

THE ASSAM JYOTI

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CM Dr. Sarma presents scooters to 9,704 community cadres under Sakhi Express Scheme

Launches Livelihood Rural Express Scheme to provide 51 commercial vehicles to Cluster Level Federations



Dispur : In a move towards rural self-reliance and women's empowerment, Chief Minister Dr. Himanta Biswa Sarma presented scooters to 9,704 community cadres under the 'Sakhi Express' initiative at a function held at

Veterinary College Field, Khanapara. He also launched the 'Livelihood Rural Express Scheme' to provide 51 commercial vehicles to Cluster Level Federations. It may be noted that in the 2020-21 budget,

State government had announced Sakhi Express scheme to provide scooters to all Jeevika Sakhis. In 2022-23, the initiative was expanded to include all cadres namely Jeevika Sakhis, Pashu Sakhis, Bank Sakhis, CRP-

Enterprise Promotion, Master Book Keeper, Internal Mentor, MSP Trainer, BDSP Trainer etc under Community Cadres. As against the distribution of 10,908 scooters to 'community cadres' in 2020-21 and 2021-22, 9706 community cadres have been given scooters in the year 2024-25 and 2025-26. Under the scheme, each cadre received a helmet along with Rs 500 per month for purchasing fuel. On the other hand, the State government is trying to involve the members of self-help groups in rural public transport services with the aim of providing them with the opportunities of sustainable development. Speaking on the occasion,

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CM unveils statue of martyr Mangal Pandey at Silchar

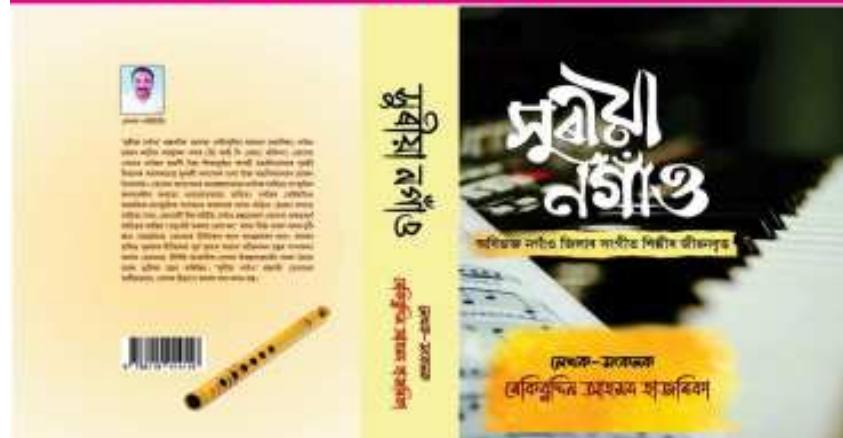


Dispur : Honouring the first martyr of India's first war of independence, Chief Minister Dr. Himanta Biswa Sarma unveiled a statue of Mangal Pandey at Ghungoor in Silchar. It may be noted that the memorial is the testimony of Barak Valley's role in the first war of independence in 1857, where battles at Malegarh in Sribhumi and Rontilla in Hailakandi districts echoed the courage that swept across India. These battles, which continued for several days, stand as a glowing example to Barak Valley's significant role in 1857. The Chief Minister on the occasion also released books on Mangal Pandey, Pandit Deendayal Upadhyay, and Mahapurush Srimanta Sankardeva and Sri Sri Madhavdev. Speaking on the occasion, Chief Minister Dr. Sarma paying rich tributes to martyr Mangal Pandey, stated that the Sepoy Mutiny and earlier rebellions against British

CM Dr. Sarma presents cheques to beneficiaries under MMUA

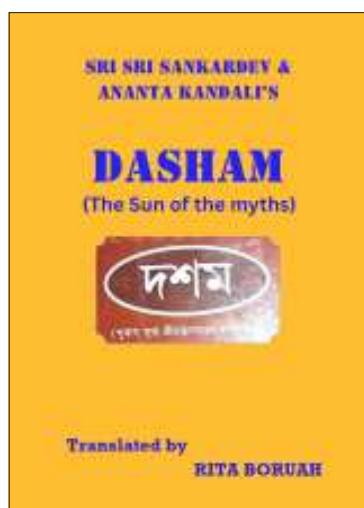
Dispur : Chief Minister Dr. Himanta Biswa Sarma attended a meeting at Mundamala playground in Sribhumi and distributed cheques to 15,671 Self Help Group members in Patharkandi under the Mukhya Mantri Mahila Udyamita Abhiyan. The scheme aims to provide seed capital to over 35 lakh women across Assam in sectors like agriculture, livestock and handloom. *see page 10*

গৃহপ্রেমী সকলে কিতাপখন পঢ়িবৰ বাবে 7002101231
আৰু 9435518294 নাম্বাৰত যোগাযোগ কৰক।



see page 10

The birth of Krishna



After the gods called Daivakee--
 " Stay fearlessly, mother,
 In your womb,
 Vishnu has taken shelter!
 It makes us so pleased
 Do not be fearful to think,
 That Kansa will kill Him.
 We are happy to inform you that,
 Your son will keep up the dynasty of the Yadu."
 Comforting Daivakee in such a way
 They left on their own way.
 Sage Shuka told Parikshit-
 "O, listen to me,
 The star Rohini has appeared already.
 It is the most auspicious moment,
 Sweet, fragrant, wind of ease blow instant.
 All directions are happy,
 The stars are clean
 Honey-bees hum
 To see the garden flowery.
 Immense goodness has appeared on the earth
 All rivers are full of lotuses
 And have become satisfied.
 The minds of the honests have become sane,
 In the sky, the holy sages prayed.
 The god of rain poured immense rain
 The nymphs danced and the demi-gods sang.
 Hearing endlessly, the gods showered flowery rain,
 Along with the sea, the clouds roared.
 In the mid-night, darkness covered entirely
 At that auspicious moment,
 Narayana (the Lord) took His birth instantly.
 From the womb of Daivakee, He appeared
 As if in eastern sky.
 the moon exposed.
 His eyes looked like lotus
 Four arms in four hands
 Kaustabh, the jewel shone in His neck.
 The yellow loin cloth shone in His body
 The incredible crown shone in His neck
 Its radiance made His hair acrobatic
 Both ears are beautified with shining ornament
 His body is beautiful, as blue as cloud.
 The curl of white hair is in His Chest
 The girdle of gold shines in His Waist.
 His hands are acrobatic with golden bangles,
 His feet with jingling anklets of gold
 Look so bright and make the devotees delighted.
 The maternity room was enlightened with the radiance of His body,
 Boshudev saw a curious sort of baby.
 The Lord has taken birth at my home
 Thinking thus he stared with wonder at Him.
 With enormous delight his heart leaped
 With honour and love, he took his bath in mind.
 The birth of Krishna (The Lord) gave him endless pleasure,
 He gifted millions of cows to the Brahmanas.

■ Rita Boruah
 99545-94823

Indus Towers Empowers 17.3 Million Lives in FY25, Accelerating India's Journey to Inclusive Growth

National : Indus Towers Limited, one of the world's largest telecom infrastructure companies, has reiterated its commitment to inclusive development by positively impacting over 17.3 million lives in FY25 through its flagship CSR programmes, Saksham and Pragati.

Indus Towers' CSR strategy is deeply aligned with India's national priorities — including Digital India, Beti Bachao, Beti Padhao, and Skill India — and contributes meaningfully to the UN Sustainable Development Goals.

Driven by the vision to impact 150 million lives by 2030, Mr. Pushkar Singh Kataria, CHRO, Indus Towers Limited said, "At the heart of Indus Towers' social responsibility lies a deep commitment to uplifting lives and nurturing potential. Through our flagship CSR programmes, Saksham and Pragati, the company strives to create meaningful change in the lives of marginalised communities — not just by addressing their immediate needs, but by empowering them to shape their futures."

