

SOUVENIR



**INAUGURAL FUNCTION
DIAMOND JUBILEE CELEBRATION
JANUARY 25, 2015
Assam Engineering College
Guwahati- 13
(60th Foundation Day)**

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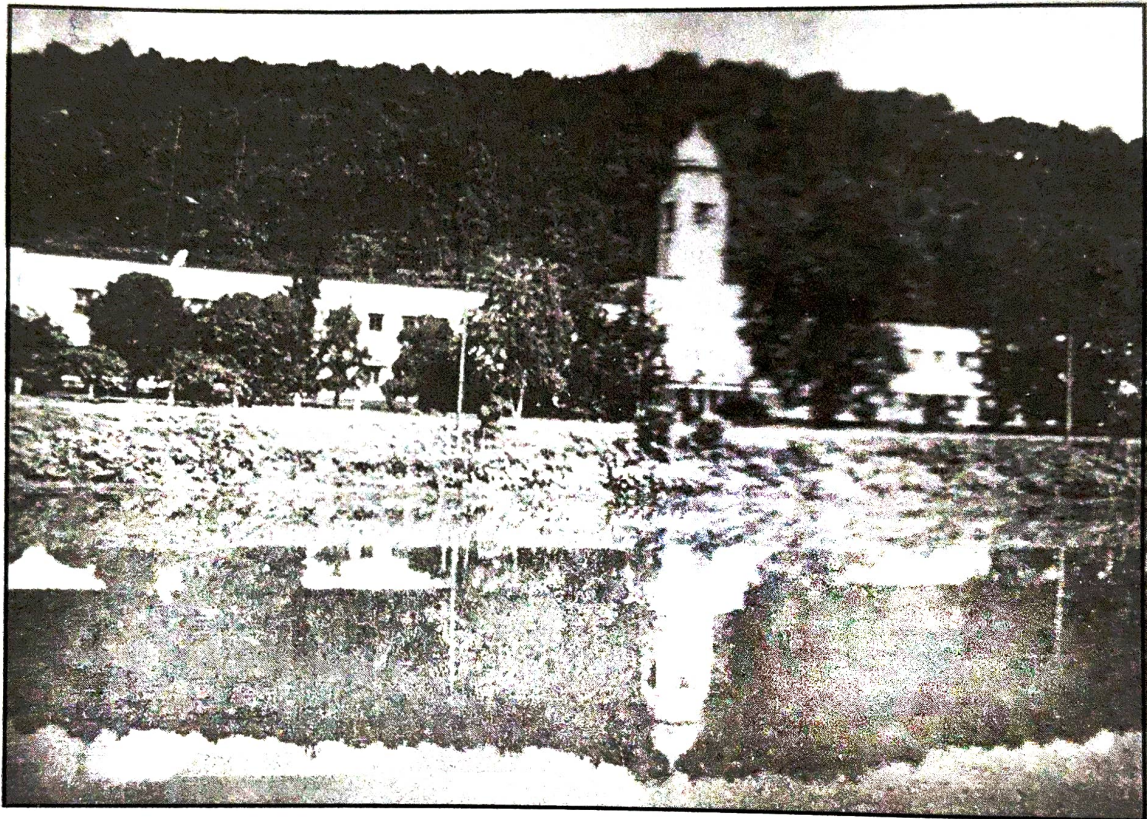
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SHRADHANJALI



AEC Students' union
Offers Heartful Respect in
Memory of All Close Associates
of AEC Family who
lost their lives.



A Temple of Learning



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STUDENTS' UNION BODY, ASSAM ENGINEERING COLLEGE (AECSU 2014-15)

