various digital libraries such as, National Digital Library of India, Library of congress, British library and Bodleian Library- Oxford, United Kingdom. At the end he urges every research scholar and student to explore library and get benefited to the fullest.

Session Three and Four: Interaction Sessions

Presentation of Field experience and research proposal developed by the participants

As per our schedule these were the dedicated sessions for the practical exercise where presentations were requested by each participant for the research proposal developed on the selected theme out of previously (on second day) announced eight themes. Each participant was given a time limit of seven to ten minutes for their presentation and another two to three minutes for observations, suggestions, and questions by other participants and organizers. Prior to that, there were presentations/reflections by the participants on their field visit experience. These sessions began in the presence of observer of the workshop Prof. M.P. Bezbaruah, and continued till late evening. The intention was to provide practical experience to prepare and present a research proposal on related themes of disadvantaged status.



Day Ten: 6th December 2019

Session One: Publishing academic research

Resource Person: Dr. Parasmoni Dutta

The first session of the last day begun by Dr. Parasmoni Dutta who deliberated on publishing academic research. He referred to "Handbook of Academic Publishing" for introductory guidelines on academic publication. He mentioned key characteristics of academic publishing where he stated that academic writing and publishing needs to comprise of the following-

- Writing needs to target the intended audience.
- It needs to allude to certain standardized frame of reference meaning writing needs to contain a definite grammar structure, a narrative structure, i.e. there should be a narrative flow, with cohesiveness and consistency defining its readability.
- There should be clarity, but this does not imply simplicity.

- Tables, figures, maps should follow a good schema of documentation.
- Title and the abstract of the paper should be catchy and attention drawing.
- The citation and reference styles should be as prescribed by the journal one sends one's paper to.
- One needs to avoid 'Padding' meaning extra irrelevant stanzas or paragraphs and refrain from beating about the bush and precisely refer to what the paper aims at submitting.
- The writer must avoid repetition to gloss over issues.
- Also, too many points or too less points reduces chances of acceptance for publication.

Reflecting on a pattern for the academic paper, Dr. Dutta suggested the points as:

- Abstract
- Keywords - which are the consistently repeated words that would primarily define the paper
- Introduction of the paper
- Literature review- which is a critical review of the available literature
- Theoretical framework
- Methodology, i.e. the ideological inclination of the paper
- Analysis
- Discussion
- Conclusion

After giving details of all the above mentioned points for academic writing Dr. Dutta concluded by stating that a writer could either move from:

Introduction- > Analysis- > Generalisation- > Particularisation

Or

Analysis- > Conclusion- > Particularisation- > Generalisation

However, what he vehemently suggests is reading basic material on the subject areas one wishes to write on, which he believes would preclude the writer from all the erroneous theoretical oversimplifications, one might make during the process of writing.

Session Two: Feminist theories – an exploration

Resource Person: Prof. Tulsi Patel

The second session of the last day of the workshop was conducted by eminent sociologist Prof. Tulsi Patel from Delhi School of Economics. Prof. Patel in her session stressed on the evaluation and development of feminist movement. The movement began as a reaction to the notion of division of labour in the society wherein the male is the 'producer' while the female is seen as a 'consumer' since ancient times. For a long time the notion of 'Bread and Butter' i.e. food the very essence of life was thought to be male responsibility, whereas any contribution of woman, if any, was just the 'jam'-delicious but not essential. This accepted notion, according to Prof. Patel, began to crumble during the war times in early 20th century which required women to come out of closed indoors and work in industry as most men were out in the battle front fighting enemies. Most of the casualties were male which drastically reduced their active participation in the economic activity. As a result women came out of their comfort zone and shared economic productivity with male counterparts. This also resulted in further liberation of women individuality and they began to assert for more political rights. The inter-war period too witnessed greater participation of women in all walks of life, they began to organise themselves as a political identity.

But, with the Second World War coming to an end and men coming back to the social and political sphere women participation began to be resented. With this began an active movement by women activist to maintain and assert their position in the society. This was a real challenge in a patriarchial male dominated society and women had to face multiple hurdles both within and outside the family. The very idea of family being a private institution outside the realm of politics and state was challenged and 'Personal is Political' became a war cry of the women activist around the world. Prof. Patel also pointed to the fact that feminist movement around the world was not uniform and there was a multiplicity of voices within it depending on the positionality of the voice. Various forms - Black, Latin, Asian, Indian, Dalit, Muslim and other forms of feminism proliferated accentuating the debate on the power position of the feminist voice.

Prof. Patel concluded this session with a note that she explored different social practices, traditions which are deeply entrenched in our society. Knowingly or unknowingly, we are part of that society and indeed contributing in the system of re-strengthening the patriarchal norms. So, we should question the norms of the society without harming anyone.

Session Three: Valedictory

Contemporary significance of researching disadvantaged status

Resource Person: Prof. Tulsi Patel

In keeping with the theme of the valedictory session Prof. Tulsi Patel begins by stating that doing research on highlighting disadvantaged statuses is the need of the hour. Having said that, she elaborates that her doctoral research is hugely centered on the same thematic concern. She therefore, prefers to speak mostly of her doctoral research to illustrate how she conducted her project in researching disadvantaged status in the local Panchayat level governing bodies in the state of Rajasthan in and around the time when the 73rd and 74th Amendment Acts passed. Her doctoral thesis is titled "Anthropological Demography in a Rajasthan Village". Prof. Patel is suspicious of the employability of focus group discussions in contexts as diverse as India. She focuses on the need and the urgency to conduct research on the status of disadvantaged

communities in India. She then elaborates on the nature of sociological research she has been engaged with during her career. She has carried out extensive research on trying to decipher the methodological and theoretical aspects to understand human fertility behavior providing insightful accounts of the social cultural and symbolic aspects of human fertility. Contrary to the assumptions made on factors influencing fertility behavior by demographic studies, Patel urges for the need of an anthropology of demography which will be transgressive and more illuminating given that such a study would take into consideration the values and perceptions of the society at large. Thus, family and kinship become important areas of sociological studies influencing fertility behavior and consequently demographic indicators. So, she vouches for a more inclusive and in-depth anthropological studies of demographic behavior like family planning.

Patel endorses the use of ethnography against demographic studies, it being an iterative form of doing field research, more inductive than a research based on top down approach. However, again, the ethical aspect of this methodological tool is debatable, Patel comments.

Having said this, Prof. Patel then elucidates on the short-sighted colonial understanding of caste dynamics in India. Colonial administrators defined caste as primarily premised on rituals and that caste would disappear once India undergoes modernizes. The manner through which caste got reified did not consider the possibilities of fluidity of occupations, occupation-the trope on which basis, one's caste got ascribed. One could alter one's occupation and thus laid a claim on change on one's caste positionality, therefore. This led to a huge conundrum and as a result, caste-based census had to be discontinued post 1931.

Moving on, Patel informs that Rajasthan was the first state in India to instrumentalized 30 percent reservation to women in local governing bodies provisioned by the 73rd and 74th Amendment of the Constitution of India. Despite that, there has been continuing disparities in representation. This differential is explicit in the demographic indicators evident in Rajasthan.

The domain of reproductive rights being another central area with which Prof. Patel is deeply involved, she laments the plight of reproductive rights of women in India. Despite the latest techno-medical advances, the laws have remained stagnant or rather restrictive, complicated further by selective female fetus abortions, depriving women of autonomy of choice over their body. Hence, she upholds the urgency of the rise of feminist campaigns against such

politicization of the female body. Hence, this too again thus, foregrounds the necessity of researching disadvantaged status in India. She discursively moves from one vantage point to another exemplifying through multiple instances of disadvantaged situations and locations, however, what she conclusively vouches for exclusively is the need to gendering demographic practices and policies, which will then help in discarding gender blinding and attain a more inclusive dimensionality and outlook.

Session Four: Interaction session

Feedback & Distribution of Certificates

Chairperson: Prof. P. K. Das

The last session of the workshop was chaired by Prof. P. K. Das who happened to chair the valedictory address by Prof. Tulsi Patel. He gave his reflections on the importance of having research methodology courses for empowering research scholars. He stated that the workshop like this is of real worth as is being theme specific unlike other research methodology workshops being organized elsewhere. There were few reflections on the experience by the participants before they received certificates for their successful participation from the honorable chair.

Organizers expressed their thanks and gratitude to all the participants, resource persons, Tezpur University and most importantly the sponsoring agency, ICSSR whose support have made this exercise possible.

Report of PTMT – Tezpur 2019

Programme Title : PTMT – Tezpur 2019 (Pedagogical Training for Mathematics Teachers)

Date : 25 – 30 December, 2019.

Organized by MTTS TRUST and Tezpur University, Assam

Venue : Department of Mathematical Sciences, Tezpur University

Funded by : MTTS Trust under the aegis of National Board for Higher Mathematics

(D.A.E. Govt. of India)

Introduction

Mathematics Training and Talent Search (MTTS) and PTMT programmes, funded by the National Board for Higher Mathematics, are organized under the aegis of MTTS Trust. The MTTS Programme has turned out to be very successful for more than two and a half decades and has motivated a large number of students to pursue a career in mathematics. We believe that a large number of students would benefit if we acquaint mathematics teachers with the methodology adopted in the MTTS programme. PTMT attempts to familiarize mathematics teachers teaching at undergraduate and postgraduate levels with the methods followed in MTTS programme. Faculty well-versed with MTTS programme will share the pedagogy of teaching mathematics with participants.

Theme of the Programme

The programme will concentrate on Group Theory. Abstract Algebra is one of the basic mathematics courses a student of mathematics encounters in an undergraduate programme. It requires imagination and subtle reasoning, and has a strong geometric flavour which needs to be transmitted to the students in a rigorous and clear manner. The objective of the programme is to train the teachers to teach algebra in an enjoyable and meaningful way.

Participants

The participants were mainly mathematics teacher, teaching in UG/PG departments of Indian colleges and universities. A total of 60 applications were received from different colleges and universities of all over India out of which only 34 were selected to participate in the programme.

Programme Director : Prof. S. Kumaresan, Director, MTTS Programme, Department of Mathematics and Statistics, University of Hyderabad, Hyderabad-500046.

Academic Coordinator : Prof. G. Santhanam, Department of Mathematics, IIT Kanpur.

Local Coordinator : Dr. D. K. Basnet, Department of Mathematical Sciences, Tezpur University.

Resource Persons :

1. **Prof. G. Snathanam**, Department of Mathematics and Statistics, IIT Kanpur.
2. **Dr. Ananthnarayan Hariharan,** Department of Mathematics, IIT Bombay.
3. **Dr. Shameek Paul,** Department of Mathematics**,** RKMVERI, Belur Math, Kolkata

4. **Prof. D. K. Basnet,** Department of Mathematical Sciences, Tezpur University.

Throughout the six days, daily four lectures were delivered. Pre lunch two sessions each of 90 minutes followed by a 45 minutes group discussion and post lunch two sessions each of 75 minutes.

At the end of the programme almost all the participants praised highly about the programme, which was clear from their feedback forms.

Some snapshots:

A REPORT ON

UGC-SAP(DRS-II) and Tezpur University sponsored
One week workshop on
Analytical Techniques in Chemical Sciences
20-25 January, 2020
Organized by Department of Chemical Sciences in association with Teaching Learning Centre, Tezpur University
Venue: Dr. Rahdikaram Dhekial Phookan Seminar Hall, Department of Chemical Sciences, and Class Room 1, Teaching Learning Centre, Tezpur University

UGC-SAP(DRS-II) and Tezpur University sponsored One week workshop on **Analytical Techniques in Chemical Sciences** was organized by the Department of Chemical Sciences in association with the Teaching Learning Centre, Tezpur University during 20-25 January, 2020. The venue of the workshop was Dr. Rahdikaram Dhekial Phookan Seminar Hall, Department of Chemical Sciences, and the Class Room 1, Teaching Learning Centre, Tezpur University

The inaugural programme of the week-long workshop was held on January 20, from 9.30 am, in the Dr. Rahdikaram Dhekial Phookan Seminar Hall of the Department of Chemical Sciences. In the inaugural programme welcome address was given by Professor Ruli Borah, Head, and Department of Chemical Sciences. Dr. Panchanan Puzari, Co-convener of the workshop had described the aim of the workshop. Professor V. K. Jain, Honorable Vice-Chancellor of Tezpur University had addressed the participants and elaborated the importance of this type of workshop for students, research scholars, and faculties. The gathering was also addressed by Professor B. Viswanathan, former Professor of Chemistry, IIT Madras and Professor R. C. Deka, Dean SoS.

There were total 63 participants in the workshop and 12 resource persons who have delivered the technical lectures.

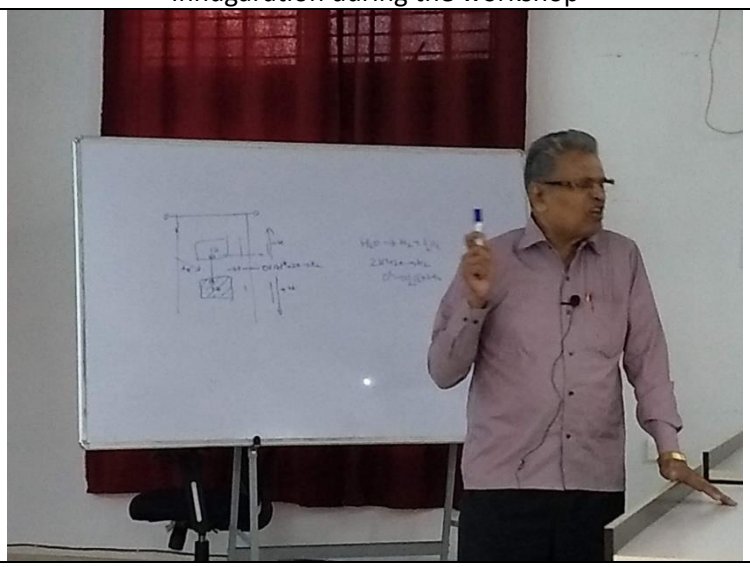
Resource persons were Professor B. Viswanathan, retired Professor of IIT Madras, Dr. Sasanka Deka, Department of Chemistry, University of Delhi, **Dr. Bikash Baishya,** CBMR, Lucknow, India , **Dr. Brijesh Kumar**, CDRI, Lucknow , **Dr. Vedavati G. Puranik,** Ex. Sr. Principal Scientist, National Chemical Laboratory, Pune, **Dr. Perumal Alagarsamy,** Department of Physics, IITG, **Professor P. Goswami,** Department of Biosciences and Bioengineering, IIT Guwahati , **Professor P. Nath** Department of Physics, Tezpur University, **Professor R. C. Deka** Department of Chemical Sciences, Tezpur University, **Professor A. J. Thakur** Department of Chemical Sciences, Tezpur University and **Professor**

N. Karak Department of Chemical Sciences, Tezpur University and Dr.Poonam Misra, Department of Food Engineering and Technology, Tezpur University .