With a strong focus on diversity and inclusion, Indus Towers champions the cause of the girl child and women, ensuring they have access to

essential health, hygiene, and sanitation facilities. Education and skill development are central to this mission, enabling individuals to become self-reliant and confident contributors to society. The company also embraces environmental stewardship and innovation through sustainable growth initiatives and R&D partnerships. By building digital literacy in alignment with the Government of India's Digital India mission, Indus Towers is working towards bridging the digital divide and bring opportunity to every corner of the country — one empowered life at a time.

About Indus Towers Limited

Indus Towers Limited is India's leading provider of passive telecom infrastructure, and it deploys, owns and manages telecom towers and communication structures, for various mobile operators. The Company's portfolio of 251,773 telecom towers makes it one of the largest tower infrastructure providers in the country with presence in all 22 telecom circles. Indus Towers caters to all wireless telecommunication service providers in India. The Company has been the industry pioneer in adopting green energy initiatives for its operations. For further details visit www.industowers.com

Assam Rifles Organises Plantation at Lohkra Garrison



Chandan Sarma, Tezpur : Assam Rifles organised a Plantation Drive with local residents on 01 Sept 25 at Lohkra Garrison. The programme witnessed active participation by both civilians and troops, reflecting collective responsibility towards environmental conservation. A total of 28 locals from the Lohkra area and 68 Assam Rifles personnel joined hands in the drive, planting 205 saplings of various species across the garrison. The initiative aimed at promoting ecological balance, raising awareness on afforestation and encouraging community participation in environmental protection. It also highlighted Assam Rifles' continued commitment to building stronger bonds with the local population while working together for a greener and healthier future.

Teachers' Day

Honouring the Pillars of Knowledge and Wisdom

(Dedicated to all respected teachers, whose unwavering dedication shapes generations and safeguards the moral and intellectual fabric of society)

■ Heramba Nath

There are moments in human history when a single individual transcends the ordinary bounds of life, becoming an eternal beacon of knowledge, morality, and wisdom. In India, such a luminary was Dr Sarvepalli Radhakrishnan, whose life exemplifies the inseparability of knowledge, virtue, and service. Born on 5th September 1888 in Tiruttani, Tamil Nadu, Dr Radhakrishnan rose from modest beginnings to become a philosopher, educator, and India's second President, leaving a legacy that continues to guide the intellectual and moral direction of the nation. His journey illustrates that education is not merely the transmission of information but the cultivation of character, critical thinking, and civic responsibility.

Dr Radhakrishnan's formative years were shaped by a deep reverence for knowledge, instilled by his family and early teachers. Despite financial constraints, he pursued education with exceptional diligence, excelling in philosophy, literature, and critical inquiry. At Madras Christian College, Dr Radhakrishnan demonstrated a remarkable ability to synthesise Indian and Western philosophical traditions, engaging with thinkers such as Plato, Kant, Hegel, and Bradley, while simultaneously immersing himself in the Upanishads, the Bhagavad Gita, and other classical texts. This rare combination of intellectual breadth and depth informed his philosophy, emphasising that knowledge must be guided by ethical reflection and moral purpose.

Among his seminal works, *The Hindu View of*

Life

, based on his lectures at Oxford University, conveys a profound understanding of Indian philosophy as a living, inclusive approach to life. It presents Hinduism not as ritualistic dogma but as a moral and spiritual framework that encourages tolerance, self-realisation, and ethical engagement. In *An Idealist View of Life*, Dr Radhakrishnan extends this philosophy to a universal perspective, asserting that ideals, rather than mere material realities, guide and give meaning to human existence. Knowledge alone, he emphasised, is insufficient; it must be informed by ideals, moral conscience, and a commitment to the common good.

Dr Radhakrishnan's teaching career reflected these ideals in practice. Serving at Madras Presidency College, Mysore University, Calcutta University, and later Oxford, he was renowned for his ability to inspire students, awaken curiosity, and cultivate moral discernment. His lectures were not simply intellectual exercises; they were acts of mentorship and guidance, fostering both ethical and cognitive development. His life exemplified the principle that the highest aim of education is the formation of enlightened, responsible, and compassionate human beings.

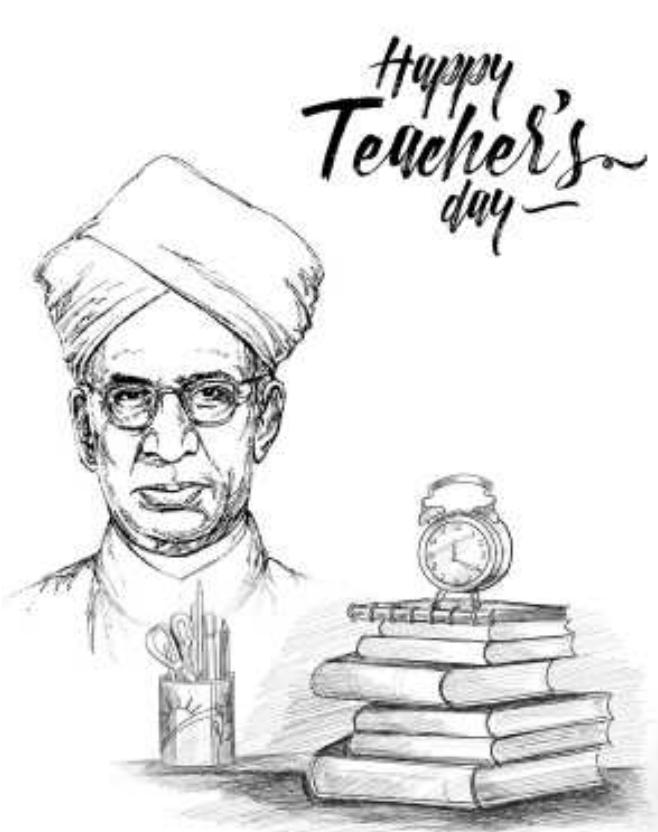
It was this commitment to teaching that led to the creation of Teachers' Day in India. When students sought to celebrate his birthday, Dr Radhakrishnan suggested that the occasion honour all teachers, acknowledging the vital role of educators in shaping society. Since 5th September 1962, Teachers' Day has been a national celebration,

recognising the silent architects of intellect, character, and social conscience. In this gesture, Dr Radhakrishnan encapsulated the essence of teaching: its worth lies not in personal accolades but in the lasting influence upon students and the broader society.

Teachers do more than impart knowledge; they awaken curiosity, instil discipline, nurture empathy, and guide moral development. Their influence extends beyond the classroom into the shaping of character, vision, and civic responsibility. History offers countless examples of leaders, thinkers, and innovators profoundly shaped by their teachers. Societies that honour and support the teaching profession cultivate citizens capable of ethical judgement, creative thought, and social responsibility, illustrating the indispensable role of educators in national development.

In India, the teacher-student relationship is considered sacred, transcending temporal limitations. The ancient guru-shishya parampara exemplifies this spiritual bond, emphasising that education is both intellectual and ethical. The Mahabharata recounts numerous instances that reflect the sanctity of this relationship, such as the unwavering devotion of Eklavya to his guru. Such narratives remind us that teaching is not merely functional; it is moral, spiritual, and eternal. It shapes not only knowledge but character, ethical discernment, and life vision.

The ideal teacher, as envisioned by Dr Radhakrishnan, embodies integrity, humility, patience, and fairness. They treat all students equally,



inspire through example, and live by the ethical values they impart. Teaching must remain a profession rooted in compassion, moral clarity, and dedication, free from arrogance, partiality, or vice. Teachers' conduct, communication, and attentiveness are integral to their effectiveness, ensuring that students are guided not merely by instruction but by principled mentorship.

India has a rich educational heritage. From the Gurukuls to the ancient universities of Nalanda and Takshashila, teachers were revered as custodians of knowledge, ethics, and civic responsibility. Learning encompassed the mind, body, and spirit, emphasising moral cultivation alongside intellectual achievement. Contemporary Indian education continues this legacy, albeit amidst challenges such as overcrowded classrooms, limited resources, and commercialisation of learning.