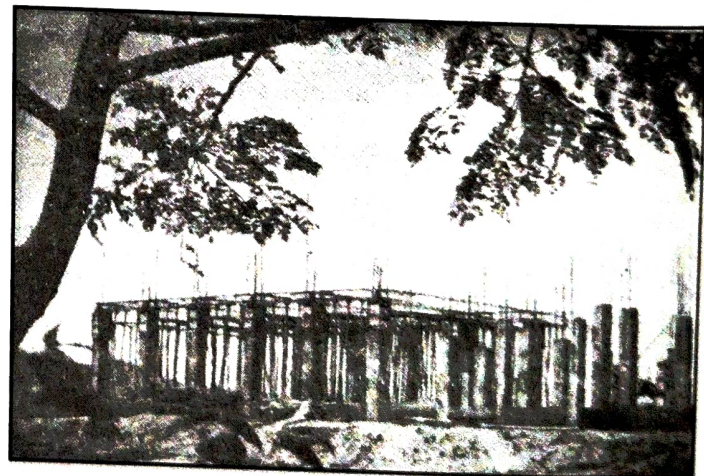
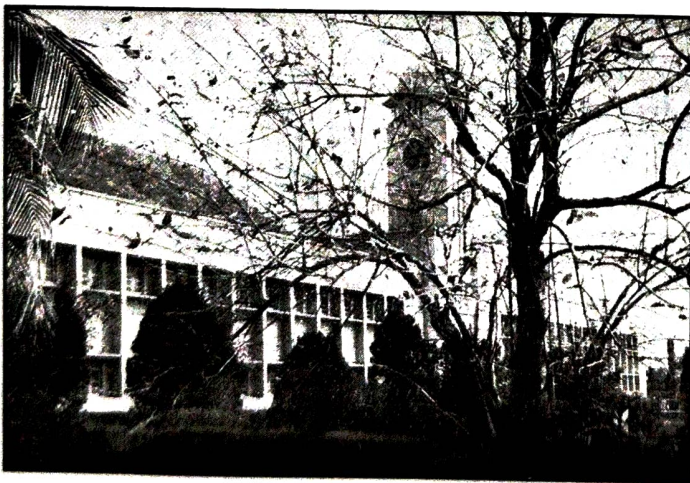
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"NATURE AND TECHNOLOGY"



Remnant ? No Romodell ! Our
Chemical Building structure



মহাবিদ্যালয়ৰ গীত

ড° অৰূপ কুমাৰ শৰ্মা
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শত অভিযানৰ সাধনাথলীত
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নতুন সপোন আৰু সোণালী অতীত

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শিক্ষাৰ এই মহা প্ৰাঙ্গন,
সমাজৰ হকে আমি কৰিম নিতে
অভিনৱ সৃষ্টি অগনন,
ভাগ লও যদিহে দেশৰ প্ৰগতিত
খোজ ৰৈ যাব তেহে সময় বালিত।।

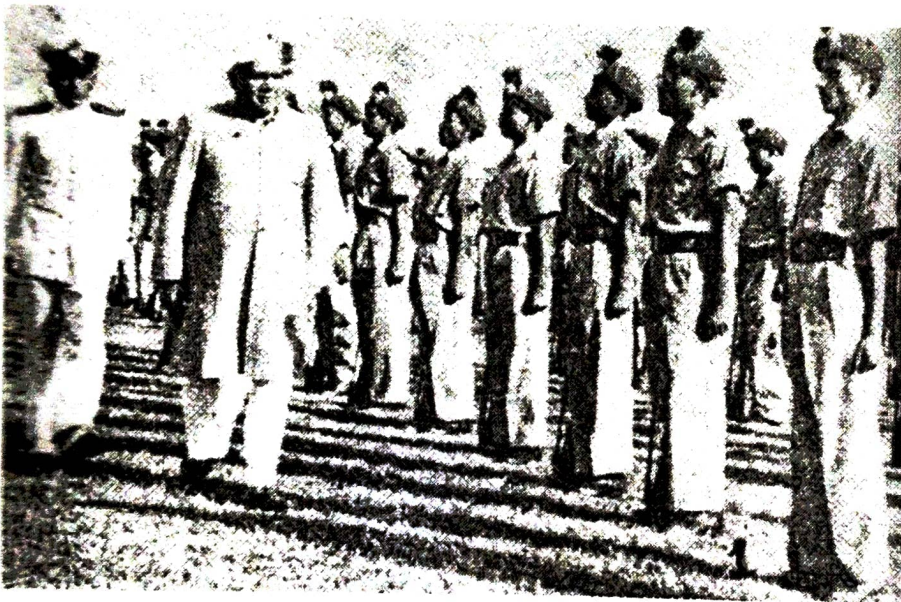
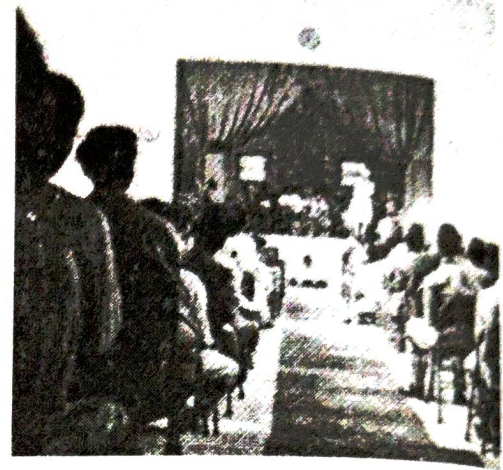
আগুৱাই আহাহে সতীৰ্থ
সজাই তোলা এই তীৰ্থ
বিশ্ববাসীক আমি জনাওঁ আহা
কামেৰে আমাৰ সামৰ্থ্য