Valedictory function of the workshop was organized on 25th January, 2020 and was chaired by Professor Ruli Borah, Head, Department of Chemical Sciences. In the valedictory function participants expressed their feedback and experiences on the workshop. They also expressed their gratitude to the organizers for organizing this type of workshop. The workshop was concluded with the vote of thanks from Dr. Utpal Bora, Convener of the Workshop.

Glipmses of the workshop

Innugaration during the workshop



Professor B. Viswanathan during the workshop

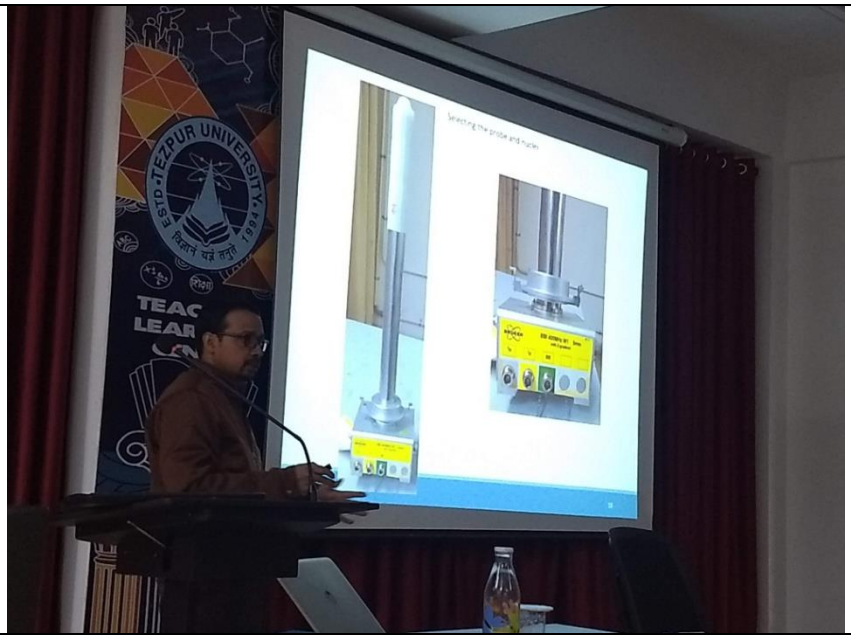
Professor B. Viswanathan interacting with the students during the workshop

Dr. B. Kumar was felicitate by Professor Ruli Borah during the workshop

Professor P. Goswami during the workshop

Dr. S. Deka during the workshop

Praticipants during the workshop



Dr. B. Baishya during the workshop

A REPORT ON THE PARTICIPATORY AUDIO AND VIDEO PRODUCTION WORKSHOP

Resource Person- Debarun Dutta

Dated – 22nd January – 26th January 2020

OVERVIEW: The Department of Mass Communication and Journalism, Tezpur Universitry has initiated a workshop from 22nd to 26th of January. It was conducted by Mr. Debarun Dutta, the executive director of Drishti. The workshop gave broad understanding about participatory audio/video, community media.

The workshop was basically done to understand about the concerns of community and development through of participatory audio/video.

The workshop included planning a proper strategy to conduct facilitation to the students, which also involved basic technical training for the students of Fakhruddin Ali Ahmed High School, Tezpur.

The workshop was very beneficial for the students of Borghat and Panchmile, where they were able to learn about the basics of videography and interviewing techniques. On the other hand, we also learned so many useful things from the workshop. It is a very good step to educate the students about the power of a camera and how they can use it as a tool to solve their problems.

The intended output of the workshop was to create three short films on three different issues in the community/school. Of which, topics were decided by the students themselves, we worked as a facilitator throughout the process of making the movies.

A participatory video is a form of participatory media in which a group or community creates its film. The idea behind this is that making a video is easy and accessible, and is a great way of bringing people together to explore issues, voice concerns or simply to be creative and tell stories. It is therefore primarily about the process, though high quality and accessible films (products) can be created using these methods if that is the desired outcome. This process can be very empowering, enabling a group or community to take their action to solve their problems, and also to communicate their needs and ideas to decision-makers and/or other groups and communities. As such, PV can be a highly effective tool to engage and mobilize marginalized people and to help them to implement their forms of sustainable development based on local needs.

1st session begins on 22nd January morning at 10 AM where we discussed poverty and tried to understand it from different angles and then we discussed underprivileged people and also shared our thoughts on that. The 2nd session started at 2:30 PM where we made a pitch document on the issues of the community and school. We made three different documents by three groups and our group made a pitch document on the development of Napam M.V. School and we also made a presentation on that document. We made some blunders in the initial attempt, which Debarun Dutta corrected and from which we acquired some important tips.

The next day 23rd January we interacted with the students of Napam M.V school and F.A.A High school. In the morning session, we interacted with the students of Napam. There was a total of 10 students all

were girls and these students gave us some very useful information about their school. The issues that they highlighted were no electric fan facility in their classroom, no drinking water facility in their school and the students also mentioned the poor washroom facility in the school.

The next session (4th session) was started at 3.30 p.m. where we interacted with students of Borghat. These students gave us some serious issues to work on, they told us about the practice of child marriage in their community, noise pollution by their neighbourhood and alcoholic, etc. Some of the students themselves had experienced these issues in their community and they shared their own experiences in the interaction. After selecting three issues we made three groups of students for shooting and scripting three short films. We made our planning for training the students later that evening.

On 24th January, we started to train the students. It was our 5th session of the workshop and in the first phase, we taught the students about the basics of videography through presentations which include different shot sizes, framing, angles, etc. Later we also give them some tips for interviewing people and then we gave them our phones to shoot different shots and to interview each other they were very interested to perform the given tasks and they completed it very easily.

The next day (25th January) the students shot the entire video. There were two boys Biplab and Muksidul both of them handled the camera beautifully and a girl of class X named Himadri interviewed the students and the teachers. We were very happy to see them working very nicely because we just taught them the earlier they and they were doing it with the least flaws.

Later that day we visited a youth club of LGB institute of mental health. Where Debarun Dutta had a session with the club members and he showed us some participatory videos.

We started our editing of the video on 26th January. It was a very long and lengthy process but fortunately, we completed the editing before evening and we screened all three films in the conference hall.

The key challenge of the workshop has to be time management because we had a very short deadline and making a participatory short film takes a lot of time. We have to train the students properly to shoot the film and then we have to complete the shooting and editing in 24 hours. We somehow managed everything by working overtime and we learned a life lesson from this workshop.

From this workshop especially in my case, I learned to never underestimate anyone. These school kids of class IX and X are very talented according to their age. Especially the two boys who handled the camera and the girl who interviewed everyone was doing their work so calmly and perfectly that I never felt to interrupt them at any time. They were doing the same thing that we taught them earlier in the training session and in some cases better than we had expected.

HANDS-ON TRAINING PROGRAMME ON MANUPATRA LEGAL DATABASE

24/01/2020

As the University is a subscriber to Manupatra legal database, a hands-on training program on Manupatra legal database was organised with the help of Central Library, Tezpur University for the LL.M. students of both batches (29 out of 32 Students participated) on 24-01-2010 at the library. The main objective of the programme was to train the student on how to access the legal resources provided by Manupatra for the purpose of legal research. Mr. Lochan Kumar, Manupatra acted as the Resource Person on the day.

Active participation was seen amongst the Students wherein many queries were put forward in the Question-Answer session. All queries were clarified to the satisfaction of the students.

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IPR Awareness Programme

20 February 2020

Organised by

Technology Enabling Centre, Tezpur University
In association with
Tezpur University Intellectual Property Rights Cell
and
Nowgong College

Keeping up with the objective of reaching out to the academic institutions of the region, a day long programme on Intellectual Property Rights Awareness was organised on 20 February 2020 at Nowgong College, Nagoan. This programme aimed at familiarising the students about the Intellectual Properties that they come across in their day to day life. The programme was jointly organised by **Tezpur University Intellectual Property Rights (TUIPR) Cell** along with the newly instituted **Technology Enabling Centre (TEC),** Tezpur University, and the **Institutional Innovation Cell (IIC)**, Nowgong College. The main objective of the programme was to boost innovation among the college goers. More than 100 students from Nagaon participated in the programme.

The programme started with the welcome address by the Principal, Nowgong College, Dr Sarat Barkataki. Later, importance of innovation was put forth by Prof. Charulata Mahanta, from the Department of Food Engineering and Technology (FET), and Coordinator, TEC, Tezpur University. Prof. Pritam Deb, Coordinator, TUIPR Cell and member, TEC, briefly apprised the audience about the importance of protecting Intellectual Property and how it works for the advantage of the creators. Similarly, importance of identifying IPRs during various stages of innovations were put forth Dr. Partha Pratim Dutta, Associate Professor, Mechanical Engineering, and Member, TEC, Tezpur University. Prof. Manuj Kumar Hazarika from the Department of FET, and Co-Coordinator, DST-TEC, delivered the vote of thanks. He also elaborated on the importance of Institutional Innovation Cell (IIC) in colleges in his concluding note.

Photo: (Top left) Prof. Charulata Mahanta, Coordinator, TEC, Tezpur University during the inaugural programme. Top right: Prof. Manuj Kumar Hazarika, Coordinator, TEC addressing the gathering. (Centre) The participants of the workshop. (Bottom left) Prof. P. Deb, Coordinator, TUIPR Cell, Tezpur University speaking in the inaugural session.

Elaborating the role played by IIC in Nowgong College and various activities taken up by it, the Coordinator, Dr. Pallabi Goswami asserted the importance of conducting such a programme for the college students and hoped that the participants will be hugely benefitted by the discussions in the technical themes by the invited speakers. This made way for the first technical session of the workshop on the "Introduction to Intellectual Property Rights". A brief video was played on the theme "IP is everywhere" that was specially designed by CIPAM, under the Ministry of Commerce and Industries, Govt. of India.

Photo: Coordinator IIC, Nowgong College, Dr. Pallabi Goswami elaborating on the theme in technical session sessions

Photo: Prof. P. Deb, Coordinator, TUIPR Cell Tezpur University, deliberating on Intellectual Property Rights in the first technical session.

The first technical session was aimed at giving a preliminary and simplified idea about what is Intellectual Property and how Intellectual Property Rights (IPRs) are important for all of us. Discussing different tools of IPR that are required for protecting various forms of IPs, Prof. P. Deb further elaborated on what one can do to prevent violation of IPRs. During his deliberation, he touched upon Patents, Copyrights, Industrial Design Registrations, Geographical Indications and Trademarks citing examples from various popular products that one uses use daily.

The second technical session dedicated on "Geographical Indications and its implication on communities", which was taken up by Dr. Juri B. Saikia, Research Officer, TUIPR Cell. In this session, the audience was apprised on the concept and purpose of having GI products registered in the GI Registry of India. It was further discussed how with the latest initiative of introducing a common logo for all GIs across the country, the Ministry of Commerce and Industries is trying to boost the rural economy by providing a special identity to the regional products associated with specific geographical areas across the country.

Photo: Dr. Juri B. Saikia, Research Officer, TUIPR Cell speaking on GIs and its implication on communities

Stressing specifically on the products getting the status of GI from the North Eastern region, the discussion made way for the analysis of the latest inclusions in the registered GI's list. The requirement for establishing the proof of origin was discussed. Some popular case studies like GIs on Roshgulla, pending application and associated controversies of two states with Mysore Pak were also taken up. In this technical session too, an animation created by CIPAM on GI was shown to the audience for better understanding of the concepts.

Photo: Mr. Ashutosh Das, a renowned quizzer from Assam, conducting the Open House Quiz.

The technical sessions witnessed very active participation from the students. After the lunch, the session was opened for interaction in a more structured way by means of organising an IP Quiz. In this Open House Quiz, questions were framed very tactfully so that all the facets of IPRs are touched upon effectively, without having the feel of the complexities and technicalities associated. The students were encouraged to ponder upon some of the hidden but very important IPRs and associated issues. Overwhelming participation was witnessed from the students. The Quiz session lasted more than an hour, which was conducted by the renowned Quiz Master of Assam, Mr. Ashutosh Das. In between the Quiz, whenever there was a doubt among the participants about a concept that was dealt by any question, the speakers were pulled in to give the explanation for the same. The instant gratification of their curiosity made way for intellectual contentment. The verbal feedback received from the participants was very encouraging as many had not heard about IPR earlier, however after the session, they could very well connect with the concept. This was also evident in their active participation in the Quiz.

Photo: Dr. Shobhanjana Kalita, Assistant Professor, Dept. of Computer Science, Tezpur

Photo: (Top) Clearing of the doubts by the experts during the interactive session. (Left) participants during one of the technical sessions

The transition between the technical sessions was made smooth by Dr. Shobhanjana Kalita, Assistant Professor, Dept. of Computer Science, Tezpur University. The programme ended with a vote of thanks by the organisers.