Dr Radhakrishnan's philosophy provides an enduring guide: education must cultivate intellect, character, and social conscience. In Assam, the condition of teachers is particularly poignant. Many dedicated educators serving in rural or non-provincialised schools spent decades nurturing students without pensions or proper recognition. They taught in

bamboo-thatched classrooms, walked long distances, and often provided resources from their own limited means. Their sacrifices, largely invisible in official records, form the foundation of Assam's educational framework. Acknowledging and supporting these teachers is not merely a policy matter; it is a moral obligation, recognising their role as the bedrock of intellectual and societal development.

Comparative perspectives highlight possibilities for reform. States such as Kerala and Tamil Nadu have prioritised teacher training, welfare, and professional development, producing high literacy rates and capable educators. Globally, countries such as Finland, Japan, and South Korea afford teachers dignity, respect, and autonomy, recognising that education is a societal mission rather than a transactional process. India and Assam can draw lessons from these examples, combining the traditional guru-shishya ethos with modern policy frameworks to empower educators, enhance quality, and uphold the dignity of teaching.

Even in the digital age, the human dimension of teaching remains irreplaceable. Technology can transmit information but cannot cultivate ethical discernment, empathy, resilience, *See page 4*

Books vs. Internet as Sources of Knowledge : An Exploration

■ Lalit Nath

Itakhola, Sonitpur

In today's technology-driven era, discussions about the future of books have intensified in Assam's intellectual community. Some express concerns that the rapid advancement of technology poses a threat to the ancient heritage and traditional values of books. On the other hand, another group holds a completely different view. They firmly believe that technology can never replace books and the value of books will endure eternally. This conflict has made the topic more serious and thought-provoking, leading to the realization of the need for a nuanced analysis of the roles of books and the internet in the pursuit of knowledge. "Books are inexhaustible repositories of knowledge, where information is tested through research, editing and review. Books have a colorful journey, regarded as invaluable assets of human civilization and culture. Ancient texts like the Vedas, Vedanta, Gita, Bible, Iliad, Odyssey and others are not only enriched with scriptural, religious, or literary value, they also enrich our society's moral, spiritual and cultural life. The eminent Assamese litterateur Homen Borgohain said, "Books are the nectar of life." In this context, Martin Luther's quote is also memorable, "A good book is dearer than all friends, because even if friends depart, the book remains forever." For example, Rabindranath Tagore's 'Gitanjali' provides not only the beauty of poetry but also the philosophical depth of life. In the field of science, Stephen Hawking's 'A Brief History of Time' explains complex concepts of the universe in a simple way, which is the result of long-term thinking. "Books are timeless, transcending the era in which they were written and connecting us with human experiences. To understand the potential future of books, we must first acknowledge their eternal appeal. The tactile sensation of holding a book, the scent of its pages and the sensory experience of flipping through them are deeply rooted in human culture. For many, reading a printed book depends not only on the content but also on the ritual of reading. Books immerse the reader in the depth of the subject, but they also have many

limitations. "Among the limitations of books are the lack of updates with new information, space constraints, accessibility issues for readers, printing errors or biases, physical inconveniences, costs and environmental impacts, depletion of natural resources and more. In this fast-paced world, books are unable to fulfill all the reader's needs. "On the other hand, the internet can be called an infinite ocean of knowledge. The internet makes information faster, easier and more diverse compared to books. With a single click, one can access information from anywhere in the world, live updates, videos, analyses, and expert opinions. Tutorials, research papers and free e-books help in expanding knowledge. "However, with the easy availability of information on the internet comes the increased possibility of false or misleading information, such as fake news claiming that COVID vaccines alter DNA. Excessive advertisements, pop-ups and the overload of information make it difficult to find necessary content and prolonged screen reading can lead to health issues like eye fatigue. There is a risk of information loss if links become inactive, and personal data security risks are higher compared to books. The habit of quick scrolling also affects patience and the ability for deep thinking. "In recent times, the rapid rise of e-books and audiobooks has undeniably reduced readers' interest in printed books. Reading books on digital platforms has become easier and the global distribution of e-books provides book lovers with books for free or at very low costs. E-books, audiobooks and online articles offer unparalleled convenience and portability. A single device can store an entire library, making the inclusion of information easier than before. The internet and social media have brought changes in communication with the curriculum. Today's readers are often overwhelmed by excessive information, resulting in shorter attention spans. Consequently, they prefer short and easily readable content. "In our Assam, the number of readers of printed books is decreasing, although the sale of books worth 5 crore 55 lakh rupees at the Assam Book Fair held in Guwahati in 2023-24 proves that printed books are still relevant in Assam. In con-

trast, the number of magazines and newspapers is observed to be decreasing day by day. Popular Assamese magazines such as Bismay, Rahasya, Gariyasi, Prakash, Bigyan Jeuti, Moukhak, Bar-Othar, Barta Pakhili, Nandani, Priyasakhi, Satsari and others are no longer available in all village and city shops as before. "Now, in comparing these two mediums, a conflict between depth and diversity is evident. This comparison shows that books have greater depth compared to the internet, but lower accessibility, while the internet's diversity is unparalleled, but its depth is less. "In the pursuit of knowledge, both books and the internet are indispensable, they work as complements to each

other in the exploration of truth. The internet opens the doors to a vast repository of information and books enrich that information with deep thinking and wisdom. A new idea from the internet can be cross-verified for credibility with a book. Digital libraries bring old books to new readers, keeping cultural heritage alive. If Assam's younger generation maintains this balance, our book heritage will shine even brighter. The fusion of the old and the new will unlock immense possibilities of knowledge and build a prosperous future. The reader must check the truth of information. This makes the path to knowledge easier and based on truth.

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Teachers' Day

or moral courage. Teachers guide hearts and consciences, shaping citizens capable of navigating complexity with wisdom, integrity, and civic responsibility. They bridge tradition and modernity, preserving cultural knowledge while fostering critical inquiry and global awareness. Dr Radhakrishnan's vision provides a roadmap for achieving this balance, demonstrating that education rooted in ideals produces enlightened human beings capable of meaningful societal contributions.

A critical reflection for contemporary Indian education is the urgent need for recognition, respect, and systemic support for teachers as nation-builders. While symbolic celebrations are important, they must be accompanied by policies that ensure fair remuneration, professional development, and security. Teachers who work under difficult conditions, whether in Assam or remote areas across India, deserve dignity, recognition, and material security. Failing to support educators undermines both the ethical and intellectual foundation of society. True societal progress is inseparable from the well-being of those who guide, nurture, and shape its future citizens.

Dr Radhakrishnan's philosophy, as expressed in *The Hindu View of Life* and *An Idealist View of Life*, remains a timeless guide. Knowledge gains value only when paired with virtue, empathy, and moral responsibility. Education is not merely preparation for a career; it is the cultivation of the mind, character, and conscience. Teachers are the custodians of this vision, translating ideals into lived reality, shaping generations, and ensuring the continuity of civilisation.

On this Teachers' Day, we extend heartfelt gratitude to all educators. They are the architects of intellect, nurturers of character, and torchbearers of wisdom. Through patience, empathy, and unwavering dedication, they shape not only the minds but also the moral compass of students. Their influence transcends classrooms and examinations, leaving indelible marks on hearts, inspiring curiosity, resilience, and compassion. Every act of mentorship, every word of encouragement, every lesson delivered with sincerity reflects their profound commitment to nurturing a better future. By honouring teachers, we celebrate the very essence of civilisation, learning, and humanity itself.

Dr Radhakrishnan's life exemplifies the ideal teacher, philosopher, and guide. His teachings remind us that education is a sacred trust, requiring knowledge, ethics, and devotion. Societies that honour their teachers invest in their future, cultivating citizens capable of intellectual innovation, moral judgement, and civic responsibility. In commemorating Teachers' Day, we reaffirm our commitment to respecting, supporting, and learning from educators, recognising that the moral and intellectual strength of a nation rests upon their unwavering dedication.