বাধা ভৰা সন্মুখৰ কোবাল নদীত
নাওঁ মেলি দিও আহা নতুন গতিত।।

Starting of a Journey



Prime Minister Nehru delivering
speech in opening ceremony of
AEC. (1958)



Finance Minister F.A. Ahmed
inspecting the guard of honour
(1962).

Principal H.P. Baruah in a meeting





DIAMOND JUBILEE OF AEC AND SUSTAINABILITY ISSUES

A FRESH PERSPECTIVE AND ROADMAP AHEAD

DR ATUL BORA
PRINCIPAL, ASSAM ENGINEERING COLLEGE

[This is an enlarged version of an article originally published as **GOLDEN JUBILEE OF AEC AND SUSTAINABILITY ISSUES** in the AEC Golden Jubilee Souvenir.]

The journey of Assam Engineering College began in 1955 as the Assam Civil Engineering College from the Assam Engineering Institute's campus of Chandmari, Guwahati. Late Bishnu Ram Medhi, the then Chief Minister of Assam laid the foundation of the main college building at Jalukbari on 25th Jan 1956. The College got shifted from Chandmari to Jalukbari on 1st June 1957 and renamed as Assam Engineering College. The college was formally inaugurated on 16th Jan 1958 by the then Prime Minister Pandit Jawaharlal Nehru. The college celebrated the first Re-union of its ex-students on 25th Jan 1966. The Silver Jubilee of the college was celebrated on 6th & 7th March 1981, although 1980 was the Silver Year of the college. In the light of the Silver Jubilee Year of the college, its Golden Jubilee Year is 2005 and the college is all set to celebrate the occasion with various events earmarked in different dates starting from 25th Jan 2005 to 25th Jan 2006. Celebration is focused for expanding the range of opportunities of the students along with the all round development of the institution for sustenance of AEC's glory and relevance.

With the occasion of Golden Jubilee, time has come for formal commemoration and introspection of AEC's standing for the last fifty

years. A brain storming session on the introspection and growth orientation of the college is an important aspect of celebration. However, as the pioneer in technical education of the North Eastern Region, AEC represents the status of the higher education sector of the state. With such a perspective, the occasion of Golden Jubilee Celebration of AEC is also an occasion for introspection and growth orientation of the entire higher education sector of the state. The situation dictates such an exercise and would be possible only with the active participation of intelligentsia and policy makers of the region.

Geographically, Assam and the sister states of North East India is a relatively remote and obscure part of this great country. Of late, the popular perception of negligence and underdevelopment of the region has found recognition almost at all levels. On the other hand the issue of negligence and underdevelopment of the region needs to be addressed by proactive local initiative instead of usually adopted reactive posture. Here, the indigenous capability to analyze, prioritize and solve the local set of problems arises. Thus, the state needs to develop a brand of youths with technological and managerial capability either for productive use of local natural capital or for management



of natural hazards endowed. The Assam Engineering College in particular and the higher educational institutions in general are supposed to shoulder these responsibilities in the state's perspective. Thus the deep-rooted relevance of AEC that determines the technological contours of the indigenous youths is evident. So, unless AEC is developed to cope with the course of time or any reluctance for investment in AEC would imply only the lack of a focused agenda for sustainable development of the state. In other words, Golden Jubilee celebration of AEC calls for a socio-political awareness about the need of institutional sustainability of the state, as a precondition for sustainable development.