IPR Awareness Programme

Organised by

Technology Enabling Centre, Tezpur University

In association with

Tezpur University Intellectual Property Rights Cell

and

Nowgong College

Detailed Programme

Date: 20.02.2020	Venue: Nowgong College
TIME	**PROGRAMME**
9.30 AM —10.00 AM	REGISTRATION
10.00 AM—10.30 AM	INAUGURATION
10.30 AM —10.45 AM	Tea
10.45 AM—12.45 PM	**TECHNICAL SESSION -I**
	Session A: Introduction to Intellectual Property Rights by Prof. P.Deb, Coordinator, TUIPR Cell, and Professor, Department of Physics, Tezpur University
	Session B: Geographical Indications and its implication on Communities by Dr. Juri B. Saikia, Research Officer, TUIPR Cell, Tezpur University
12.45 PM to 1.00 PM	**Interaction**
1.00 PM —2.00 PM	Working Lunch
2.00 PM –-3.00 PM	**Interactive Session with the participants through a short Question-Answer session**
3.00 PM – 4.00 PM	Feedback from the Participants
4.00 PM – 4.30 PM	Valedictory Session and giving away of the certificates to the participants
4.30 PM	Tea

About the Speakers:

Pritam Deb

Prof. Pritam Deb is the Coordinator of IPR Cell, Tezpur University and holds position of Professor in the Department of Physics, Tezpur University (Central University). He was a Max Planck Fellow of Max Planck Institute of Iron Research, Dusseldorf, Germany. He did his Ph.D. in Nanoscience from Jadavpur University and his research achievements include five applied patents and two granted software copyrights, besides numerous research papers in reputed journals. During his tenure as Coordinator of the IPR Cell, he has spearheaded many innovative IPR activities in the campus -- Best Innovative Idea Competition, IPR Quiz, IP Day Talk etc as part of World IP Day Celebration.

Besides teaching technical nuances to the students enrolled for the courses on IPR, he has also been working for initiating many industry academia research collaborations as part of the efforts initiated for creating a Pro- Industry research platform in the University. He envisions and has been working towards transforming TUIPR Cell into a prime facilitating center for IPR related issues for the entire North East region.

Juri Borbora Saikia

Dr. Juri Borbora Saikia graduated in science and obtained her postgraduate and Ph.D degrees from Tezpur University. She also holds a Post-Graduate Diploma in IPR Laws from the National Law School of India University, Bangalore. After working in IIT Guwahati as Senior Research Fellow from 2009 to 2011, she joined the prestigious MHRD Chair on IPR in Tezpur University as Research Officer in 2011. Since then she is actively involved in various IPR related activities that include organizing various in-house and outreach programmes.

She is also associated with conducting interdisciplinary course on IPR for the Undergraduate, Post-graduate and Ph.D students of Tezpur University. Besides these, she along with her team at the TUIPR Cell works for providing IPR assistance to the TU fraternity as well as the grassroot innovators. Facilitating good innovations towards protectable IPs is one of the important jobs she loves working for.

List of Participants

SL No.	Name	College/Institute
1	Aishwarya A. Sarma	Nowgong College
2	Ajay Hazarika	Nowgong College
3	Alimpika Baruah	Nowgong College
4	Amlan Dutta	Nowgong College
5	Ankita Sarma	Nowgong College
6	Arifa Mehenez	Nowgong College
7	Aron Engti	Nowgong College
8	Arun Dey	Nowgong College
9	Astha Mayanika	Nowgong College
10	Azahrul Islam	Nowgong College
11	Baishali Das	Nowgong College
12	Barsha Devi	Nowgong College
13	Bhabana Das	Nowgong College
14	Bhargab Bordoloi	Nowgong College
15	Bhargav Bharadwaj	Nowgong College
16	Bhargav Madhukalya	Nowgong College
17	Bhashita Kakoti	Nowgong College
18	Bhaswat Priyam Hazarika	Nowgong College
19	Bidisha Amchi	Nowgong College
20	Biju Gayan	Nowgong College
22	Bishal Saha	Nowgong College

23	Bisharad Bora	Nowgong College
24	Biswajit Nath	Nowgong College
25	Bitu Sarongsa	Nowgong College
26	Bonyajyoti Dutta	Nowgong College
27	Brigit Nath	Nowgong College
28	Darshana Goswami	Nowgong College
29	Deepraj Kundu	Nowgong College
30	Dibya Jyoti Bora	Nowgong College
31	Gitatarthi Gogoi	Nowgong College
32	Himanshu Bora	Nowgong College
33	Himanshu Pratim Bora	Nowgong College
34	Homen Basumatary	Nowgong College
35	Jahamul H. Hazarika	Nowgong College
36	Jayanta Bordoloi	Nowgong College
37	Jimmashri Bora	Nowgong College
38	Jyotismoy Bora	Nowgong College
39	Kabyashri Devi	Nowgong College
40	Kasturi Saikia	Nowgong College
41	Keshab Das	Nowgong College
42	Kiran Devi	Nowgong College
43	Kristi Kala Baruah	Nowgong College
44	Kristi Kanya Saikia	Nowgong College
45	Kusal Kalita	Nowgong College
46	Lakhya Jyoti Saikia	Nowgong College
47	Laxmirekha Gogoi	Nowgong College

48	Lohit Chetry	Nowgong College
49	Lucky Bora	Nowgong College
50	Luna Saikia	Nowgong College
51	Lutan Khan	Nowgong College
52	Manikankana Bora	Nowgong College
53	Masum Sikdar	Nowgong College
54	Megha Dugar	ICSI
55	Mitesh Rai	Nowgong College
56	Monika Harlalka	GNDG Commerce College, Nagaon
57	Mousomi Paul	Nowgong College
58	Mrinmoy Das	Nowgong College
59	Mrinmoy Kaushik	Nowgong College
60	Nibir Kumar Sarma	Nowgong College
61	Nilanjan Nath	Nowgong College
62	Nitish Das	Nowgong College
63	Nitu Saikia	Nowgong College
64	Nitusmita Sarmah	Nowgong College
65	Pahi Mahanta	Nowgong College
66	Pokhraj Kumar Sah	Nowgong College
67	Pranjal Bordoloi	Nowgong College
68	Pranjal Saikia	Nowgong College
69	Pritisha Sarma	Nowgong College
70	Priyankakhi Sah	Nowgong College
71	Puja Singh	Nowgong College
72	Pulak Jyoti Das	Nowgong College

73	Radharani Dutta	Nowgong College
74	Rajashree Medhi	Nowgong College
75	Raktim Nath	Nowgong College
76	Rikel Chandra Das	Nowgong College
77	Riki Deka	Nowgong College
78	Rimli Rajkhowa	Nowgong College
79	Rimli Samrah	Nowgong College
80	Ritom Phukan	Nowgong College
81	Riya Bordoiloi	Nowgong College
82	Rosmima Ahmed	Nowgong College
83	Rupam Baneerjee	Nowgong College
84	Sadananda Dutta	Nowgong College
85	Samima Nasrin Islam	Nowgong College
86	Sangita Boruah	Nowgong College
87	Sanjeevani Deka	Nowgong College
88	Sanjukta Saha	Nowgong College
89	Shakshi Munoth	Nowgong College
90	Shweta Chakraborti	Nowgong College
91	Simi Saikia	
92	Simu Guwala	Nowgong College
93	Sonal Aggarwal	Nowgong College
94	Subhasish Poddar	Nowgong College
95	Sudarsana Bordoloi	Nowgong College
96	Sukleswar Chandra Das	Nowgong College
97	Swati Chowdhury	Nowgong College

98	Swedesh Bharadwaj	Nowgong College
99	Tirut Kumar Bora	Nowgong College
100	Ujjal Saikia	Nowgong College
101	Zenefa Ahmed	Nowgong College

WORKSHOP ON "SCC ONLINE TOOLKIT AND TRAINING"

25/02/2020

The Department of Law organised a workshop on "**SCC ONLINE TOOLKIT AND TRAINING**" on 25/02/2020 at Central Library, Tezpur University. The Resource Person for the workshop was Mr. Arijit Kalita, Territory Manager, Supreme Court Cases online, Eastern Book Company.

Through this Workshop, the students (24 Participants of both batches) were able to learn the techniques of researching through SCC Online. They were also able to make a comparison between the two e-resources subscribed by the University for legal research. The Resource Person was very cooperative and responded to the queries of the students with clarity. The Students were also trained on accessing SCC Online using their mobile phones.

Active participation was observed during the session. Attendance

Report on

Online Basic Training on Use of ICT in Teaching

20 and 23 April, 2020

Organized by

Teaching Learning Centre, Tezpur University

In view of the current crisis related to COVID19, and following the guideline of MHRD, and in line with the Spirit of PMMMNMTT Scheme, Teaching Learning Centre, Tezpur University organized a Two-day Online Basic Training on Use of ICT in Teaching on 20 and 23 April, 2020. The program was designed for teachers of Colleges and Universities. The objective of the program was to enable the teachers to use ICT tools for creation and dissemination of e-resources and management of online class. The workshop level was basic and those who were not very familiar with ICT tools found it very useful.

More than 900 participants registered for the programme from across the country. Keeping in view the national interest and urgency to train teachers on online learning and e-learning, all the applicants were invited to join programme through Google Classroom platform. Finally, 732 participants joined the training programme.

In the first day of the programme Welcome Address was delivered by Prof. Mrinmoy K Sarma, Director, TLC, Tezpur University which is live in YouTube live and the link was shared with participants in Google Classroom. The programme was followed by the session on "Use of Digital Learning Platforms in Education" and "How to Use Google Classroom: Tutorial for Teachers" delivered by Dr Swapnarani Bora, Assistant Professor, TLC, TU in the form of pre-recorded video. Another session was delivered by Mr. Ikbal Hussain Ahmed, Assistant Professor, TLC, TU on "Screencasting for E-learning", "Tutorial for screencast-o-matic(free version)" and "Tutorial for free cam". This session is also delivered through pre-recorded video. Another pre-recorded session on "Live Classes Using Free Tools" was delivered by Mr. Prayash Baruah, Assistant Professor, Business Administration, TU. A text material on "Open Educational Resources and Database" was given by Dr Bhushita Patowari, Research Associate, TLC, TU.

On the basis of the materials provided to the participants two assignments were given to prepare an e-content and a database in their respective discipline. Participants were also guided through Google Classroom and telephonic conversation for their queries

as and when they required. On the second day of the programme participants were supposed to submit their assignment. But due to natural/infrastructural obstacles faced by participants, submission of assignment was extended to 24 April, 2020. Finally around 500 participants submitted their assignments. The assignments will be thoroughly reviewed and if found suitable, these will be added to TLC Repository. Participants individual feedback was taken through Google Form and the programme was well appreciated by them. The training programme was ended successfully.

The details programme schedule is given below:

Session 1:

Welcome Address (Live session in YouTube live)

Prof. Mrinmoy K Sarma, Director, TLC, TU

Session 2:

"Use of Digital Learning Platforms in Education" and "How to Use Google Classroom: Tutorial for Teachers" (pre-recorded videos)

Dr Swapnarani Bora, Assistant Professor, TLC, TU

Session 3:

"Screencasting for E-learning", "Tutorial for screencast-o-matic (free version)" and "Tutorial for free cam" (pre-recorded videos)

Mr. Ikbal Hussain Ahmed, Assistant Professor, TLC, TU

Session 4:

Live Classes Using Free Tools (pre-recorded video)

Mr. Prayash Baruah, Assistant Professor, Business Administration, TU

Session 5:

Open Educational Resources and Databases (Text material)

Dr Bhushita Patowari, Research Associate, TLC, TU

A Report

On

One-Day Webinar on 'Reorienting Academic Leadership, Pedagogy and Research in the Time of Crisis'

One-Day Webinar on **'Reorienting Academic Leadership, Pedagogy and Research in the Time of Crisis'** was organized by the **Department of Education, Tezpur University Assam** on **30th May, 2020**. **Prof. Nil Ratan Roy, Head, department of Education,** delivered the welcome address followed by the inaugural speech given by **Prof. V.K.Jain, Vice-Chancellor**, Tezpur University. Vice chancellor emphasized the need to redesign our pedagogy as per changing needs of the teaching- learning environment and motivated us to achieve the objectives of webinar successfully. Four technical sessions took place that were moderated by *Dr.Yeasmin Sultana (session 1), Dr.Gopal Singh (session 2), Mohammad.Asif (session 3), and Dr. M.S. Siddiqui (session 4*).. In the first session, Prof **. K. Pushpanadham of M.S.University, Baroda** deliberated on the topic *"***Emerging Models of Academic Leadership During and After COVID-19".** He raised the pertinent question such as "to what extent the higher education is higher" and "what kind of leadership is needed in the institutions of higher education" and he elaborated them. The second presentation was by **Prof . N. Bhagawati,** Former Head of Gauhati University on the topic **Post COVID Effect: Socio-Psychological and Economical Aspect of Learners**. She elaborated the linkages between the pandemic, students and education and helped participants to understand the impact of pandemic on learners and education. She also suggested strategies to cope up with the impact of pandemic. The resource person for the third session was Prof. **Amruth G. Kumar of Central University of Kerala** who has spoken on "**Rethinking Educational Landscape: Teaching, Learning and Assessment".** His focus was on data driven education and use of data in educational decision making. He argued that in place of the teaching learning process to guide the assessment, it was the assessment that started dictating the whole educational process and he elaborated how it has led to standardization, homegeniton of educational experiences and uniformity in the system. The topic of the fourth session was "**Engagement in Social Science Research in a Socially Distanced World"** and taken by by **Prof. S.C. Panigrahi of M.S.University, Baroda.** He placed the question of research in broader situations prevailing in society due to corona effect. He has drawn participants` attention by asking the pertinent questions during the session and guided his session in the light of those questions. At the last**, Dr.Hitesh Sharma** on behalf of the Department of Education and the University proposed a Vote of Thanks to the Vice Chancellor, distinguished speakers, participants , faculty members, research scholars, other students of the department, technical staff, computer centre team, security etc.