মুখ্যমন্ত্রীৰ নিযুত মইলা আঁচনি

উচ্চ শিক্ষা আহৰণৰ
দিশত বাজ্যৰ ১০ লাখ
কল্যা শিক্ষার্থীৰ বাবে অসম
চৰকাৰৰ অভিলাষী পদক্ষেপ



ড° হিমন্ত বিশ্ব শৰ্মা
মুখ্যমন্ত্রী, অসম

অসমৰ ৩৮০ৰো অধিক স্থানত একেটা দিনতে আনুষ্ঠানিকভাৱে আবেদন-পত্ৰ বিতৰণ

সুবিধাসমূহ

শাৰ্কা	মাহিলি দনবাণি *	সৰ্বাধিক মুঠ পুঁজি
উচ্চতৰ মাধ্যমিক (প্ৰথম আৰু দ্বিতীয় বৰ্ষ)	১,০০০ টকা	১০,০০০ টকা
জ্ঞাতক আৰু সংহত শিক্ষক শিক্ষা কাৰ্যসূচী পাঠ্যক্ৰম (প্ৰথম আৰু দ্বিতীয় বৰ্ষ)	১,২৫০ টকা	১২,৫০০ টকা
জ্ঞাতকোন্তৰ আৰু বি এড (প্ৰথম আৰু দ্বিতীয় বৰ্ষ)	২,৫০০ টকা	২৫,০০০ টকা

*বছৰ সময়সূচীৰ বাবে নি সৰ্বাধিক ১০ মাহৰ বাবে পুঁজি লাভৰ সুবিধা

সময়সূচী ২০২০-২৬

কাৰ্যসূচীসমূহ	সময়সূচী
আবেদন-পত্ৰ বিতৰণ	৬ আগস্ট – উচ্চতৰ মাধ্যমিক আৰু বি এড চি ই আৰ টি
মহাবিদ্যালয়/বিদ্যালয় কাৰ্যসূচীৰ বাবা ছাত্ৰীৰ জন্ম জন্মসন্ধিত বাবে পাঠ্যক্ৰম সুৰক্ষা	৭ আগস্ট
পাঠ্যক্ৰম সন্ধা	৮ ডেসেম্বৰ
মহাবিদ্যালয় পাঠ্যক্ৰম জন্মসন্ধিত	১০ ডেসেম্বৰ
চেক বিতৰণ	অক্টোবৰ



সামাজিক প্ৰতাৱৰ

উচ্চ শিক্ষাক ছাত্ৰীৰ নামকৰণ বৃক্ষি

বাল্য বিবাহ তথা কৈশোৰকালীন মাতৃত প্ৰতিবেদন

আবেগিক, মানসিক আৰু শাৰীৰিকভাৱে পৰিপৰ্য নোহোৱা পৰ্যন্ত কল্যান বিবাহ বোথ
শিশুৰ শিক্ষা, স্বাস্থ্য আৰু সুৰক্ষাৰ অধিকাৰ সুনিৰ্দিষ্টকৰণ

অৰ্হতা

- অসমত ছাত্ৰীভাৱে বাস কৰা ছাত্ৰী
- নিম্নলিখিত পাঠ্যক্ৰম প্রাপ্ত কৰা ছাত্ৰী
- উচ্চতৰ মাধ্যমিক, জ্ঞাতক আৰু জ্ঞাতকোন্তৰ পাঠ্যক্ৰম
- নতুন শিক্ষা মীড়ি ২০২০ৰ আৰ্দ্ধৰ সংহত শিক্ষক শিক্ষা কাৰ্যসূচীৰ পাঠ্যক্ৰম
- চৰকাৰী শিক্ষালুটান্ত দ্ব-পুঁজিৰে প্রাপ্ত কৰা পাঠ্যক্ৰম



কোনো আঁচনিখনৰ সুবিধা লাভ নকৰে ?

- বিবাহিতা ছাত্ৰী (জ্ঞাতকোন্তৰ আৰু বি এড শিক্ষার্থীৰ বাবে)
আৰু চাকৰিয়ালি বি এড ছাত্ৰী
- মহী, সাংস্কৰিক বিবৰণীকৰণ কৰা
- ৰাষ্ট্ৰীকৃত কাৰ্যকৰ্তা (মুক্তি) লাভ কৰা ছাত্ৰী
- ৰাষ্ট্ৰীকৃত শিক্ষালুটান্ত ছাত্ৰী

Teaching Art as Thought : Theory, Method, and Practice in Academic Visual Arts

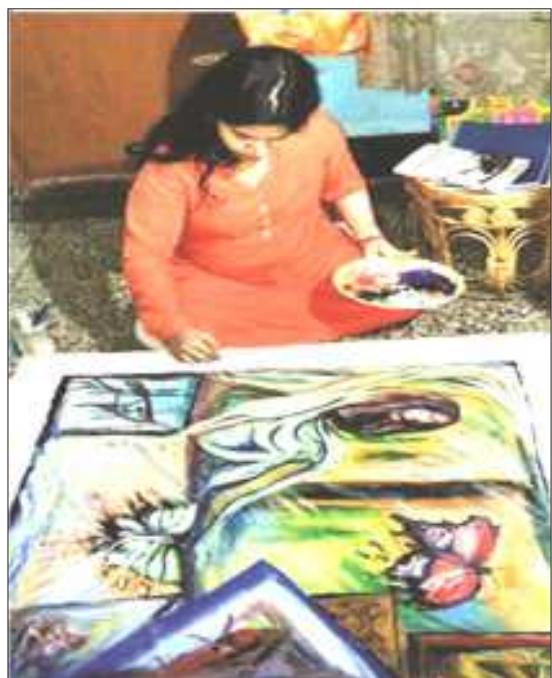


■ Aditi Deka Pathak

Visual Artist, Author, Researcher, Reviewer & Mentor
Guwahati, Assam, India

The visual arts are no longer restricted to the fringes of academia as merely creative endeavors or recreational pursuits in modern education. Rather, they are becoming more widely acknowledged as important forms of study that connect with different academic fields, intricate cultural documents, and potent teaching aids.

Academic visual arts instruction include more than



Where Words Meet Canvas: an Author-Artist's Scholarly Journey through Visual Expression

just helping students produce visually appealing works; it also involves developing critical thinking, conceptual growth, and cultural literacy. This article aims to analyze the theory and practice of teaching visual arts

in academic settings in a way that is methodologically sound, skill-oriented, and advantageous to academics, students, educators, and artists.

Theoretical Foundations of Visual Arts Pedagogy

Strong theoretical frameworks that take into account both the affective and cognitive aspects of creative learning must serve as the foundation for visual arts instruction in academic institutions. Visual arts pedagogy, which has its roots in constructivist educational philosophy, highlights how students actively generate knowledge through interaction with concepts, materials, and contextual inquiry. According to this concept, students actively participate in a dynamic process of meaning-making rather than being passive recipients of artistic skills. Their interaction with visual media turns into a conversation between practice and contemplation, between historical tradition and personal experience, and between form and content.

Academic teaching of the visual arts is based on notions of aesthetic education put out by academics like Maxine Greene, who promoted the idea that the arts had the capacity to modify vision and promote reflection. As a result, the classroom becomes a place where students are encouraged to pose important queries concerning politics, society, identity, and the human condition in addition to receiving instruction in the technical aspects of creating art. From simple manufacturing, the focus switches to critical questioning: What does this work mean? What's the voice behind it? In what ways does it interact with or defy tradition?

Critical theory, philosophy of art, and art history must all be incorporated into the curriculum, according to the theoretical orientation. Learners can better decipher the symbols, stories, and ideologies ingrained

in visual culture by viewing the visual arts as a type of visual literacy, similar to reading and writing. This viewpoint is crucial for academics, instructors, and students from all fields that must increasingly traverse a visually overloaded world, in addition to visual artists.