Today, government is too occupied to the pressing needs of immediate attention, be it terrorism or be it the service conditions of its employees. On the other hand, the individual teacher's role in higher educational institutions is narrowed down around a subject of specialization with loss of sight to overall institutional objectives, not to speak about the state's perspective with which these institutions were originally established. To come out from such a complex and bleak scenario, the only option left is to link the state's higher education and scientific establishment to the state's agenda for sustainable development. This is also the fundamental step to handle unemployment of youths in one hand and for productive utilization of employed youths on the other hand.

It is a matter of concern that many private buildings have grown up in the very low-lying area within the heart of the college. Apart from distorting the unique feature of the college campus, the environmental and academic sustainability of this premier institution is at stake

unless appropriate measure is not taken immediately to this end. The state government may enforce existing land use regulation to stop private settlements within the heart of the college even without any resource consumption. The option of purchasing private land within the AEC campus and allotting the same to the college should also be considered without delay to protect the immediate and long-term interest of this capacity building center of the region.

Today, infrastructure of AEC is poorer than what existed twenty years back! The physical infrastructure plays a significant role on the overall organizational behaviour and personality. However, an improved physical infrastructure alone will lead us nowhere unless the same is correlated with a vision plan. As such formulation of a vision plan and commensurate infrastructure-need for the college is one of the Golden Jubilee Events. A comprehensive proposal should follow for sponsorship of relevant central government's agencies. Homework by the college community and moral support from government are the key to this end. Efforts have also been directed to explore the possibility of overcoming the fund crunch of state through various supportive measures from the corporate citizens of the region. Popular demand for modernization of AEC & JEC along with the state's medical colleges under PM's package should be raised.

One central question is, vision plan of AEC must have linkage to the state's vision for overall sustainability! As such, formulation of a local agenda of sustainable development with regional perspective is a logical beginning. Of course, it is only a visionary leadership that can pave the way of linking state's higher educa-

tional institutions and scientific establishment to the state's agenda for sustainable development.

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SO WHAT IS THE ROADMAP AHEAD?

With relentless service to the society, AEC is stepping into its Diamond Jubilee in 2015. During this glorious journey, many new disciplines of engineering have been introduced on the original infrastructure meant for Civil, Electrical and Mechanical Engineering. Thus new disciplines and branches namely Chemical Engineering, Computer Science & Engineering, Electronics & Telecommunication Engineering, Instrumentation Engineering, Industrial & Production Engineering, Master of Computer Application have been introduced to meet the growing demand of technical manpower in emerging fields. The annual intake capacity in



the each branch of engineering has also been increased to meet the pressing needs and aspiration of the people of the state and the region. Figure-1 indicates the growth trajectory of AEC in terms of new courses up to the level Master and PhD degree or as increase in annual intake capacity. Thus the college has crossed the carrying capacity in terms of its physical infrastructure.

While discussing the roadmap of AEC, it is logical to look at the overall growth of Technical Education of the state.

With three new Government Engineering Colleges are under construction and another three Government Engineering Colleges under the stages of preparation of DPR, the number of Government Engineering colleges are poised to increase from 2 to 10. Similarly, Government Polytechnics are increasing from 10 to 31. This growth is taking place in very short period