Total 1985 members registered for the webinar from 27 states of India and over 9500 people watched the session on facebook live. Prof. Nil Ratan Roy (Head, department of Education, Tezpur University) as the Programme Director of the Webinar, Mohammad Asif (assistant professor, department of Education, Tezpur University) as the coordinator, Dr. Gopal Singh (assistant professor, department of Education, Tezpur University), and all faculty members of the department as the members of organising committee did their best to make the programme as successful.

(Prof Nil Ratan Roy)
Programme Director & Head
Department of Education

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PHOTOGRAPHS

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Hands on Workshop on Integration of Basic ICT Tools in Teaching Pedagogy

(For the Teaching fraternity of Tezpur University)

A Joint Initiative of TLC & IQAC, Tezpur University

June 08 – 09, 2020

Teaching Learning Centre and IQAC, Tezpur University jointly conduct a Hands on Workshop on Integration of Basic ICT Tools in Teaching Pedagogy during June 08 and 09, 2020 for the teaching fraternity of Tezpur University. Primary objective of the Workshop is to enable the teachers to use household ICT tools for creation and dissemination of e-resources and it intending to focus on the topics Use of digital learning platforms in education, Google classroom, Online Evaluation Using Google Classroom, Screencasting for e-learning, Screencast-o-matic with tutorials, Free Cam with tutorials, Online live classes using free tools. Altogether 91 faculty members from the University participated in the workshop.

Day 1: June 08, 2020

The workshop started with a live inaugural session (via Cisco WebEx) maintaining all the norms of social distancing due to Covid19 situation. Prof. D.C. Baruah, Director, IQAC, Tezpur University started the inaugural session with welcome speech. Hon'ble Vice-Chancellor, Tezpur University, Prof. V. K. Jain delivered his inaugural speech stating the importance of ICT tools in teaching pedagogy. Prof. M. K. Sarma, Director, TLC, TU delivered his speech highlighting the objectives of the two-day programme and its benefit for the teachers as well as students also.

Following the inaugural session, there was a pre-recorded video session on "Introduction to Digital Learning Platforms in Teaching Pedagogy" and "How to Use Google Classroom: A Tutorial for Teachers" by Dr. Swapnarani Bora, Assistant Professor, TLC, TU. In her session the speaker discussed about various e-learning tools and platforms which can be used as supportive learning materials for the students. In the second session the speaker demonstrate the use of Google Classroom.

In the last session of the 1st day of the programme Prof. Nityananda Sarma, Dept. of Computer Sciences, TU took a live interactive session (via WebEx) on "Online Evaluation Using Google Classroom". In that session Prof. Sarma demonstrated how online evaluation can be performed in Google Classroom followed by interaction with participants.

Day 2: June 09, 2020

In the second day of the programme 1st session was conducted by Dr. Bipul K. Sarmah, Assistant Professor, Dept. of Mathematical Sciences, TU on "Overview of MOODLE" which was a Pre-recorded Video Session. Here the speaker mentioned about how teachers can use MOODLE as an alternative classroom platform for the students.

Second session was conducted by Prof. Manuj K. Hazarika, Dept. of FET, TU on "Evaluation through MOODLE". The session was also Pre-recorded Video Session divided into six parts where the speaker elaborated detail evaluation procedure through MOODLE.

Another Pre-recorded Video Session was conducted by Mr. Ikbal Ahmed, Assistant Professor, TLC, TU on "Overview of Screencasting", "Tutorial on Screencastomatic" and "Tutorial on Free Cam". In his session the speaker discussed about the idea of Screencasting and how screen recording can be performed easily for making videos of learning materials along with a tutorial on Screencastomatic and Free Cam softwares.

Mr. Prayash Baruah, Assistant Professor, Dept. of Business Administration, TU took a Pre-recorded Video Session on “Online Live Classes Using Free Tools” where the speaker discussed specially on WebEx as online live classes.

Last session was Question & Answer Session followed by Valedictory which is again a live session via WebEx. In that session all the speakers of different sessions were present and responded respective questions from the participants. The program came to the end with a short valedictory address by Pro Vice Chancellor, Tezpur University, Prof. D. K. Saikia. The workshop ended successfully.

***

A

National Webinar

On

Contemporary Assamese Literature (2000-2020)

A webinar on Contemporary Assamese Literature (2000-2020) was organised by the Department of Assamese, Tezpur University on 12th June, 2020. The inaugural session was started at 10:30 am. Professor Prasanta Kumar Das, Dean, Humanities and Social Sciences, Tezpur University welcomed the Vice-chancellor, Tezpur University, the speakers of the webinar and the participants to the first event organised by the newly established Department of Assamese. Followed by the brief welcome address, Professor Vinod Kumar Jain, Vice-chancellor, Tezpur University inaugurated the webinar with an encouraging speech. In his inaugural address, he gave an overview of Assamese literature in brief and also talked about the importance of literature as a reflection of human relationship.

The first presentation of the webinar was on "Contemporary Assamese Novel (2000-2020)" and it was delivered by Professor Bibhas Chaudhury, eminent critic and Professor, Department of English, Gauhati University. Professor Chaudhury focussed on the experimentation of forms of the novels written in the past fifteen years and specifically discussed how the novels of Assamese writers like Mrinal Kalita, Anamika Bora, Arupa Patangia Kalita, Aradhana Patagia Goswami, Mridul Sarma, Prarthana Saikia and Juri Bora Borgohain have enriched the contemporary trends of Assamese novel.

The second lecture entitled "Contemporary Assamese Short Story (2000-2020)" was delivered by Arindom Borkataki, eminent critic and Assistant Professor, Department of English, ADP College, Nagaon. Borkataki elaborated how three groups of short story writers namely Saurabh Kumar Chaliha, Pranavjyoti Deka, Apurba Sarma, Harekrishna Deka (of the first group who started their writing career in 1950's and 1960's), Bitopan Borbora, Apurba Kumar Saikia, Moushumi Kandali, Prasanta Kumar Das, Imran Hussain, Tapan Das, Anamika Bora, Arup Kumar Nath, Mrinal Kalita (of the second group who started writing short fiction before 2000) and Rashmirekha Bora, Manika Devi, Bhaskar Thakuriya, Apu Bharadwaj, Ratna Bharali Talukdar, Sanjib Pol Deka, Dalim Das, Siddhartha Sankar Bezbarua, Dibyajyoti Bora (of the third group who emerged as short story writers in the first decade of the twenty first century) have enriched contemporary history of Assamese short story both in terms of forms and contents.

The second session of the webinar and the third lecture was held at 3 pm with Gunakar Deva Goswami's presentation on "Contemporary Assamese Drama (2000-2020)". Deva Goswami, an eminent theatre personality of Assam focussed on three kinds of Assamese plays, namely one act play, plays of mobile theatre and that of the amateur groups. Presenting an outline history of Assamese drama, he discussed the trends and tendencies of

contemporary Assamese plays which have been witnessing a number of recreations and experimentations.

The fourth and last lecture which was on “Contemporary Assamese Poetry (2000-2020)” was delivered by Professor Am Kamaluddin Ahmed, an eminent poet and critic and a professor of the Department of Assamese, Gauhati University. Elaborating the socio-political and intellectual background of Assamese poetry, he focussed on the manifold trends of contemporary Assamese poetry. He signified the importance of the poet like Nilmoni Phukan, Ajit Barua, Harekrishna Deka, Jnan Pujari, Nirmalprabha Bordoloi, Sameer Tanti, Anubhav Tulasi, Sananta Tanti, Nilim Kumar, Kabin Phukan, Rajib Barua, Manoj Borpujari, Lutfa Hanum Selima Begum, Jiban Narah, Bijay Sankar Barman, Kushal Dutta, Kamal Kumar Tanti, Diganta Saikia, Pranjit Bora, Pritom Barua, Dibyajyoti Bora, Archana Pujari and Maitreyee Patar in the last twenty years.

Each panellist also took part in the question-answer session after presentation. The webinar ended at 5 pm with the vote of thanks offered by Subrat Jyoti Neog, Associate Professor and Head, Department of Assamese, Tezpur University. The webinar was held through Goggle Meet app and it was also being lived in Facebook. More than 1100 participants participated in the Facebook Live programme.

Webinar Link:

https://www.facebook.com/106387934448314/videos/2979795342102466/

https://www.facebook.com/106387934448314/videos/265469754699352/

A Report on

Panel Discussion on "New Education Policy and North East India: Exploring the Roadmap"

The program started with the opening remarks by the Program Convenor Dr. Yeasmin Sultana, Assistant Professor, department of Education, Tezpur University while the Welcome address was delivered by Professor Nil Ratan Roy, Program Director & Head, and Department of Education Tezpur University. The entire program was moderated by Professor Prashant K Das, Dean of Humanities and Social Sciences, Tezpur University.

The panellists of the program were the Hon'ble Vice Chancellors from different universities of North East region. They were Professor Vinod Kumar Jain, Hon'ble, Vice Chancellor Tezpur University, Professor Saket Kushwaha Hon'ble, Vice Chancellor of Rajiv Gandhi University Arunachal Pradesh, Professor Pratap Jyoti Handique Hon'ble, Vice Chancellor of Guwahati University, Professor Alok Kumar Buragohain former Hon'ble, Vice Chancellor of Dibrugarh University, and Professor Paradesi Lal Hon'ble, Vice Chancellor of Nagaland University.

Professor Jain has emphasized on the core values of the new education policy 2020. He stressed upon specifically on the GER (gross enrolment ratio) of the north-eastern states. He mentioned that to increase GER we have to increase the number of institutes and we have to expand the existing intuitions by creating new departments. He further mentioned about the role of the state government in increasing and developing the human resources in the universities and colleges. He further added that introduction of four year programs, skill based programs and e-content development can be done at the earliest.

Prof. Kushwaha talked about the importance of co-curricular activities stressed by new education policy. He also highlighted on democratic rights as well as duties of the students as a citizen and moral aspect of education which is being emphasized by the New Education Policy. He added about the developing of scripts of the various spoken languages in north eastern states.

Professor Handique in his speech mentioned appreciation of NEP with special reference to restructuring of higher educational institutions and how this would help for students and scholars. He also talked about optimal learning environment and support for students as stressed by NEP. He further added that coordination of stakeholders, massive consultation and designing of doable work plan are necessary to create the road maps for implementation of NEP 2020.

Professor Buragohain highlighted some of the important issues of NEP. He stressed upon the vision of NEP 2020. In his speech he has given emphasis on the Indianisation of the new education policy that is on the value part of the new education policy which is a significant aspect of the whole education system. He also talked about the importance of ECCE and teacher education Program for strengthening the overall Education system.

Professor Lal has highlighted the fact that for developing a roadmap we have to take care of the specific needs and requirements of the region. He has also mentioned about the development and promotion of research activities in northeast region. Further added that close association among the universities in the region is a must for the optimal utilization of the existing resources of the region.

During the interaction session, questions from different stakeholders came up and there was a healthy interaction between the panellists and the participants.

The program ended with the vote of thanks being proposed by the co-convenor of the program Dr. Pratima Pallai, Assistant Professor Department of Education Tezpur University.