Pedagogical Practice and Skill Development

Visual arts educators must use a systematic, inclusive approach that promotes both skill development and critical awareness when putting theory into practice. The intentional structuring of skills from basic drawing, composition, and color theory to sophisticated digital media, mixed media experimentation, and conceptual installations is necessary for the academic teaching of visual arts. These abilities need to be taught gradually, with specific goals, tailored feedback, and thoughtful criticism sessions that enable students to evaluate their own development and express their original ideas.

Technical competence is only one aspect of skill in the visual arts. Cognitive and linguistic skills are also included, such as the capacity to evaluate visual texts, place one's own work in historical and cultural contexts, and present and defend artistic decisions in scholarly contexts. Writing artist statements, participating in interdisciplinary discussions that connect the visual arts to disciplines like literature, sociology, psychology, and environmental studies, and conducting studio critiques are all skills that students need to learn. This intersectionality enhances education and promotes a more comprehensive view of art as a language that is both individual and collective.

Project-based learning approaches also support practical pedagogy in visual arts education, as students complete lengthy, theme-based tasks that call for preparation, execution, research, and revision. These

projects prioritize the process above the final product and mimic actual creative work. Students acquire the skills necessary to not only produce work but also to record, evaluate, and display it in formal settings like digital archives, exhibitions, and portfolios.



Lines of Legacy, Colors of Culture: An Author-Artist Reimagines Madhubani on her Canvas

Another crucial element of academic visual arts education is collaborative learning. Co-authored projects, group critiques, and multidisciplinary workshops give students the chance to share ideas, question preconceptions, and form a sense of belonging in the studio setting. The reality of the art world, where cooperation, curatorial practice, and group projects are essential to modern artistic output, is reflected in this social dimension.

The difficulty for educators is in striking a balance between openness and structure. Encouraging an atmosphere of innovative risk-taking and experimentation is just as vital for academic rigor as having explicit learning objectives and assessment criteria. Teachers must act as mentors and facilitators, helping students with technical challenges while promoting creativity, voice, and innovation. Teachers must engage with local and international artistic groups, participate in regular professional development, and are exposed to contemporary art practices in order to be sensitive and relevant in their instruction.

Academic and Professional Relevance

Scholars, academics, and professionals in related professions are among the people who benefit from academic

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ActionCOACH, leading Global Business Coaching Brand, Launches in Guwahati to Power Assam's Entrepreneurial Growth



Guwahati ::
ActionCOACH, the world's leading business coaching firm operating across 110 countries, officially launched in Guwahati at Arista by Ambition, spearheaded by Mr. Lairenjam Niranjan Singh, CEO & Head Coach, ActionCOACH North-East India, and Mr. Shobhit Yadav, Country Manager – ActionCOACH India & Middle East. The landmark launch, marking the first-ever entry of a global business coaching giant into

Assam, was graced by distinguished Guest of Honour Dr. Sriparna Baruah, noted Start-up and Entrepreneurship & Mentor. Together, the hosts and dignitaries underscored ActionCOACH's mission to bring world-class strategies that will accelerate and empower the region's fast-growing entrepreneurial ecosystem.

The global business coaching industry currently generates \$4.564 billion annually and is projected to reach \$7.21 billion by 2025.

(luisazhou.com quoting ICF Global Coaching Study, 2023). The arrival of ActionCOACH in Assam is expected to provide SMEs, startups, and business leaders in the Northeast with access to globally recognized tools at a time when India's Northeast is being positioned as a trade and investment gateway under the Act East Policy.

Explaining the vision behind launching ActionCOACH in Guwahati, Mr. Lairenjam Niranjan Singh, CEO & Head Coach of ActionCOACH North-East India, said, "Launching ActionCOACH in Guwahati is not just about coaching businesses; it's about igniting an entrepreneurial movement in Assam and the Northeast. Our mission is to help business owners build enterprises that work for them, creating

sustainable profits, strong teams, and opportunities that positively impact the entire region."

With this launch, ActionCOACH not only reinforces its global mission of "World Abundance Through Business Re-Education" but also addresses critical challenges faced by businesses in Assam and the Northeast.

According to the Ministry of MSME (Annual Report 2023–24), over 80% of small businesses in India struggle with poor cash-flow management, lack of structured systems, and talent retention, leading to high failure rates within the first five years. In Assam, where MSMEs account for nearly 7 lakh enterprises and employ more than 30 lakh people (Directorate of Industries & Commerce, Govt. of Assam, 2023), these challenges are particularly pressing.

ActionCOACH's

globally proven 6 Steps to Business Mastery and 5 Ways to Profit Growth framework, directly addresses these critical business pain points by creating robust cash flow strategies to improve liquidity, implementing system-driven operations to reduce dependency on owners, and building effective sales, marketing, and team engagement plans to ensure consistent profitability. In addition, ActionCOACH provides personalized one-on-one coaching and group programs, making business growth not only measurable but also sustainable.

Since its founding in 1993 by entrepreneur Brad Sugars, ActionCOACH has expanded to 1,000+ franchise partners worldwide, transforming tens of thousands of businesses with its proven frameworks for profitability, leadership, and sustainable growth.

Echoes of Durga Puja: A Journey of Life and Blessings



■ Tannmay Jyoti Pathak
Class-IX
Faculty Senior Secondary School

From my earliest memories, Durga Puja has been more than just a festival it has been a beautiful journey of faith, culture, and community that has shaped my life. Every year, I look forward to Maa Durga's coming because her blessings illuminate every part of my life, whether it is in the busy streets of Guwahati, Mangaldoi, Tezpur or the serene village of Bezera.

Growing up in Bezera, Durga Puja was more than a festival it was a feeling etched in every flicker of the evening diyas we lit with eager hands. As twilight fell, the rhythmic beat of the dhak echoed through the village, mingling with the scent of incense and the sweetness of freshly made treats from every home. I remember darting through the winding alleys, eyes wide at the dazzling decorations and the carefully sculpted image of Maa Durga in the heart of our pandal. It was in those moments that I first understood what it meant to belong to be embraced by a community bound by faith and joy.

With time, my path led me to Mangaldoi, to the warm embrace of my maternal uncle's home, where 'Koka' and 'Aita' welcomed me into a Durga Puja celebration steeped in affection and tradition. The town pulsed with energy the markets alive with vendors offering vivid garlands, shiny trinkets, handcrafted

puppets, and playful amusements. Joy spilled into the streets as families browsed for festive attire, their laughter mingling with the hum of anticipation. What stayed with me most were the tales shared by elders timeless legends of Durga's courage woven into the fabric of the celebration, anchoring me to a heritage that felt both deeply personal and beautifully universal.

My journey through Guwahati across vibrant pockets like Lakshmi Mandir in Ambikagiri Nagar, the quiet lanes of Geetanagar, the bustling corners of Hatigarh Chariali, Bamunimaidan Railway Colony, Noonmati, Narengi, Lakshmi Mandir in Beltola, and Rest Camp in Pandu breathed new life into my Durga Puja experience. The pandals here weren't just structures; they were masterpieces radiant with light, layered with intricate artistry, and pulsing with devotion. Each one stood as a living canvas some echoing ancient mythologies,

others daring to confront modern social realities inviting not just celebration, but contemplation. In every corner of the city, faith found a new language.

In the serene bylanes of Geetanagar, the evenings came alive with vibrant cultural performances each beat of the drum and swirl of dance revealing that Durga Puja is a celebration of creativity as much as devotion. In Noonmati, I witnessed a beautiful tapestry of diversity, where people from all backgrounds gathered under the same canopy of festivity, bonded by their shared reverence for Maa Durga. Narengi and Pandu stood out as seamless blends of the old and the new where rituals were upheld with deep respect, yet the air buzzed with a youthful joy that made every tradition feel timeless.