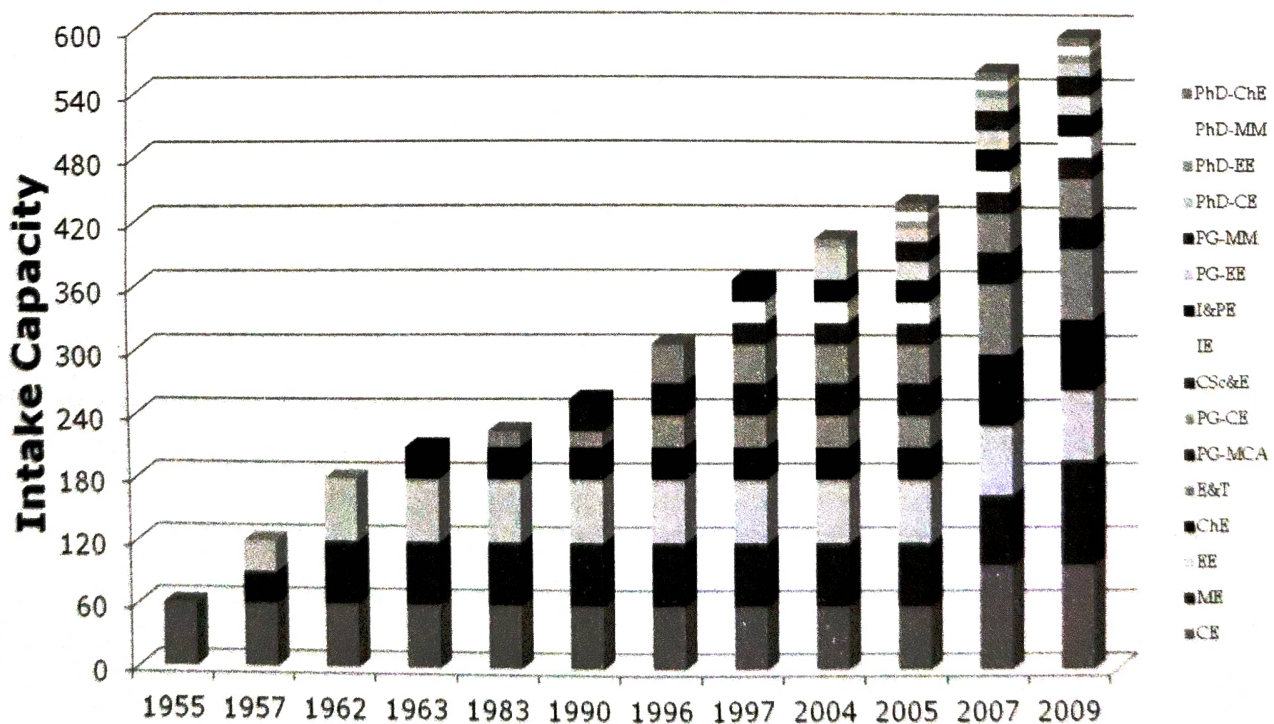


Figure-1: Growth of AEC with addition of new course and intake capacity



as indicated in Figure-2. The steep growth of Technical Education is a daunting challenge in all perspectives, from resource requirements to quality assurance and this is where appropriate policy interventions are needed. And, this is what was argued in the original article in the Golden Jubilee Souvenir that vision plan of AEC must have linkage to the state's vision for overall sustainability!

MHRD. There are numerous Government Engineering Colleges in the country with autonomous status. The Bengal Engineering College, Shibpur has even been upgraded to an autonomous Institute by GOI in the form of 'Indian Institute of Engineering Science and Technology [IIST]'.
An autonomous status will facilitate AEC to introduce need based relevant courses to