(Prof Nil Ratan Roy)
Programme Director & Head
Department of Education

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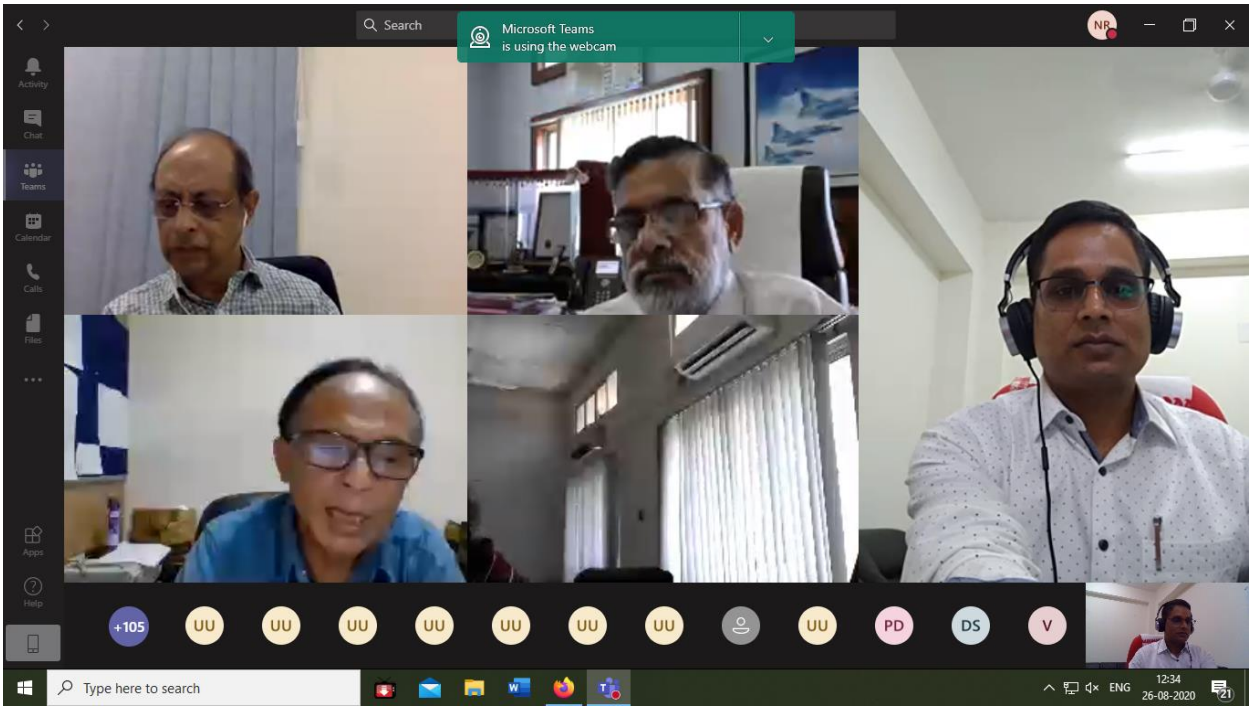
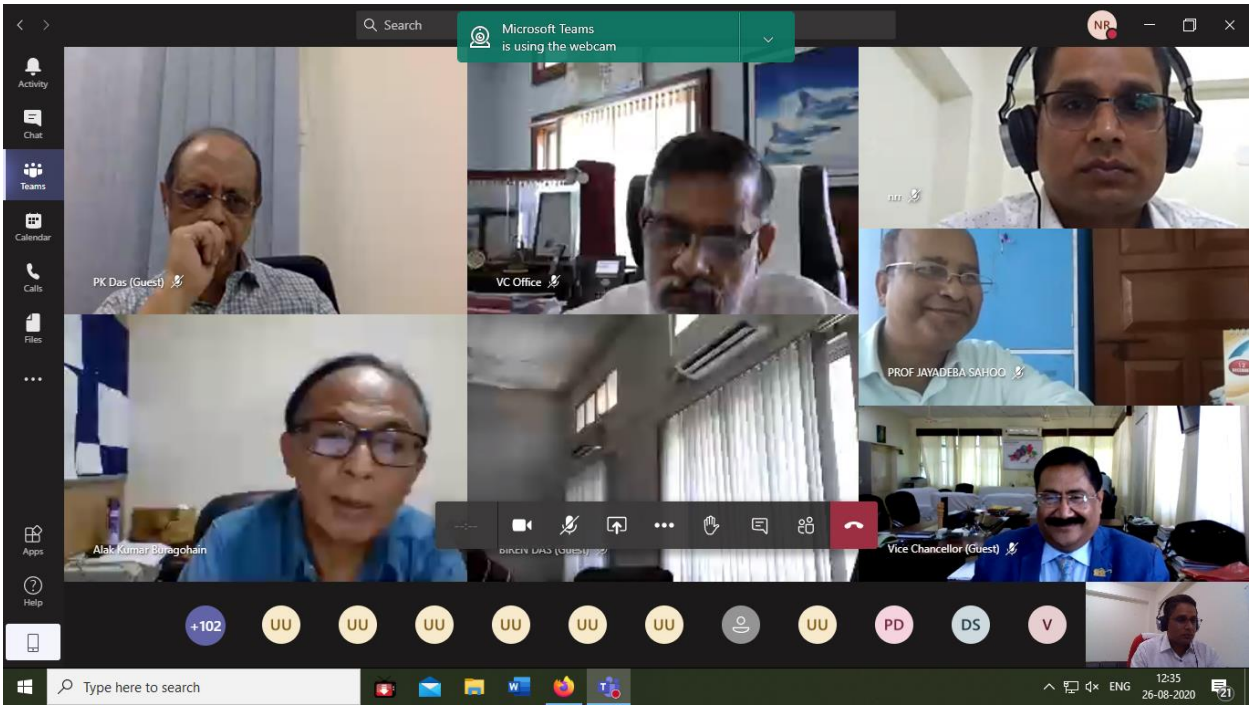
PHOTOGRAPHS





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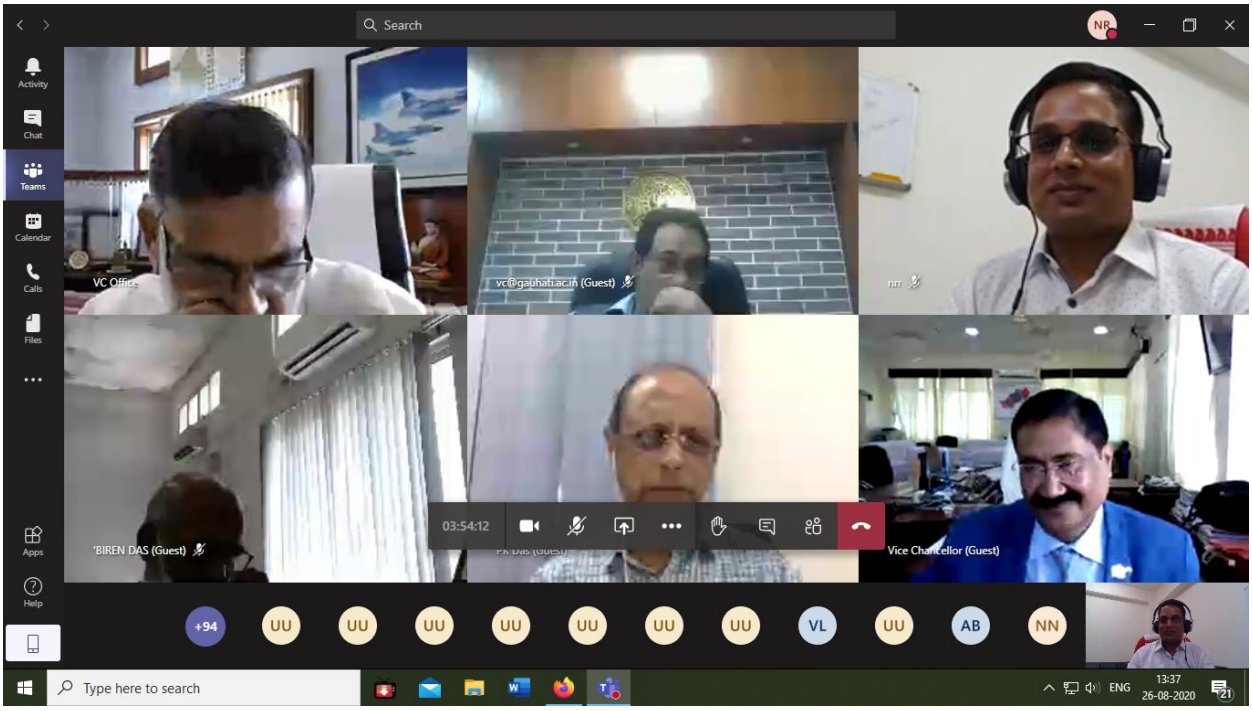
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Report of International Webinar "Sustainable Technologies and Rural Development: A Gandhian Perspective" Commemorating 150th Birth Anniversary of Mahatma Gandhi Jointly Organized by Tezpur University and GIC-Asian Institute of Technology, Bangkok on 31st August 2020 (Monday) during 11:00 hours to 13:00 hours

Name of the Organizing Indian University	Name of the Foreign University/Institute where the Symposium was conducted	Date/s on which the Symposium was conducted	Activities	Topics	Speakers	Number of participants	Outcome and any other remarks
Tezpur University	GIC, Asian Institute of Technology, Bangkok	31-08-2020	Provided below	Applications of Geo-informatics in Agriculture and Rural Development	Dr Manzul K Hazarika, Director, GIC, AIT, Bangkok	1496	Academic collaboration with Foreign Institute in the thematic area of the Webinar is agreed upon
				Unnat Bharat Abhiyan for fulfilling Gandhi's Dream of rural development	Prof V K Vijay, National Coordinator, *Unnat Bharat Abhiyan* & Professor, IIT, Delhi		
				Communication Technology and Gandhian Philosophy for Human e-development	Prof Joya Chakraborty, Professor & Head, Department of Mass Communication and Journalism		

Inaugural Speech	His Excellency, Professor Jagdish Mukhi Governor of Assam & Chancellor, Tezpur University
Welcome Speech	Prof V K Jain, Vice Chancellor, Tezpur University
Introductory note highlighting activities of organizing Institutes relevant to the theme	Prof D C Baruah, Director, IQAC & Coordinator, UBATU
Theme: Sustainable Technology and Gandhian perspective of Rural development:	Dr Manzul K Hazarika, Director, GIC, AIT, Bangkok
Theme: *Unnat Bharat Abhiyan* for fulfilling Gandhi's Dream of rural development	Prof V K Vijay, National Coordinator, *Unnat Bharat Abhiyan* & Professor, IIT, Delhi
Theme: Appropriate technology & Gandhian philosophy for economic development:	Prof Joya Chakraborty, Professor & Head, Department of Mass Communication and Journalism, Tezpur University
Q/A & Discussion followed by E-Certificate distribution	Moderator: D C Baruah

Vote of thanks	Dr Biren Das

International Webinar on

Sustainable Technologies and Rural Development: A Gandhian Perspective

Commemorating 150th Birth Anniversary of Mahatma Gandhi

Inaugural Speech
Prof. Jagdish Mukhi
Governor of Assam
Chancellor, Tezpur University

31 August 2020 | 11:00 AM (India) 12:30 PM (Thailand)

Registration : *http://www.tezu.ernet.in/webinar/*

E-Certificate for registered participants

Contact
Prof. D. C. Baruah
baruahdeben@gmail.com
Dr. M. K. Hazarika
manzul@ait.asia

Special Assistance: UGC, New Delhi, UBA, New Delhi, UBATU, Tezpur University

Welcome Speech
Prof. Vinod Kumar Jain
Vice Chancellor, Tezpur University

Introductory Note
Prof. Debendra Chandra Baruah
Coordinator, UBA TU

Keynote Speaker
Dr. Manzul Kumar Hazarika
Director, GIC, AIT, Bangkok
Theme: "Sustainable Technology and Gandhian perspective of Rural development"

Keynote Speaker
Prof. Virendra Kumar Vijay
National Coordinator, UBA & Professor, IIT Delhi
Theme: "Unnat Bharat Abhiyan for fulfilling Gandhi's Dream of rural development"

Keynote Speaker
Prof. Joya Chakraborty
Head, Department of MCJ, Tezpur University
Theme: "Communication technology and Gandhian Philosophy for human-e development"

Joint Organizer
GIC, Asian Institute of Technology, Thailand
&
Tezpur University, Assam, India

MCJ Dept. organized National Press Day 2020

The Department organized National Press Day via online mode on November 16, 2020 on the Press Council of India (PCI) prescribed theme 'Role of mass media during the COVID19 pandemic and its impact on the media. The programme coordinated by Prof., Abhijit Bora featured two prominent media personalities of the country – Ms Amu Joseph, independent mediaperson and write and Mr AS Pannererselvan, Readers' Editor of *The Hindu*, Chennai. Addressing the roughly 100 participants, Ms Joseph critically examined the role of PCI with anecdotes and references. Mr Panneerselvan in his erudite nature, opined that it would not be entirely correct to put all the blame on the COVID19 pandemic for the difficulties the media were going through. He also urged yupon the upcoming students to take up journalism in the true sense of the profession. While the programme was initiated by HoD Prof. J Chakraborty, Prof. VK Jain, vice Chancellor of Tezpur University offered concluding remarks.

XXX

Report: Workshop on Remote Access and Legal Research

Organized by

Department of Law, Tezpur University, Napaam

In association with SCC Online

SCC training session for faculty members and students of law department, Tezpur University was organized on 12th June, 2020 from 10am to 11.30 am. The resource person was Chetan Singh Gill who is senior manager, Eastern Book Company, South Delhi. The resource person has extensively discussed the scope and opportunity available to law students and utility of SCC online in catering need of various job office requirements. Acts, Statues, Rules, Regulations, Order, Notification, Cases laws and secondary sources like articles, reports etc. are life blood for legal research. Audience were appraised about use of word search, find case law by section, find citation, find cases by party name, find materials by words and phrases. Participants were trained to have remote access of scconline data base which was the basic requirement during Covid-19 pandemic condition. Students and faculty members were trained to have remote access by the use of MYLOFT software. The head department of law was asked by the presenter to submit list of students and faculty members with detailed information about their contact number and mail ID and students were given remote access.

The presenter has discussed the option available to create their own folder to save search material and how to use references of supreme court cases in their research work. Importance of committees and commission reports was also provided. Articles published in more than 50 journals can be accessed through SCC online. Most importantly participants were told about filtering of search result to get appropriate result. Students and faculty members expressed their desire to hold such training session twice or thrice in an academic year to get better insight to legal research with the help of scconline data base.

Priyaranjanlu
13/6/2020

Head

Department of Law

A three days online workshop was organized by University of Science and Technology, under Prof. Qoumrul Hoque School of Education in collaboration with Department of Education, Tezpur University on 18th, 19th , and 21st December 2020. The purpose of the workshop was to discuss about the professional development of the teachers during COVID-19 pandemic.

Day 1 (11:00 AM – 1:00 PM)

On the first day of the online workshop i.e. 18th December, 2020, Smti. Ali Bordoloi, Associate Professor, PQH School of Education, USTM delivered the welcome speech. After the speech Dr. Saru Joshi, Associate Professor, PQH School of Education, USTM introduced Shri Nil Ratan Roy, Professor, Department of Education, Tezpur University.

Session 1: Prof. Roy Delivered the Key Note Speech of the workshop. During his speech Prof. Roy covered the following topics:

- What is professional development and why it is important?
- The purpose of professional development.
- Areas for Faculty Professional Development.
- Meaning and different types of assessment technique.

Session 2: Dr. Saru Joshi, Associate Professor, PQH School of Education, USTM introduced Shri J P Dubey, Professor, Department of Adult Continuing Education and Extension, honorary Director, Delhi School of Journalism, Delhi University.

Prof. Dubey delivered his lecture on "Planning for Effective Teaching and Learning". During lecture Prof. Dubey discussed the following points:

- Plan for teaching and learning.
- Planning for effective teaching and learning.
- Addition of technology for strengthening teaching and learning process.
- Content and teaching strategies of the teaching area.
- Plan for and implement effective teaching and learning.

At the end of the session Dr. Annu Devi, Associate Professor, PQH School of Education, USTM concluded with vote of thanks.

Day 2 (11:30 AM – 1:00 PM)

At the beginning of the second day, i.e. 19th December, 2020, Dr. Saru Joshi, Associate Professor, PQH School of Education, USTM delivered the welcome speech. Dr. Joshi introduced Dr. Yodida Bhutia, HoD Associate Professor, Department of Education, University of Sikkim.