The market scenes in Guwahati brought back memories of my childhood, but on a grander scale. Vibrant stalls offered everything from *see page 9*

Women Entrepreneurs' Conclave Abhyuday 2025 Held at DU



M Hashim Ali, Dibrugarh : The Centre for Social Work Studies, Dibrugarh University & Seven Sisters Development Assistance (SeSTA), successfully organized a two-day Women Entrepreneurs' Conclave Abhyuday '25 on 29th and 30th August at the Ranghar Auditorium, Dibrugarh University. The event was supported by Axis Bank Foundation and Assam State Rural Livelihood Mission (ASRLM). The conclave, aimed at empowering grassroots women entrepreneurs, witnessed the participation of promising rural entrepreneurs from Assam, Meghalaya, and Tripura. The inaugural session was graced by Dr. Dolly Phukan, Dean, Faculty of Social Sciences, Dibrugarh University, who highlighted the vital role of women entrepreneurs in advancing women's rights and holistic development. Bikram Koiry, District Commissioner of Dibrugarh, highlighted the

significance of SHG movement in building women enterprises leading to financial and social empowerment of women. Representing Axis Bank Foundation, Mr. Harshvardhan Dhawan emphasized the importance of financial and institutional support for strengthening women-led enterprises and elaborated on the foundation's initiatives in this direction. The programme also featured inspirational success stories from several established entrepreneurs across the Northeast, who interacted with participants and shared business strategies essential for long-term growth. An exhibition was also organised, where the participating women entrepreneurs showcased and sold their products, attracting enthusiastic responses from visitors. A panel discussion on "Breaking Barriers: Grassroots Entrepreneurship & Ecosystem" brought together experts from diverse fields, who

stressed the need to overcome structural challenges and build a supportive entrepreneurial ecosystem. Adding colour to the conclave, the evening of the first day featured a vibrant cultural programme, celebrating the spirit of entrepreneurship and women's empowerment through performances. On the second day, a business idea competition titled "Dream, Dare and Deliver: Pitch to Win" was held, where women entrepreneurs presented their business ideas before a panel of experts. Anima Gogoi from West Mangaldai Development Block secured the first prize of Rs. 80,000, followed by Amiya Gogoi from East Jorhat Development Block with Rs. 50,000 as the second prize, and Ranjita Pegu from Upper Majuli Development Block, who won the third prize of Rs. 30,000. The prize money will support the winners in expanding their enterprises. The conclave concluded on a successful note with heartfelt thanks to all participants, collaborators, and supporters. The organizers expressed their commitment to continue such initiatives in the future to foster women's entrepreneurship and empowerment across the region.

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Teaching Art as Thought : Theory.....

visual arts instruction in addition to aspiring artists. A strong foundation in the visual arts improves spatial reasoning, emotional intelligence, and visual communication abilities all of which are becoming more and more important in disciplines like media studies, architecture, design, teaching, and therapy. Researchers can depict and interpret data in different ways with visual techniques, especially in practice-based and ethnographic research paradigms.

A critical civic consciousness is fostered by visual arts education. Students discover that art is not only a means of self-expression but also a means of cultural intervention as they investigate visual tales pertaining to gender, race, the environment, and social justice. This critical awareness is crucial in an era where visual media impacts social values and public opinion. Art education must take into account the potential for art to become a vehicle for advocacy and inquiry.

Additionally, the academic institutionalization of the visual arts creates opportunities for international cooperation, research funding, and scholarly publication. The increasing acceptance of artistic practice as a valid and rigorous form of academic knowledge is demonstrated by practice-based PhD programs, artist residencies at institutions, and interdisciplinary research clusters. Professional artists, instructors, and students interested in pursuing careers in art driven by research all gain from this expansion. It is crucial that academic programs in the visual arts be created with clarity, adaptability, and foresight in this changing environment. Global art histories, a variety of artistic traditions, and current issues must all be covered in curricula. A comprehensive evaluation process should consider pupils' conceptual depth, technical skill, and reflective understanding. Along with establishing collaborations with museums, community art centers, and cultural organizations, institutions must also invest in infrastructure studios, galleries, and digital labs. In summary, academic visual arts instruction is a complex and multidimensional undertaking. It requires creative, skill-focused teaching approaches and draws from rich theoretical backgrounds. It gives students intellectual tools for critical analysis, cultural involvement, and multidisciplinary collaboration in addition to artistic techniques. Academic visual arts education is more than just creating art, according to students, academics, teachers, and visual artists. It also involves thinking critically about art, using visual language to communicate, and using creative inquiry to change both individual and group experiences. Visual arts education must continue to be systematic, responsive, and based on a dedication to diversity and excellence as the lines between art, scholarship, and society continue to blur.

Dibrugarh Press Club organises Amar Alohi chapter-2 on 'Strategy importance and scenario of North East India'

M Hashim Ali, Dibrugarh : The 'Amar Alohi chapter-2' was organised by Dibrugarh Press Club held at Jagriti Hall in Dibrugarh today on 30 August, 2025. IAF Group captain (Retd) Sukhoi fighter pilot Mohonto Panging Pao was the chief guest of the programme. Pao spoke on the topic of 'Strategy importance and scenario of North East India'. Pao presented a detailed power point presentation

on the subject. Speaking to reporters, Pao said, "This topic is especially very important for Northeast India and the states because we share boundary with four countries not all of them are very friendly. Their are security problems in all the countries and future their is challenges. Already we have witnessed a conflict with China in 1962 and Chinese forces had intruded in Arunachal Pradesh and almost

reached the border of Assam," Dibrugarh Press club has brought up such a important topic which is praiseworthy. I feel such topic should be discussed in Universities, Colleges and schools of northeast. What I feel right now is that most of the so called China and northeast experts are outside the northeast whereas experts are very much available in northeast and they are the son from the soil and they know what is happening

here," Pao said. Group Captain Mohonto Panging Pao, Vayu Sena Medal (Rtd) Ex Fighter Pilot, served for 25 years in the Indian Air Force as a Fighter Pilot. With over 3500 hours of fighter flying, he is the first person from North East to Command a Sukhoi-30MKI Squadron. He has taken part in Kargil Operations, Op Parakram, and activation after Ajmal Kasab Mumbai terror attacks.



Historical Thinking in the Classroom: Applications, Aspirations, and Actualities



■ **Guptajit Pathak**
Assistant Professor & Head,
Department of History
Geetanagar College,

The conflict between memorizing facts and developing critical, interpretive thinking has long been a problem in history education. The use of Historical Thinking Skills (HTS) in classroom contexts is critically examined in this article, comparing what is intended with what is actually done. It examines the applicability of HTS in contemporary pedagogy, the difficulties teachers encounter when putting them into practice, and methods for turning goals into meaningful learning experiences by drawing on both theoretical underpinnings and real-world classroom experiences.

The successful implementation of Historical Thinking Skills (HTS) is essential to the transition from traditional rote learning to a more dynamic, inquiry-based history education. Students can “think like historians” by using these five fundamental skills: chronology, evidence discovery, interpretation, imagination, and rationalization. These skills allow them to comprehend context, comprehend viewpoints, assess sources, and make well-reasoned decisions regarding the past and its significance to the present and future.

Despite being widely acknowledged as crucial to a meaningful history education and highlighted in curriculum materials, HTS are still not often implemented consistently.

A more thorough analysis of the difficulties and workable solutions required reducing the gap between rhetoric (curriculum expectations) and reality (classroom practices) is necessary.

The foundation of historical knowledge is chronology. Students benefit from being able to discern cause-and-effect linkages over time and sequence occurrences. Students receive instruction on how to evaluate and challenge primary and secondary sources, assessing their objectivity, dependability, and purpose all of which are critical for evidence-based reasoning. This talent develops the capacity to formulate various viewpoints and justifications for historical occurrences. It is consistent with Bloom’s Taxonomy’s definition of higher-order thinking.