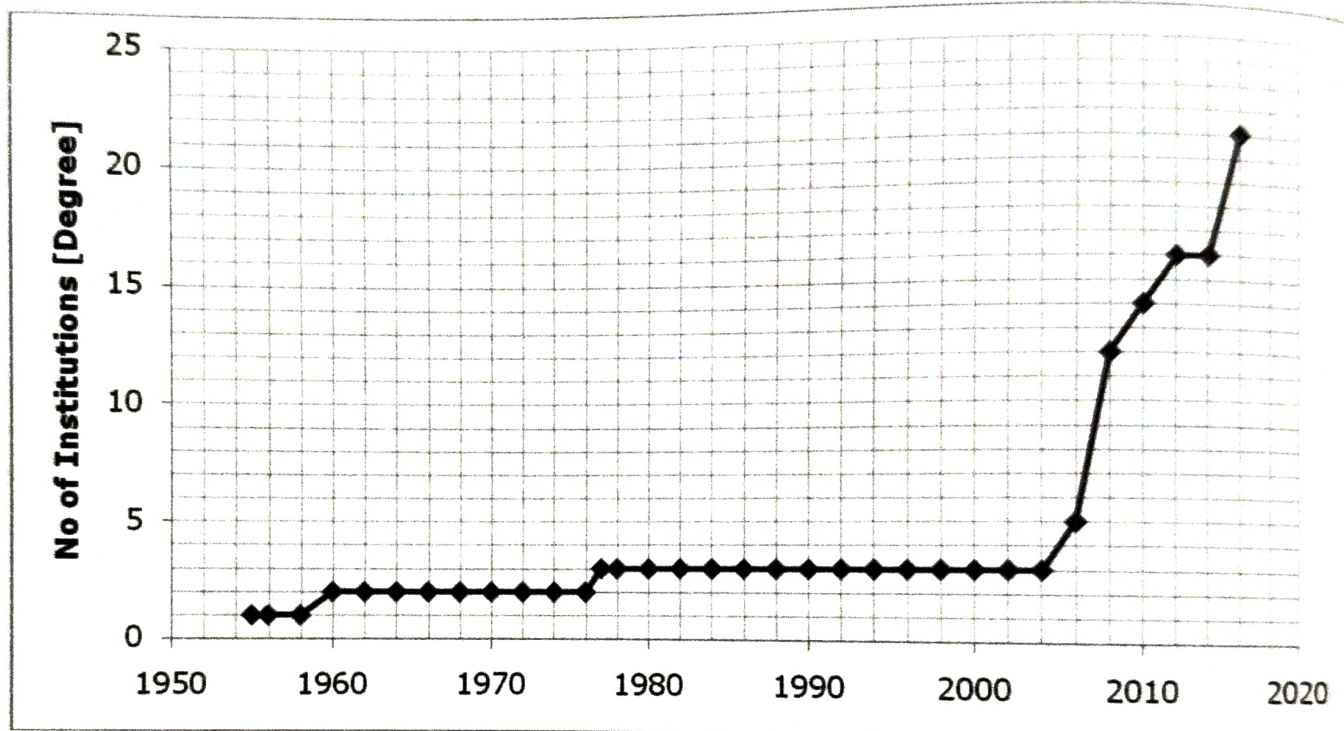


Figure-2: Overall Growth of Degree Level Technical Institutions of Assam

A Roadmap for Linking the Technical Institutions to State Economy may consist of the following steps.

Introduction of relevant new Courses/re-orientation of existing courses to support Sustainable Development ranging from Sustainable Construction Engineering to Energy Engineering.

*AEC may avail the status of an Autonomous Government Engineering College with the exiting norms of UGC and policies of

suit local needs with the underlying vision of this roadmap. This will also facilitate to restructure and redesign the courses, renaming obsolete courses by changing their content and orientation, introduction of innovative academic programmes, linking Technical Education with skill development initiatives ranging from Engineering to Service Sectors and from Certificate to Diploma to Degree to PG-PhD level courses in diverse fields to support sustainable economy and society.



AEC has the eligibility to avail the autonomous status which can be obtained with the concurrence of the state government with no additional financial liability.

A Special Central package to AEC is to be granted to reinforce the aging infrastructure of AEC; to remove the suffocation of its carrying capacity and also to modernize the laboratories, Workshop etc. in a mission mode and systemic approach.

Government of Assam has already constituted a state level committee to up-grade AEC at par of an IIT. As such, developing AEC as a Government Autonomous College with up-gradation of its infrastructure at par of an IIT is an opportunity and needs to be a popular demand and effort of all concerned.

★ By up-grading, strengthening and modernizing AEC in the above perspective, the proposed new Government Engineering colleges at Nagoan/Nalbari/Udalguri/Dhemaji can be made also as the Assam Engineering College Campus at Nagoan/Nalbari/Udalguri/Dhemaji. This is believed to be a sustainable option for growth of our technical education, to promote access, equity with quality.

Also one of the new AEC Campuses can be developed as a specialised Centre for NATURAL RESOURCE CUM HAZARD MANAGEMENT CENTRE in the model of Asian Disaster Preparedness Centre, AIT

★ Delegation of Power for Tech-

nical Sanction to DTE, Assam is to be accorded to take benefits from numerous schemes of GOI by AEC and all other State Government Technical Institutes. It is also needed so that DPR for infrastructure Development of AEC and other state technical Institutions can be made with the expert inputs for their own Institutions in a systemic and efficient manner. It is noteworthy that although the original infrastructure of all technical Institutes were excellent, same has almost collapsed systematically over the years. This clearly reveals the need of an alternative and to improve the prevailing situation, the Power for Technical Sanction needs be delegated immediately, to enhance responsibility with accountability.

Most importantly, such reforms are immediately needed for sustainable engagement of the State Engineering Colleges and the Technical Institutes to State's agenda for sustainability, again the same principle consistently argued.

What is needed a shared vision in the verge of Diamond Jubilee of AEC. The Roadmap for AEC is also a Roadmap for Technical Education of the State, in a historic juncture of the state.

Let us resolve to work in terms of our relationship, connectedness and in the context of sustaining the glory and brand of AEC as well as for the Engineering Profession!