Dr. Bhutia delivered her lecture on "Innovative Approaches in Assessment". During the lecture Dr. Bhutia mainly focused on the following points:

- Meaning of assessment.
- Fundamental components of assessment.
- Assessment cycle.
- Self-assessment is required and it helps to evaluate learner's self-understanding.
- Technology like mobile devices motivates and engages learners.
- Peer assessment is also important and can be implemented through online platforms.
- Digital badges and its benefits.
- Benefits of simulation.

At the end of the session Dr. Annu Devi, Associate Professor, PQH School of Education, USTM concluded with vote of thanks.

Day 3 (11:30 AM – 1:00 PM)

On the third and last day of the workshop, i.e. 21st December, 2020, Dr. Saru Joshi, Associate Professor, PQH School of Education, USTM delivered the welcome speech. Dr. Joshi introduced Dr. Rakesh Rai, Professor and HoD of Nagalend University.

Dr. Rai delivered his lecture on "Technology Connectivity in Teaching and Learning." He discussed on the following areas:

- Computer based productive application.
- Visual based application technology.
- Internet based application technology.
- Multimedia application.
- Assistive technology.
- Concept mapping software.
- Digital learning game.

At the end of the session Smti Sayasree Bordoloi, Assistant Professor, PQH School of Education, USTM concluded the workshop with vote of thanks.

Pursuit of Wellness

A 3-day workshop on Mental and Emotional Health for Youth
6-8 January 2021

Organized by
Department of Mass Communication & Journalism, Tezpur University
In collaboration with
LGB Regional Institute of Mental Health, Tezpur
With support from
Rajiv Gandhi National Institute of Youth Development, Sriperumbudur

Preface and Acknowledgements

Pursuit of Wellness was organized by the Department of Mass Communication and Journalism, Tezpur University as a 3-day workshop to promote the concept of mental and emotional wellbeing and wellness of young people. Youth are the biggest asset of a nation. In their well-being lies the well-being of the country. It is only by empowering youth that the society can be empowered.

Pursuit of Wellness was an attempt to create a platform for young people to connect to each other and facilitate discussions that educate, empower and instil hope, while at the same time fostering strategies for building resilience.

We duly acknowledge the support and guidance of RGNIYD in making this programme possible. We also acknowledge the collaboration with the LGB Regional Institute of Mental Health Tezpur and the Youth Wellness Hub team which was the backbone of the programme.

Background of the Program

The COVID 19 pandemic has affected the entire world in the most unprecedented manner. As the world waits for this pandemic to end, fears are being raised that we may never be able to live life the ‘normal’ way, and eventually have to settle in for a ‘new normal’. However, even as we are trying to come to terms with this crisis, a bigger fear looms large and it is being predicted that the next big pandemic is not far away. And that next big inevitable pandemic is nothing but Mental Illness.

As per WHO data, India is already home to an large population (estimated 57 million people) who are affected by depression. And unfortunately, the proportion of youth within this chunk of patients is increasing by the day. Mental health disorders such as depression, anxiety disorders, and substance abuse disorders among the youth are steadily on the rise. The stress of performance in studies, as well as work, is taking a toll on the mental health of youth. The rise of social media usage has isolating them ever more from heart-to-heart relationships with family and friends.

With the COVID 19 pandemic the situation has further worsened. Social distancing has further added to the already existing feeling of isolation and alienation. The insecurity around the educational and employment scenario is escalating the pressures on the already stressed and anxious young mind and giving way to hopelessness. The mounting number of suicides is a testimony to this and a cause of growing concern.

Young people are not well equipped to handle the growing challenges to their mental health, particularly in the new COVID 19 ravaged world. And stigmas surrounding mental health only create an additional barrier in reaching out for help. Therefore, it is essential that the youth population become aware and empowered to deal with these growing challenges for maintaining a positive mental health by increasing discussions around mental health and battling the stigmas.

Objectives of the Program

1. To facilitate dialogues and discussions around youth mental health issues relevant to north eastern region
2. To build awareness about youth mental health problems and facilitate destigmatization through discussions
3. To highlight stories of strength among youth and foster hope and resilience
4. To foster newer, culturally-sensitive, locally-relevant youth-engagement initiatives related to mental health promotion

Target Group for the Program

The target group included students at the higher secondary, graduation, post-graduation and PhD levels from different places of Assam.

Inaugural Function of the Program

The inaugural function of the programme was organized on 6 January 2021. The session was attended by Prof. Sibnath Deb, Director, RGNIYD, Prof. S.K. Deuri, Director, LGBRIMH, Prof. P.K Das, Dean School of Humanities and Social Sciences, Tezpur University, Prof. Sonia P. Deuri, Head, Department of Psychiatric Social Work, LGBRIMH and other dignitaries.

While appreciating the initiative undertaken by the Department of MCJ, Tezpur University, the speakers underscored the importance of creating awareness and sensitization around mental health issues promoting wellness and happiness for individual, social and community well-being. They also emphasized upon the role of young people in this regard and how educational institutions can play a part in creating an enabling environment for the same.

The keynote addresses were delivered by Dr. Nanda Kishore Kannuri, Additional Professor, Indian Institute of Public Health, Hyderabad. Dr. Kannuri in his address highlighted upon the SDGs and deliberated on the intersectionality between mental health, SDGs and the social determinants of health.

Topics Covered by the Resource Persons

- Key Note address 1: Youth engagement for sustainable development and wellbeing: Some imperatives for an effective policy.
- Keynote address-2: Promoting mental health of Youth: Crossroads and roadmaps Resource Person: Jai Ranjan Ram
- Mental Health Challenges among Youth: Picking up early signs of distress
- 'Does mind matter for youth?'- Youth Mental Health and wellbeing during COVID and beyond.
- Inviting wellbeing in new modes of learning: Managing challenges & discovering opportunities to grow as an online learner.
- Relationship and intimacy in virtual and real spaces
- Creating safe spaces for ALL: Youth belonging to gender-minority and other marginalized groups
- Exploring resilience and holding onto hope in wellness
- Turning stress upside down: A strength focused approach to stress management
- Mindful Photography

- Multiple Ways to Wellness: 'The Youth Wellness HUB project'

Feedback from the Participants

- Background of the Participants: 35 students from 11 different institutions of Assam participated in the workshop. It included students at the higher secondary, graduation, post-graduation and PhD levels in various streams - science, arts, commerce, agriculture and engineering.

- Internet Connection Problems Faced by the Participants – Participants were all physically present at the workshop venue. However, some of the resource persons were online and some amount network issues were faced during some of the sessions. This was identified as one of the weaknesses of the programme by the participants.

- Effectiveness of the Online Program – The programme was conducted in blended mode. During the sessions where resource persons were online, there were on-site resource persons to facilitate the process. The participants found the programme to be quite engaging and effective.

- Clarification of Queries by the Participants during the Program: The queries of the participants were attended to and adequately addressed by the resource persons.

- Perception about the Resource Persons: The participants found the resource persons to be very knowledgeable, resourceful, creative and committed. The general opinion was found to be either very good or excellent.

- Views about the Online Mode of the Program – Participants were fine with the programme being done in blended mode. But it was visible that they preferred it more when on-site resource persons were present.

- Views about Duration of the Program – Most of the participants felt that the duration of the programme was just right. Few also said that it could be slightly shorter.

- Views about Attending Similar Program in Future – Participants were enthusiastic about attending more such programmes in the future and requested us to keep them informed about upcoming events.

- Views about Sharing of Information about the Program with Others – Most of them said that they would be happy to reach out to others and share about the programme.

Conclusion and Recommendations

The programme was very well received by the participants. We believe that the workshop has been successful in increasing the awareness and sensitivity of the youth participants regarding mental health problems of young people, given them greater ability to identify early signs of distress and made them more open to the idea of seeking help. It has also enabled them to create network other young people and mental health professionals should they need help or wish to provide mental health support to their peers. Overall it has led to the enhancement of understanding about the importance of maintaining self and community wellbeing.

Given the overwhelming response this programme has received we would recommend that more such workshops should be held on communicating and destigmatizing mental health. Such programmes should also have the scope to accommodate adolescents at the school level. It is recommended that customized training modules be developed for adolescents, youth and also educators within the institutions so as to facilitate the creation of an enabling environment where young people can openly converse about issues of wellbeing, support their peers and enhance their own wellness.

Annexure 1: Program Schedule

Pursuit of Wellness

A 3-day workshop on Mental and Emotional Health for Youth

6-8 January 2021

Organized by
Department of Mass Communication & Journalism, Tezpur University
In collaboration with
LGB Regional Institute of Mental Health, Tezpur
With support from
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Program Schedule

Days	1st half (10am -1pm)			LUNCH -- BREAK	2nd half (2pm to 5pm)		
	Time	**Title of Program**	**Resource Persons**		**Time**	**Title of Program**	**Resource Persons**
Day -1 (06.01.2021)	**9 am to 9.45 am**	Participant registration			**2 pm to 3.20 pm**	Mental Health Challenges among Youth: Picking up early signs of distress	Angshuman Kalita
	9.45 am to 11.00 am	Inaugural program & Keynote address-1: Youth engagement for sustainable development and wellbeing: Some imperatives for an effective policy.	Nanda Kishore Kannuri				
	11.00 to 11.40 am	Tea Break			**3.20 pm to 3.40 pm**	Tea Break	
	11.40 am to 1 pm	Keynote address-2: Promoting mental health of Youth: Crossroads and roadmaps	Jai Ranjan Ram		**3.40 pm to 5 pm**	'Does mind matter for youth?'- Youth Mental Health and wellbeing during COVID and beyond	Diptarup Chowdhury & Tama Dey

	10 am to 11-20 am	Inviting wellbeing in new modes of learning: Managing challenges & discovering opportunities to grow as an online learner	Anindita Bhattacharya	**LUNCH—BREAK**	**2pm to 3-20 pm**	Creating safe spaces for ALL: Youth belonging to gender-minority and other marginalized groups	Raviraj Shetty
	11-20 to 11-40am	Tea Break			**3-20 pm to 3-40 pm**	Tea Break	
	11-40am to 1 pm	Relationship and intimacy in virtual and real spaces	Suvarna Joshi & Sobhana H		**3-40 to 5pm**	Building resilience through peer and community support	Jehanzeb Baldiwala
Day-3 (08.01.2021)	**10 am to 11-20 am**	Turning stress upside down: A strength focused approach to stress management	Rajeev J Michael	**LUNCH—BREAK**	**2pm to 3:30pm**	Multiple Ways to Wellness: 'The Youth Wellness HUB project'	Diptarup Chowdhury &Tama Dey
	11-20 to 11-40am	Tea Break			**3-30 pm to 4-30 pm**	Valedictory program and Feedback	TU& YWH-LGBRIMH Organizing Team
	11-40 am to 1 pm	Mindful Photography	Nitin Das		**4-30 pm to 5 pm**	High Tea	

Annexure II: Profile of the Resource persons

Name of Resource Person	**Affiliation/Designation**	**Location *(mode of presence)***
Nanda Kishore Kannuri, Dr.	Additional Professor, Indian Institute of Public Health	Hyderabad (online)
Jai Ranjan Ram, Dr.	Senior Psychiatrist & Jt. Director, Mental Health Foundation	Kolkata (online)
Jehanzeb Baldiwala	Head, Mental Health Division, Ummeed Child Development Centre	Mumbai (online)
Anindita Bhattacharya, Dr.	Faculty, Azim Premji University	Bengaluru (online)
Raviraj Shetty	Senior trainer & Occupational therapist, Ummeed Child Development Centre	Mumbai (online)
Suvarna Joshi , Dr.	Consultant Clinical Psychologist	Mumbai (online)
Rajeev J Michael, Dr.	Consultant Clinical Psychologist	Kochi (online)
Nitin Das	Film-maker and Environmentalist, Delhi NCR	Delhi NCR (online)
Sobhana H, Dr.	Associate Professor of Psychiatric Social Work, LGB Regional Institute of Mental Health	Tezpur (on-site)
Diptarup Chowdhury, Dr.	Asst. Professor of Clinical Psychology & Coordinator, Youth Wellness HUB, LGB Regional Institute of Mental Health	Tezpur (on-site)
Angshuman Kalita, Dr.	Asst. Professor of Psychiatry, LGB Regional Institute of Mental Health	Tezpur (on-site)
Tama Dey	Clinical Psychologist, Youth Wellness HUB, LGB Regional Institute of Mental Health	Tezpur (on-site)

Annexure III: List of the Participants

1. Bhaswati Baruah, Dibrugarh University
2. Juli Hazarika, Tezpur University
3. Rana Das, Bhattadev University, Bajali
4. Bishal Bharadwaj, Bhattadev University, Bajali
5. Dipjyoti Nath, Chaiduar College, Gohpur
6. Manash Jyoti Das, Dibrugarh University
7. Himadri Devi, Tezpur Science Academy
8. Aastha Naina Kashyap, Tezpur Science Academy
9. Usha Keot Bora, Biswanath Commerce College
10. Rajashree Devi, Tezpur College
11. Maibm Baby Devi, Tezpur University
12. Vinit. Kr. Bothra, Tezpur College
13. Debajit Goswami, Tezpur College
14. Tinamoni Borah, ADP College
15. Ankita Saha, Tezpur University
16. Jyotishmita Saloi, Dibrugarh University
17. Kritartha K. Kashyap, Darrang College
18. Abhishek Singha, Tezpur College
19. Priyanka Baishya, Tezpur College
20. Daisy Basumatry, Tezpur University
21. Rijuma Boro, Tezpur College
22. Abhigyam Bhagawati, Tezpur University
23. Samikshya Sarma, Assam Agricultural University
24. Nilotpal Medhi, GIMT, Tezpur
25. Jahangir Alam, Darrang College
26. Mayuri Das, Tezpur University
27. Neeha Saikia, Tezpur University
28. Amardeep Kumar, Tezpur University
29. Mohammad M A Abunahel, Tezpur University
30. Fahad Al Rofi, Darrang College
31. Sucheta Roy, LGBRIMH, Tezpur
32. Adipriya Boruah, LGBRIMH, Tezpur

33. Mayurakshi Goswami, LGBRIMH, Tezpur
34. Gaurav Gautam Saha, Tezpur University
35. Tinam Borah, Delhi Metropolitan Education, NOIDA

05/02/21

UNIVERSITY

राजीव गांधी राष्ट्रीय युवा विकास संस्थान
Rajiv Gandhi National Institute of Youth Development
युवा कार्यक्रम और खेल मंत्रालय, भारत सरकार
Ministry of Youth Affairs & Sports
श्रीपेरुम्बुदूर / **Sriperumbudur- 602 105**

RGNIYD/Admin/NER-Projects/2020-21

दिनांक /**Date: 14.12.2020**

To

The Registrar
Tezpur University, Assam.