Rebuilding historical contexts, empathizing with former peoples, and completing interpretive gaps without fictionalizing the past are all components of historical imagination. Students can apply historical learning to current situations and decision-making by using rationalization to make meaningful links between the past and present.

The importance of HTS in the learning objectives of history education is emphasized in curriculum materials like the Standard Document for Curriculum and Assessment of History. Among these goals are:

- Fostering historical empathy,
- encouraging evidence-based thinking,
- fostering critical citizenship, and
- building lifelong learning skills

Teachers are supposed to create and lead lessons that encourage students to analyze sources, do historical research, and

participate in group discussions that reflect historical inquiry.

Effective implementation of HTS in the classroom includes:

- Investigating guiding questions, exploring numerous sources, and drawing conclusions based on evidence are all part of inquiry-based learning.
- Socratic seminars and debates foster critical thinking and analysis by letting students support their interpretations with historical data.
- By immersing students in historical settings, such as treaty negotiations or the courtroom trials of historical individuals, role-playing and simulations can foster empathy and imagination.
- Making chronology visible and relevant through timelines and cause-and-effect mapping.
- Examining documents, letters, speeches, and photos to cultivate evidence literacy.

Effective HTS implementation is hampered by a number of factors, despite curriculum emphasis:

- Many history professors lack the pedagogical and practical knowledge necessary for HTS.
- This involves being aware of how to facilitate source analysis or control historical discussions in classrooms with a varied student body.
- Textbook-driven learning is frequently used in classrooms by default, which restricts students’ access to a variety of sources and viewpoints.
- The use of HTS in regular instruction is discouraged by examinations that frequently favor factual recollection over interpretive thinking.
- Teachers deal with

limited time, limited access to a variety of historical texts, and little opportunities for historical thinking-focused professional development.

Important questions are brought up by the ongoing conflict between educational ideals and classroom implementation:

- Is it more rhetorical than useful for policy papers to emphasize HTS?
- In order to effectively support HTS, how might educational systems reorganize teacher preparation, evaluation procedures, and resource distribution?
- In settings with limited resources, which support systems such as digital archives, communities of practice, and peer learning can improve the use of HTS?

Drawing on Dewey’s viewpoint in Democracy and Education, education needs to focus on helping students improve their critical thinking skills in addition to imparting knowledge. In history, when comprehending complexity, ambiguity, and human action is essential, this is especially crucial.

Practice Recommendations

- Use low-prep techniques like timelines, source comparison, or discussion formats to

- incorporate HTS.
- Encourage pupils to defend their interpretations by using open-ended questions.

Encourage teamwork and cooperative research.

For educators and legislators:

- Provide specialized HTS-focused professional development.
- Add performance-based tasks to evaluation frameworks.
- Make primary sources, digital archives, and instructional resources available.

Curriculum designers should create explicit evaluation criteria for HTS.

Clearly include HTS into learning objectives and model lesson designs.

Deeper structural problems in teacher preparation, resource distribution, and assessment culture are reflected in the discrepancy between the curriculum’s intended HTS and actual classroom practices. However, there is still a great deal of room for HTS to change history instruction into a dynamic, student-centered, and critically engaged field. We may go beyond rhetorical advocacy and achieve real implementation by tackling these issues head-on, guaranteeing that students not only learn history but also develop historical thinking.

Rang Mahal award 2025 to be presented to Bhabajit Saikia

Nagaon : Rang Mahal, a pioneering theatre group of Nagaon town, is set to present the Rang Mahal award 2025 to noted actor, director, and writer Bhabajit Saikia on September 5 at a theatre event organized at the Nagaon district library auditorium on September 5. The award presentation ceremony coincides with the 40th death anniversary of Sarada Kanta Bordoloi, a luminary of the state’s theatre world and a pride of Nagaon. The event will feature Nagaon District Commissioner Devasish Sharma and Vice-Chancellor of Nagaon University Dr Hitesh Deka as special guests.

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CM unveils statue of martyr Mangal

colonialism in the history referred to as the initial resistance against British imperialism. Several brave personalities were martyred in these struggles, which intensified the urge among the Indians to free the country. They realized that freedom was their birthright and they must have it at any cost. He said that the realization gradually captured the hearts and minds across the nation, leading to the start of the Congress movement, the arrival of Mahatma Gandhi, and eventually, after a nationwide freedom struggle, the country attained independence. Referring to the Sepoy Mutiny as a very important chapter in India's freedom movement, the Chief Minister stated that the contributions of the soldiers who participated in the struggle must never be forgotten. Speaking about the life and work of Mangal Pandey, the Chief Minister said that he was born in 1827 in Uttar Pradesh, and joined the 34th Bengal Native Infantry in 1849 at a young age of 22. The Chief Minister said that in the war of independence of 1857, a new type of rifle was given to the soldiers, which required biting the cartridge to activate it and use. Soon, a rumour spread that the cartridges were greased with a mixture of cow and pig fat. The soldiers saw this as a conspiracy to defile their religious purity and erupted in anger against the British. On the evening of March 29, 1857, Mangal Pandey declared rebellion against the British at the parade ground of Barrackpore's military camp. With immense courage, he engaged in sword fights with senior officers such as Major Hewson and Lieutenant Baugh. During the trial, he openly confessed and showed no regret for his acts of rebellion. The English court labelled him a rebel and sentenced him to death. On April 8, 1857, at just 30 years of age, Mangal Pandey sacrificed his life for the independence of the nation in Barrackpore. Chief Minister Dr. Sarma moreover, said that the bravery shown by the rebel sepoys in the Sepoy Mutiny was not only a proud heroic saga for the Barak Valley but for the entire Assam. Highlighting the 'Mooluk Chalo' movement of the tea workers of Barak Valley, Dr. Sarma said that it was another significant uprising against the British. He also said that the sacrifices made by the rebels of Barak Valley in both the Sepoy Mutiny and the Mooluk Chalo movement must always be remembered.

CM Dr. Sarma presents scooters to

Chief Minister Dr. Sarma said that women play an important role in the development and progress of a state. Therefore, the present State Government has adopted several important schemes with utmost emphasis on women empowerment. Referring to Orunodoi, Nijut Moina, Mukhya Mantrir Mahila Udyamita Abhiyan, reservation of seats for women in panchayats etc, Dr. Sarma said that State government is trying its level best for the empowerment of women at all levels of the state. He moreover said that as a result of various efforts of the State government, a new generation of women has come forward today who have become role models in the society. The Chief Minister also said that the efforts of the Jeevika Sakhis have brought about 40 lakh women to self-help groups and they are engaged in various productive activities. He said that about 3 lakh self-help groups in the state have received revolving funds worth Rs 556 crore, more than 2 lakh self-help groups have received community investment funds worth Rs 1,089 crore and about 7.50 lakh self-help groups have received bank loans worth Rs 16,000 crore. Terming it a huge success, the Chief Minister said that 99 per cent women beneficiaries of SHGs have repaid their bank loan. He also said that 8.82 lakh women entrepreneurs have recently elevated themselves to the rank of 'Lakhpatti Baideu', initiating a transformation in the economic sector of the state. The Chief Minister said that there are around 19,000 Jeevika Sakhis, Krishi Sakhis and other community cadres in the state. Of these, around five thousand Jeevika Sakhis failed to receive fund under Mukhya Mantrir Mahila Udyamita Abhiyan owing to their having three or more than three children.

CM Dr. Sarma presents cheques to

Speaking on the occasion, Chief Minister Dr. Sarma urged upon all the beneficiaries to use Rs. 10,000 seed capital received under the MMUA for productive activities for them to become financially self-reliant and help in the development of their families. He said that the beneficiaries can use the funds for any productive activity on their own or they can use the funds collectively with other women in the self-help groups to run commercial activities. The fund can also be used by a member of the beneficiary's family for business. The Chief Minister said the process of providing entrepreneurship funds does not end here. Next year, the government would conduct a survey on how the women beneficiaries used the fund. On productive utilization of the fund thus received from the government, they will be entitled to another instalment of seed capital amounting to Rs. 25,000, of which Rs. 12,500 will be borne by the government and the remaining amount will be made available from the bank. On positive utilization of the fund, government will give another instalment of seed capital to the tune of Rs. 50,000 to each applicant of women SHGs. Therefore, the Chief Minister, requested the beneficiaries not to use the fund received today on unproductive work.