অসম ইঞ্জিনিয়াৰিং কলেজ — সাফল্য আৰু সম্ভাৱনা

নিৰ্মল কুমাৰ চৌধুৰী

প্ৰাক্তন অধ্যাপক

অসম অভিযান্ত্ৰিক মহাবিদ্যালয়

(গুৱাহাটীৰ প্ৰাক্তন উপাচার্য)

অসম ইঞ্জিনিয়াৰিং কলেজ প্ৰতিষ্ঠা কৰাৰ প্ৰধান উদ্দেশ্য আছিল ৰাজ্যখনৰ উন্নয়নৰ বাবে প্ৰয়োজন হোৱা স্নাতক অভিযন্তাৰ চাহিদা পূৰণ কৰাটো। কলেজখনৰ আৰম্ভণি হৈছিল ১৯৫৫ চনত। সেই যুগটো আছিল পঞ্চবাৰ্ষিক পৰিকল্পনাৰ যোগেদি দেশখনৰ উন্নয়ন কৰা প্ৰচেষ্টাৰ আৰম্ভণিৰ যুগ। ৰাজ্যখনৰ প্ৰয়োজনীয় স্নাতক অভিযন্তাৰ অভাৱ বাহিৰৰ ইঞ্জিনিয়াৰিং কলেজত শিক্ষাৰ সুবিধা লাভ কৰা অসমৰ মুষ্টিমেয় অভিযন্তাৰ দ্বাৰা পূৰোৱা সম্ভৱ নাছিল। অসম ইঞ্জিনিয়াৰিং কলেজে অসমৰ প্ৰথমখন ইঞ্জিনিয়াৰিং কলেজ হিচাপে ১৯৬০ চনৰ পৰা এই অঞ্চলৰ স্নাতক ইঞ্জিনিয়াৰৰ চাহিদা পূৰণ কৰিবলৈ আৰম্ভ কৰে। পিছত এই অঞ্চলৰ আন কলেজবোৰেও এই কামত যোগ দিয়ে। আৰু এই কলেজবোৰে অভিযন্তাৰ অভাৱ দূৰ কৰি এতিয়া অধিক সংখ্যক অভিযন্তা সৃষ্টি কৰিবলৈ সক্ষম হৈছে। যি প্ৰধান উদ্দেশ্য লৈ এই কলেজখন স্থাপন কৰা হৈছিল সেইটো যে সফল হৈছে তাত কোনো সন্দেহ নাই।

অসম ইঞ্জিনিয়াৰিং কলেজখন স্থাপন কৰা সময়ত ইয়াৰ ভৱিষ্যত উন্নয়নৰ বাবে আৱশ্যকীয় ব্যৱস্থা প্ৰথমৰে পৰা লোৱা হোৱা নাছিল। উদাহৰণস্বৰূপে, আৰম্ভণিতে কলেজখন অকল চিভিল ইঞ্জিনিয়াৰিং শাখাৰ শিক্ষাৰ বাবে অসম চিভিল ইঞ্জিনিয়াৰিং কলেজ নাম দি প্ৰতিষ্ঠা

কৰা হৈছিল আৰু কলেজৰ মুখ্য ভৱনটো সেই মতেই নিৰ্মাণ কৰা হৈছিল। আৰম্ভণিৰ দুবছৰ পাছতে ইলেক্ট্ৰিকেল আৰু মেকানিকেল শাখা সংযোগ কৰি বৰ্তমানৰ নামেৰে নামাকৰণ কৰা হৈছিল। তাৰ কিছু বছৰ পাছত কেমিকেল শাখা আৰু বহু বছৰ পাছত আনবোৰ খোলা হৈছিল। প্ৰথম অৱস্থাতে ঘটা সম্প্ৰসাৰণৰ বাবেও পূৰ্বৰে পৰা আৱশ্যকীয় সকলো সুবিধা নৰখাৰ ফলত বহুতো সমস্যাৰ সৃষ্টি হৈছিল। এই সমস্যাবোৰে কলেজখনৰ উন্নয়নত বহুখিনি বাধা দিছিল।