Sir,

I am directed to convey the sanction of the Director for budget of **Rs.1,72,300/-** (Rupees one lakh seventy two thousand three hundred only) to you for organizing Programme **"Mass Communication and Media"** during **08th – 09th January 2021.**

The sanction is subject to the following conditions:

1. The sanction is generally subject to the conditions laid down in General Financial Rules of Government of India as amended from time to time.

2. The organisation should furnish Utilisation Certificate in Form 12A of GFR2017 along with Audited statement for the expenditure incurred for the programme with supporting vouchers.

3. Non-submission of UC and/or relevant documents in support of the expenditure incurred for the programme, RGNIYD Sriperumbudur may take any action as it may deem fit including withholding of balance grants for this programme.

4. **All vouchers should be serially numbered, neatly stitched and submitted in a separate volume along with the completion report.**

5. Cash payment in excess of Rs.5,000/- (Rupees five thousand only) should not be made to any Person, Firm, Organisation in connection with the supply made or services rendered for this programme.

6. The hosting organization should maintain separate accounts for the amount released by RGNIYD Sriperumbudur. Such accounts shall be open to check by an officer deputed by RGNIYD Sriperumbudur to ensure proper utilization of funds and that no profit is earned out of them.

7. The grantee shall not divert the grants for any other purpose and shall not entrust the conduct of the programme to another institution or organisation. If the grantee fails to utilize the grant, for the purpose for which the same has been sanctioned, the grantee will be required to refund the entire amount with interest at the rate of 10% per annum.

8. The fact that the programme is sponsored by the RGNIYD Sriperumbudur should be prominently highlighted and displayed while conducting the programme.

9. **The 50% of approved budget will be released as advance and balance 50% of the amount will be released on receipt of Utilisation Certificate (UC) and Project Report.**

10. The decision of the Director, RGNIYD Sriperumbudur as to whether there has been breach or violation of any of the terms and conditions mentioned in this sanction order shall be final and binding on the grantee.

11. The sanctioned amount should be utilized only for the purpose for which it is sanctioned and the unspent balance of grants-in-aid, if any, shall be refunded to RGNIYD Sriperumbudur immediately after conducting the programme.

12. Income tax should be deducted at source wherever necessary as per the provisions of Income Tax Act.

13. All purchases should be made only from dealers registered under GST Act. Similarly all services should be availed of from any dealers registered under GST Act. All purchases made and services availed of for the programme should be supported by proper bills. If any expenditure is not supported by proper bill RGNIYD Sriperumbudur may disallow the expenditure and make necessary deductions from the balance of grant, if any, payable or from the grants payable to the grantee in future for any other programme.

14. Copies of photographs taken during the conduct of the programme (Soft copy in CD) should be sent along with the project report to RGNIYD Sriperumbudur.

15. To the extent possible Resource persons and participants with Aadhaar Card only may be allowed to take part in the programme.

16. On completion of the Programme, a report in the format **annexed** with this sanction order should be submitted to RGNIYD Sriperumbudur along with the Utilisation Certificate.

(Prof. Dr. T. R. A. Devakumar)
Registrar

Copy to:

1. Prof. Abhijit Bora
   Coordinator, Tezpur University, Assam.
2. Prof. Vasanthi Rajendran, Head CTO & CB, RGNIYD Sriperumbudur.

TEZPUR UNIVERSITY

(A Central University)

NAPAAM :: TEZPUR – 784028 :: ASSAM

Utilization Certificate :

Programme title : Career Evolve – A Tow-day workshop on Career Opportunities in Mass Communication

(Sponsored by RGNIYD, Sriperambudur),

Dates : January 9, 10, 2021,

Sanctioned amount **Rs 1,72,300/-**	Expenditure Heads	Expenditure
	Food and Accommodation	85996
Grants already received (First installment) **Re 86,150/-**	Travel including long distance, local and participants' TA	33509
	Honorarium for resource persons	10500
Amount receivable (Second and final installment) **Rs 72,126/-** **(Rs 1,58,276 – 86,150)**	Stationery kit, photocopy, certificate printing, banners with stand,	17733
	Photography and videography	6000
	Hall arrangement, mementos, sanitizers, mask, water bottle	4538
	Grand Total	**1,58,276** (Rs one lakh fifty eight thousand two hundred seventy six only)

30/03/2021

(Abhijit Bora)

Workshop Coordinator

For SURAJIT CHAKRABORTY & CO.
CHARTERED ACCOUNTANTS

13.04.2021

CA. SURAJIT CHAKRABORTY
(Proprietor)
Membership No. 305054

Signature :

Name :

Chief Finance Officer (Head of Finance)

Finance Officer
Tezpur University

Signature

Name :

Head of Institution :

Registrar
Tezpur University

Ministry of Finance

Department of Expenditure

GFR 12 – A

{(See Rule 238 (1)}

FORM OF UTILIZATION CERTIFICATE

FOR AUTONOMOUS BODIES OF THE GRANTEE ORGANIZATION

UTILIZATION CERIFICATE FOR THE YEAR 2020-2021 in respect of recurring / non-recurring

GRANTS-IN-AID

1. Name of the Scheme : Workshop under Special programmes for NER from RGNIYD, Sriperambudur,
2. Whether recurring or non-recurring : Recurring
3. Grants position at the beginning of the year :
   (i) Cash in Hand / Book
   (ii) Unadjusted advances : Does not arise
   (iii) Total
4. Details of grants received, utilized, expenditure incurred and closing balance : (Actuals)

Unspent Balances of Grants received years (figure as at Sl. No. 3 (iii)	Interest Earned thereon	Interest deposited back to the Government	Grant received during the years			Total available funds (1 + 2 + 3 + 4)	Expenditure incurred	Closing balance (5 – 6)
1	2	3	4	5	6	7	8	9
Does not arise	Does not arise	Does not arise	Sanction No. (i)	Date (ii)	Amount (iii)			
			RGNIYD/Admin/NE-Projects/2020-21	14/12/2020	Rs 86,150/-	Rs 86,150/-	1,58,276/-	Rs 72,126/- (Receivable from funding agency)

Component wise utilization of grants :

Grant-in-aid General	Grant-in-aid Salary	Grant-in-aid –creation of capital assets	Total
YES	Not Applicable	Not Applicable	Not Applicable

Details of grants position at the end of the year

(i) Cash in Hand / Book
(ii) Unadjusted advances
(iii) Total

I have satisfied myself that the conditions on which grants were sanctioned have been duly fulfilled/are being complied and that I have exercised following checks to see that the money has been actually utilized for the purposes for which it was sanctioned:

(i) The main accounts and other subsidiary accounts and registers (including assets registers) are maintained as prescribed in the relevant Act/Rules/Standing instructions (mention the Act/Rules) and have been duly audited by designated auditors. The figures depicted above tally with the audited figures mentioned in financial statements/accounts.

(ii) There exist internal controls for safeguarding public funds/assets, watching outcomes and achievements of physical targets against the financial inputs, ensuring quality in asset creation etc. & the periodic evaluation of internal controls is exercised to ensure their effectiveness.

(iii) To the best of our knowledge and belief, no transactions have been entered that are in violation of relevant Act/Rules/standing instructions and scheme guidelines.

(iv) The responsibilities among the key functionaries for execution of the scheme have been assigned in clear terms and are not general in nature.

(v) The benefits were extended to the intended beneficiaries and only such areas/districts were covered where the scheme was intended to operate.

(vi) The expenditure on various components of the scheme was in the proportions authorized as per the scheme guidelines and terms and conditions of the grants-in-aid.

(vii) It has been ensured that the physical and financial performance under..... (name of the scheme has been according to the requirements, as prescribed in the guidelines issued by Govt. of India and the performance/targets achieved statement for the year to which the utilization of the fund resulted in outcomes given at Annexure – I duly enclosed.

(viii)The utilization of the fund resulted in outcomes given at Annexure – II duly enclosed (to be formulated by the Ministry/Department concerned as per their requirements/specifications.)

(ix) Details of various schemes executed by the agency through grants-in-aid received from the same Ministry or from other Ministries is enclosed at Annexure –II (to be formulated by the Ministry/Department concerned as per their requirements/specifications).

Date: 25/02/2021
Place: T.U. Campus

(Abhijit Bora)
Workshop Coordinator

For SURAJIT CHAKRABORTY & CO.
CHARTERED ACCOUNTANTS
CA. SURAJIT CHAKRABORTY
(Proprietor)
Membership No. 305054
03.03.2021

Signature
Name
Chief Finance Officer
(Head of the Finance)
Finance Officer
Tezpur University

Signature
Name
Head of the Organization
Registrar
Tezpur University

Workshop on Social Media and Marketing

By Pulak Sharma

Date: 9-12th February

Time: 12:00-1:00 pm

Duration- 4 days

Platform: Zoom Meeting

DAY 1

First day of Digi-Dialogues, an advertising workshop hosted by a well experienced advertising expert named Pulak Sharma started with the introduction of digital marketing or say social media marketing.It began with a brief detail about digital evolution I.e. how rapidly usage of smartphones grewfrom the launch of first cellphone. Digital media has transformed in such a massive way that passing a new checkpoint didn't get time to celebrate. Launch of Linked-in in 2003, Facebook in 2004, YouTube in 2005, Instagram in 2010 and more such creative internet application were observed as the production of one time. Such remarkable developments in digital field are also backed by another study which further differentiate among the years taken by companies' to reach the consumer base of 50 millions. In this research, it has been founded that airline companies took almost 50 years to attain the consumer base of 50 millions whereas PokemonGo (an online gaming application) took only 19 days to attain such height. In addition to this information, today more than 59% of world's population uses internet and more than 53% is active on social media. The numbers are still growing around the globe with a faster rate of increase. After establishing more such facts, the workshop went into how this huge user base is getting converted into a hub of marketers. Further, Mr. Pulak made awarded about the transition towards 3Vs (Vernacular, Voice, Video) from the traditional advertising approach of 4Ps. On the basis of some growing demands of consumers i.e. comfort, connection and pursuance these 3Vs are being proven the most useful catalyst to win the users or to convert the users into customers in the world of social media. Reaching towards end, he discussed about the major growth drivers of social media like mobile phones, vernacular users,social conditions etc. He also briefly explained the aspects on which digital marketing is based i.e. Performance, branding, social and content. The first day concluded with the study of the role of Consumer Funnel in Digital Marketing.

Digi Dialogues

Day 2

Date: 10/02/2021

Report:

The second day of lecture series on the topic Digi Dialogues by Pulak Sharma, started around 12:15 pm. The lecture started with the introduction of Performance Marketing. It is one of the aspects of digital marketing and it is number driven. Performance marketing is all about sales, leads which are the potential prospects, traffic which is the number of visitors who come to a website, and app downloads. It is about paying for results that can be directly attributed. Then the discussion moves forward to the topic of Performance Marketing Areas. Performance marketing ensures three things tracking, monitoring and controlling. Affiliate marketing, social media, display media, SEA, SEO, couponing and E-mail marketing, these are the areas of performance marketing. Display media are the banner ads. SEA/SEM stands for search engine marketing, the information which is shown to us when we search for a particular product/service keyword. SEO is search engine optimization. Couponing means giving away of coupons containing discounts. E-mail marketing is a cost-effective way of doing performance marketing. Social media including FB, WhatsApp etc.

Affiliate marketing is similar to E-mail marketing based on data collection of the users or potential users. Majority of the performance marketing happens through search which is controlled by Google and Bing. A lot of performance marketing happens on FB, it is the second largest advertising platform. The largest is Google. Then there is display which is largely controlled by Google. Important terminologies are; Traffic – website visitors, CPC – cost per click, CPL – cost per load, CPV – cost per view, CPD – cost per download, CPA - cost per acquisition.

Then the discussion solely focuses on SEM – search engine marketing. It works on a Keyboard based bidding model. Google and Bing are the largest search engines. Bing is owned by Microsoft. Google owns about 90% of the searches that happens across the world followed by Bing at roughly 8%. The advertisers will pay Google to show their ads. Whatever we type in a search box are known as search terms. The words that we type are called keywords. Whichever results show up if ‘ad’ is mentioned at the top of any result that means that the advertisement is paid. Other results can be called as the organic results which are usually non paid form ads. The advertisers have to win the bidding for the top spots while searched for those keywords related to the advertisements. The lecture continues to further discuss SEO, which is search engine optimization. SEO is smart compared to SEM and doesn’t pay Google. For SEO a lot of content optimization has to be done. The best content optimized result will be selected and recognized by Google and be given the top spot while searched upon. For understanding SEO, three R’s are important, namely Reputation, Relevance and Recognition. Google has a software called crawler/spider, every hour this program crawls and reads through all the websites in the world. Based on the readings, crawler ranks those websites and that is how Google shows us the result. If a result is on the top spot that means the crawler has found the website best in terms of the 3R’s. Reputation is built over the years. People writing reviews also affect the

reputation. The content in the website have to relevant. The website has to be recognized. Recognition happens through reviews and the mention of the website in other websites. After this the lecture moves on to the topic of display marketing. Any websites have smaller ads known as the display ads. Google has bonded with around 80% of the websites in the world. Google has bought the ad spaces from them and pays them in terms of the visitors it sends to each website. This is the Google display network. The discussion then shifts to the topic of remarketing. When an individual moves from one website to another website, the same ads are again present on the latter websites. This is called remarketing. Most of the websites asks for the individual's permission. There is a privacy policy that needs to be accepted. Accepting the privacy policy, the individual is identified in terms of his/her choices and gets tagged. Hence the website now contains and stores the behavioral information of the individual. The session finally comes to an end at around 1:25 pm.