Roads

Dr. Jintu Borah
Assistant Professor
Dispur Law College

Every road has its own story,
The travellers are different in every road,
Even if one traveller travels in many roads
His aim or purpose is different,
His memories are different,
One road may have sweet feeling,
Other road may have feeling of fear,
One road may have feeling of trust,
Other road may have feeling of distrust,
Roads are connected, they have turning
In every turning the traveler's feeling is changed,
In some roads he may have feeling of suffocating,
But on some roads he may have a feeling of relief.
So, every road create a new story in the mind of the traveller.

Assam Celebrates State Sports Day

Guwahati: Assam celebrated State Sports Day with fervour and pride, paying tribute to Bhogeswar Baruah, the legendary athlete who became the state's first Arjuna Awardee and a symbol of sporting excellence and inspiration. Marking the occasion, Chief Minister Dr. Himanta Biswa Sarma took to social media to honour the contributions of the Padma Shri awardee and encourage the youth to follow his footsteps.

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Echoes of Durga Puja: A Journey of Life and

fresh marigolds to elaborate idols and sweets. I enjoyed wandering through these markets, watching children's eyes light up at new toys and festive clothes, and sensing the timeless connection between generations. Durga Puja's ability to unite past and present, old and new, was clearer than ever.

Each year, as I moved from place to place during the festival, I realized that the heart of Durga Puja remained unchanged the reverence for Maa Durga as the embodiment of strength, protection, and victory over evil. Whether in a quiet village or a sprawling city, the prayers, the rituals, and the celebrations brought people together, reminding us of the power of faith and community.

Reflecting on these experiences, I see Durga Puja as a mirror of life itself. It starts with the innocence and wonder of childhood, where every light and sound is a new discovery. As we grow, the festival deepens in meaning, becoming a source of cultural pride, spiritual strength, and social unity. For me, it has been a constant thread connecting my roots with my present, my beliefs with my everyday actions.

Durga Puja also reminds me of the timelessness of tradition amid change. From Bezera to Guwahati, the festival adapts but never loses its soul. Each year's celebration marks a new chapter new friendships, new hopes, and renewed blessings from Maa Durga. It is a festival that celebrates the past while inspiring the future.

In the end, Durga Puja is not just a festival it's a living, breathing embodiment of life's spirit. It has shaped my identity, rooted me in my community, and revealed that the presence of Maa Durga is not confined to rituals or idols, but found in everyday acts of courage, compassion, and togetherness. No matter where I celebrate, I carry within me the enduring resonance of her strength and the quiet assurance that every year, her arrival marks not just a return but a powerful reminder of renewal and hope.

(The author is a Class IX student at Faculty Senior Secondary School, located in Geetanagar, Guwahati, Assam, India.)

It's hard to let silence speak through songs: Tarali Sarma

Music Version of Kamal Barua's Poetry Launched

■ **Paresh Baishya**
Guwahati

A song transformed by Tarali Sarma, an eminent artist from a poetry under titled "Katha Kowa He Nirabata" written by Kamal Barua, Co District Commissioner of Borchala sub district was released on August 31 at a function held at Hotel Soolin Grand, Guwahati. The song was launched by Sahitya Akademi Youth Award winner and prominent poet Bijay Shankar Barman. He said that only talented artists like Tarali Sharma can meaningfully transform poetry into music. He added that Kamal Barua's poem 'Katha Kawa He Nirabata' is the product of pains he witnesses while standing between a beautiful world on the one hand and a dirty one on the other. He said that Tarali Sharma has brought the dry juices of silence to life through her song. Speaking at the event, prominent artist Tarali Sharma said it is difficult to let silence speak through song. There is life in silence, there is a being. He added that it is impossible to bring the poetry to the world of song if you cannot understand the content of the poetry. He also appreciated Kamal Barua's creative mind and ability to paint the real world in a world of colours. There are many ways in which you can improve your skills in the field of music. Addressing



the function, Biswajit Das, Chief Editor of Asomiya Khabor hopes for more new creations from the Kamal Barua's Cup. Attending the gathering, renowned writer, critic Jyoti Khataniar said that very recently sophisticated personalities are gradually moving away from the world of music. However, Indian music has a classical consciousness and a sophisticated personality that is generally absent in Western music. He said there needs to be a balanced combination of the singer and his personality. He said Tarali Sharma is shining in the world of music because she possesses this quality. He said that if a song has to be explained after listening to it, the music cannot be pure. Khataniar added that the real poet in Assamese language has died. He argues that the main problem of the poet is that he has to develop a certain language style, which is a very long process for a poet. He said that even the famous Assamese poet Nilmani Phukan has been able to bring excellence to his poetry even after a long journey. He said that only Ajit

Barua and Hiren Bhattacharya of Assam have been able to gain dignity and independence in the field of poetry language since the beginning of their poetry practice. He added that Kamal Barua's poetry has its own language style and strong consciousness. He has been successful in his experiments with silence as a subject of poetry. He said there is a lot of timeless literature in the world on the subject of silence in recent times. He hoped that Kamal Barua's efforts to be his companion would be successful. He referred to the social responsibility of poets and said that when a democratic system tries to silence the voice of the people, it puts poets-writers in trouble. Therefore, the beating of the human heart is first seen in the eyes of the poet and writer. It's a very important thing then what message they're sending to the public," he said. The program was hosted by Ratul Kishore Deka, a prominent teacher of Gurukul Grammar School. Speaking on the occasion, Kamal Barua said that the song was a memorable gift for his birthday. He thanked art-

ist Tarali Sharma and her colleagues for this. The event was attended by Director of 'Tarikh' an Assamese film Himjyoti Talukdar, writer-journalist and educationist Paresh Baishya, duet-artist Padum Bora and several other dignitaries. The event was attended by Additional Commissioner of Kamrup Dr. Gargmohan Das, Musician Padum Bora, PowerGrid officer Navajyoti Gogoi, Assis-

tant Professors of English Department of Chhayaon College Lakshyadhar Sharma and Bhaskar Jyoti Kalita who performed lucid songs also. NB News Executive Executive Shantanu Mahanta, Assistant Professor of Chhayaon College Rajiv Deka and Jintu Sharma recited beautiful poems in the event. The song, which is sung by Tarali Sarma, is already available on YouTube.



BA Animal Feed Centre

বাই অণিল ফিড সেন্টার প্রাইভেট লিমিটেড

ইয়াত গুৰু, পুঁজী, দুৰ্গা, কুমুৰু, মানুৰ লক্ষণে প্রাইল, দুৰ্গা, মেমুৰী, মোকোল পেত্রোল অঞ্চল মোৰা হাজাৰ।

খোলা কুমুৰু মুৰু কুমুৰু মুৰু কুমুৰু

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মুৰু কুমুৰু

FINE DINE

Taste of Assam

ভাত

মাছ, মাংস, পর্বতা, পুরি, কুটি

- Chowmin
- Burger
- Chicken Item
- Maggi
- Biryani
- Pasta
- Fried Rice
- Roll
- Mutton Item
- Paneer
- Pakora
- Coffee
- Tea



A.T. Road, Near Morigaon Bus Stand
Nagaon (Assam)

Mahout Injured in elephant attack at Kaziranga's Agoratoli Range

Bokakhat : In the Agoratoli forest range of Kaziranga National Park and Tiger Reserve, a mahout was seriously injured after being attacked by a departmental elephant. The mahout has

been identified as Sanjib Pegu. According to reports, the incident occurred on Monday near the Tamuli Pathar forest camp in the Agoratoli forest range, while he was on duty.