Day 3: Digi Drive

Topic: Social media marketing

Time : 12-1:00 pm

Platform: Zoom drive

The workshop was started with a question by Pulak Sharma, who compared the popularity of different

forms of social media, taking YouTube and Facebook as the primary examples. He asked the students

about their opinion on the comparative popularity of these media platforms. He then described the

scope of YouTube as a broadcast medium, which was followed by stats. Focus was given on the

measuring impact and exposure measuring aspects of these medium on the audience which revolved

around topics such as reach and engagements.

Facebook being the largest media platform for engagement has infinite scope. The emergence of local

platforms such as KOO as an alternative of Twitter gives rise to regionalism. These platforms gives in

scope for various local language which results in more participation. Native languages and regionalism is

fuelling such local apps and as communicators it is our role to understand it's importance.

The workshop then proceeded to understand platforms based on time spent and perspectives.

Facebook and WhatsApp leading in this scenario, WhatsApp had introduced a new payment form and

brands are adapting to WhatsApp as a new medium of one to one communication. This is because of its

effectiveness. Moreover WhatsApp is quick and provides a personalized touch. Brands such as make my

trip have started to venture in this platform. WhatsApp was bought by Facebook around six seven years

back for 19 billion USD.

All apps are constantly improved first. The aspect of monetization comes in late. The age group ranging

from 16-54 years are usually active on social media. India dominates this scene. Answering to the

question if a student, Pulak Sharma introduced the monetization of WhatsApp. He stated that

WhatsApp is monetizing through brands and charging license fee.

Brands are incredibly using Facebook and other social media to reach out it's customers. One can now

search for the brand in any social media especially Facebook before purchasing a product. Thus, brand

research on social media is emerging and flourishing. Businesses too use social media for brand

research. The demographic of Facebook allows more flexibility to the brand's.

Social media can also be used as a method of brand discovery. One can be exposed to new products

through these ads. As communicators one must have a content strategy, as to what to produce and when. This growth is due to various factors, the first side being the consumer side. Social networking

allows connectivity, it lends us a strong platform of voice and expression. It provides a sense of self

worth and entertainment.

An advertiser spends time on social media due to factors such as size of audience, the sticky

characteristics of audience and the time spending nature on social media. It also helps in the precise

targeting opportunities and the virality factor is content. Consumer needs and brand needs are perfectly

intertwined here.

Some social networking platforms such as YouTube, Facebook, Twitter, Instagram have now become an

integral part of the consumer mind-set. Social media helps spark a conversation through campaigns and

spark discussion and debated. It can create awareness about a brand, product or service; leading to the

consideration of such brands, products and services. This can be done deploying influencers etc. An

example of a case study was given #DRIVELIKEALADY by Kodak for car insurance. This campaign comes

with an embedded social message and is backed by statistics. This campaign consisted of real life human

stories of achievement of ordinary people. The campaign was divided into three parts Head (emotional

aspect), Heart (connectivity with audience aspect) and Hand (incentives for target consumers). Examples

of Twitter campaign which can be used for the advantage of brands were given. Leverage of each

medium for the brand's was emphasized upon.

In conclusion focus was given on the creation and maintenance of brand images. A brand image must

always be free from scandals and must not do anything that would hurt the sentiments of it's

consumers. The rise of internet connectivity can also result in trolling of the brand, this is where Online

Reputation Management branch of brands come in. They communicate with the leads and consumers.

ORM branch should be creative and constantly analysing and monitoring to identify new leads.

The workshop then ended with a question round by the students to Pulak Sharma, who addressed their

doors and queries.

Day 4 – Digi Dialogue

Date - 12th January

Time – 12am to 1pm

Workshop on Social media marketing

By Pulak Sharmah

On 12th January at 12 am, students of MCJ and C4D participated in the 4th day of Digi Dialogue by Pulak Sharmah, Media Manager at Kotak Mahindra. On virtual platform Zoom, Mrs Anjuman welcomed the guest speaker to the department of mass communication and journalism at Tezpur university.

Event brief by the guest Speaker:-

Social media platforms details

Advantages and disadvantages of social media platforms

Demo for setting up page

Analyzing a web page's growth and data

The workshop started by showing the cover page of 'The Guardian Weekly' a magazine which is a leading publication. Mr. Pulak asked the participants 'what's special about the cover page? The cover contained the picture of Jeff bezoz which the logo of Amazon painted with his smile, many participants replied with enthusiasm.

After the kick start of the workshop, he started with the topic social media management, which is the key to find the right platform for instant in the movie 'Dear Zindagi' the question arises, Have you ever bought a chair? Finding the right chair is very important similarly finding the right platform for message/advertisement is Important.

Facebook: one should have an active content strategy regarding what he /she is going to talk about? How frequently will he/she talk? The strategy must be clear before setting up any page

on social media. Small businesses are coming to Facebook, almost all brands are there, Food, Travel, E-commerce, are some of the biggest categories. Facebook has:-

Good Audience Reach

Better Engagement

Visual Appeal

Storytelling

Precise Targeting

Shareable

Low Investment

Example - On Television you have 30 second to tell your message which cost you around 30 lakh but on social media you will get more time with less money.

Instagram: it is a visual experiential platform where attractive filters catch the attention of users. Instagram provides good exposure for personal branding and Influencers. It is extremely popular among home businesses and visual bloggers.

Further the workshop proceeded with the Case study on 'Facebook Thumbstopper' a new property in vertical form in which a 10 sec video will be uploaded by brands and directors like Prakash Verma, Kiran rao, Kotak and many more contested from across India. The idea was to promote a shorter vertical format of video as the user time span is decreasing day by day. The thumb stopper stories were highly creative and engaging; the participants interacted while explaining each one of them and discussed the idea of it.

Youtube : one of the biggest advertising platforms in terms of money earner. Brands are increasingly using it as a broadcast medium and a good replacement of television. The platform could be used as a content repository for all the users and creators. Youtube promotes their key influencers by annual events. It has:-

High Audience Reach

High Visual Appeal

Engagement

Precise Targeting

Low Investment For Entries

The information aroused the curiosity of the participants, Bishal asked the Question about the money advertisers get on uploading their advertisement as youtube works on views, like and

subscribe. The participants get to know that the channel is under the brand category where youtube don't pay the advertisers.

Twitter – Is more of ORM Hygiene of brands, it is good for announcement, thought leadership of individual and personal branding. It is also being used by brands for customer service purpose and reputation management. The platform provides:-

Intellectual appeal

Conversational

Engagement

Linkden: is a platform with good targeting opportunity for corporates, employers branding and highlighting employers in good light is been done of Linkden. Recruitment demands and freelancers are major content creators here. Mostly used by good employers, universities, college, courses, etc to built in their image around professionals.

Professional imagery

Intellectual appeal

Precise targeting

The session further proceeded with the live facebook page of Mr. Pulak which is his own travel and food page 'tummies on tour'. He had given the live example of how to promote a post, select the target audience, the location and interest of the TA, and their age group. He stated that the broader the location will be the more people will get to target. More text on the image will be disapproved by FB to advertise as they have their own protocols for the advertisers.

He further took the participants into the insight growth of his page, which shows how to check audience, it shows how many people visited your page, liked it, and reached to it and other post engagement. After all It is all about engagement on the page not the followers, he explained with the example of a singer Badsha, he had many followers but later exposed that they were fake. The key learning was the more you interact the more your post will be shown to the people. This is how social media earns money. Without paying, a brand could only reach only 2% of its followers but after paying, it could reach 29 to 30%.

'Create good content not followers' he stated.

The workshop ended with some questions asked by the participants, which is 'If on posting something one of your friends does not get your notification, is it a glitch or FB purposefully does it? It's all about engagements, to whom you are interacting frequently will get notified, others won't. Mr. Pulak answered.

The session concluded with gratitude and Thanks from all the participants for organizing such a workshop.

Webinar Report

Media reporting on children with vulnerabilities: Perspectives from the JJ Act and POCSO Act including reporting of cases under The Mental Healthcare Act, 2017

10 March 2021

The Department of Mass Communication and Journalism, Tezpur University organised a webinar titled '**Media reporting on children with vulnerabilities: Perspectives from the JJ Act and POCSO Act including reporting of cases under The Mental Healthcare Act, 2017'** in collaboration with the Judicial Academy, Assam and Gauhati Press Club on 10th March, 2021.

Mr. Justice N. Kotiswar Singh, honourable judge, Gauhati High Court delivered the inaugural speech. The resource persons for the webinar were- Mr Satya Prakash, legal editor of The Tribune and Mr Sushanta Talukdar, the Editor of Nezine. Over 300 participants including media and law students and faculty, media professionals and legal professionals from across the country participated in the webinar.

Dr. Anjuman Borah, Assistant Professor, Department of MCJ, Tezpur University invited the resource persons and introduced them to the virtual house comprising of more than 200 participants.

Mr. Satya Prakash spoke on three important acts: The Juvenile Justice Act, the POCSO Act and the Mental Healthcare Act, which came into effect from May 29, 2018. He spoke that the journalists need to take care of the differences between Activism and Journalism. He also laid down focus on the balance between media freedom and the responsibility of the journalists. Adding on the JJ Act, he spoke that the ambit of maintaining the anonymity of the victims needs to be extended. He was very optimist of this joint collaboration made between Judicial Academy, Gauhati Press Club and the MCJ Department at Tezpur University.

Mr Sushanta Talukdar started his part of the discussion accepting the realities of current scenario of media, where the outlets are taking part in a mad-rush of headlines and deadlines .This in turn doesn't allow the reporting to be sensible enough and leads to

breakage of many rules of the JJ Act or POCSO Act. He added the importance of proper gate-keeping in the organisations so that a sensitive reporting can be done, unlike the current ways where the media houses intensifies the trauma of the victims. He spoke that the journalists need to be crucial on reporting the geographical location of the victims. If a crime like that happens in Guwahati, they should report it as Guwahati, rather than mentioning the exact location, which makes it easier for the people to identify the victim. Mr. Talukdar laid down many important guidelines that media organisations need to adopt as self-regulatory measures.

The speeches were followed by a question-answer session where the resource person addressed the queries of the students. The session was followed by a brief deliberation from Mr. Sanjoy Ray, the General Secretary of Gauhati Press Club. The session came to an end with Professor Joya Chakraborty, Head of the Department of MCJ, giving a vote of thanks to all the resource persons, collaborators and participants attending the webinar.

Tezpur University

Intellectual Property Rights Cell

विज्ञानं यज्ञं तनुते
Specialized Knowledge promotes creativity

News & Events (news.php)

- Virtual Discussion organized by the TUIPR Cell among the Ph.D students on the topic 'Need to have compulsory license on Covid-19 vaccines and drugs (http://www.tezu.ernet.in/tuipr_cell/pdf/virtual_debate_TUIPR_Cell_29may_2021.pdf)
- IP Day 2021 Report (http://www.tezu.ernet.in/tuipr_cell/pdf/IPDay_2021_report.pdf)
- Regional Workshop on Intellectual Property Right for Academic Excellence at Pandu College, Guwahati (http://www.tezu.ernet.in/tuipr_cell/pdf/Report_Pandu_college_workshop.pdf)
- DPIIT IPR Chair awarded to Tezpur University (news/DPIIT_IPR_Chair.pdf)
- IPR Awareness Programme, Nowgong College, 20 Feb 2020 (news/Outreach_on_IPR _Report_Nowgong_College_20_Feb_2010.pdf)
- Outreach Activity for Registered Users of GI-Muga Silk (news/webupload Report on workshop at Harhi College_24 October 2019.pdf)
- Recent outreach activity by TUIPR Cell (news/IPR-Workshop-Beltola-College.pdf)
- 10 years of IPR Cell in Tezpur University (publications/Celebrating%2010%20years%20of%20IPR%20Cell%20in%20TU.pdf)
- GYTI Award to Tezpur University for the third consecutive year!!!! (news/GYTI Award to Tezpur University for the third consecutive year!!!!_Web Upload.pdf)
- World IP Day 2019, 26 April 2019 (pdf/Poster_IP_Day_2019.pdf)
- Report of "2nd Industry-Academia Conclave organized at Tezpur University" on 30th December, 2018 (pdf/2nd_Industry-Academia-Conclave.pdf)
- 2nd Industry-Academia Conclave organized at Tezpur University (pdf/2nd Industry Academia Conclave at Tezpur University on 30th Dec 2018.pdf)

Activity 2020-2021

Regional Workshop on Intellectual Property Rights for Academic Excellence at Pandu College, Guwahati on 22nd March, 2021

With the objective of reaching out to the academic institutions of the region, a One Day Regional Workshop on Intellectual Property Rights for Academic Excellence was organized on 22nd March 2021 at Pandu College, Guwahati. This workshop aimed at familiarizing the students about the importance of Intellectual Properties in today's competitive world. The programme was jointly organized by Internal Quality Assurance Cell (IQAC), Pandu College, Guwahati along with DPIIT IPR Chair, Intellectual Property Right Cell, Tezpur University. The main objective of the programme was to boost innovation among the college goers. More than 79 participants from Guwahati joined in the programme. In technical session, the resource persons Prof. P. Deb, Dr. J.B. Saikia and Dr. K. Saikia were involved in elaborate discussion on different aspects of Intellectual Property Rights. To make the participants more acquainted with various IPs, an interactive session as IP quiz was also organized.

Quick Links

- Annual Report (annual-report.php)
- Newsletters (newsletter.php)
- WIPO booklets on IPR (booklates.php)
- IPR Policy of Tezpur University (quick_links_files/IPR_Policy_Feb_2019.pdf)
- Invention Disclosure Form (quick_links_files/Invention_Disclosure_Form.pdf)

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