অকল স্নাতক অভিযন্তাৰ চাহিদা পূৰণ কৰাটো কোনো ইঞ্জিনিয়াৰিং কলেজৰ একমাত্ৰ উদ্দেশ্য হ'ব নোৱাৰে। অসম ইঞ্জিনিয়াৰিং কলেজখনক উচ্চতম পৰ্যায়ৰ কাৰিকৰী শিক্ষাৰ অন্যতম কেন্দ্ৰ হিচাপে গঢ়ি তোলাৰ উদ্দেশ্য লৈ আৰম্ভণিৰে পৰা বিভিন্ন ধৰণে চেষ্টা কৰা হৈছিল। সেই উদ্দেশ্য লৈয়েই অসম চৰকাৰে বিদেশত উচ্চ শিক্ষাৰ বাবে দিয়া বৃত্তিৰ এক বুজন সংখ্যক বৃত্তি বিভিন্ন কাৰিকৰী বিষয়ৰ বাবে দিছিল। ইঞ্জিনিয়াৰিং কলেজৰ বহুতো শিক্ষকে এনে বৃত্তি লাভ কৰি বিদেশত উচ্চ শিক্ষা লাভৰ সুবিধা পাইছিল। পাছত আমাৰ দেশতে উচ্চ শিক্ষা লাভৰ ব্যৱস্থা হোৱাত এই সুবিধা এতিয়াৰ শিক্ষক সকলে ভোগ কৰি আছে। উচ্চ শিক্ষাৰ কেন্দ্ৰ হোৱাৰ পথত অসম ইঞ্জিনিয়াৰিং কলেজখন ভালেখিনি আগবাঢ়িছে যদিও আৰু বহুখিনি বাকী আছে।



উচ্চতম পর্যায়ৰ শিক্ষাৰ কেন্দ্ৰ হিচাপে গঢ়ি তুলিবলৈ কলেজখনে গৱেষণাৰ কামৰ ওপৰত ক্ৰমাগতভাৱে অধিক গুৰুত্ব দিব লাগিব। বৰ্তমানে চিভিল ইঞ্জিনিয়াৰিং বিষয়ত কলেজখনত হৈ থকা গৱেষণাৰ কাম যথেষ্ট উৎসাহজনক আৰু ভৱিষ্যতৰ বাবে আশাপ্ৰদ। এই বিষয়ত স্নাতকোত্তৰ পাঠ্যক্ৰম পূৰ্বৰ পৰা থকা বাবে গৱেষণাৰ কামৰ বাবে সুবিধা হৈছে। আন বিষয়তো বৰ্তমানে স্নাতকোত্তৰ পাঠ্যক্ৰম প্ৰবৰ্তিত হৈছে আৰু গৱেষণাৰ কামো আগবাঢ়িছে। শৈক্ষিক পৰিবৰ্তনৰ ক্ষেত্ৰত দেশৰ আগশাৰীৰ কাৰিকৰী শিক্ষাৰ অনুষ্ঠানসমূহ যিদৰে আগবাঢ়িছে অসম ইঞ্জিনিয়াৰিং কলেজেও

পৰিবৰ্তিত অৱস্থাৰ লগত সংগতি ৰাখি আগবাঢ়ি যোৱা উচিত হ'ব। তেনে অনুষ্ঠানক অনুকৰণ কৰাটো এটা সহজ উপায়। প্ৰতিষ্ঠাৰ সময়ত পশ্চিমবঙ্গৰ বেঙ্গল ইঞ্জিনিয়াৰিং কলেজখনক অনুকৰণ কৰাৰ দৰে এতিয়াও তেনে এখন অনুষ্ঠানক আৰ্হি হিচাপে লব পৰা যায়। এই ক্ষেত্ৰত কলেজখনৰ বৰ্তমানৰ অৱস্থাৰ ওপৰত ভিত্তি কৰি এখন বাস্তৱসন্মত দৃষ্টিভঙ্গী গ্ৰহণ কৰিলেহে সুফল পোৱা যাব। উচ্চমানৰ শিক্ষা আৰু গৱেষণাৰ এক গতিশীল কেন্দ্ৰ হিচাপে সুখ্যাতি লাভ কৰিব পাৰিলেহে বিশ্ববিদ্যালয়ৰ সমপৰ্যায়ৰ স্বীকৃতি (Deemed University Status) আশা কৰিব পাৰি। দাবী উত্থাপন কৰি নহয়।

THE COLLEGE EMBLEM

The Assam Engg. College, Gauhati, has a noble mission of serving mankind through power & skill and has the time honoured motto of "Service Before Self". Its ideal is to inspire the human tendency of probing in the secrets of Nature to harness the power potent in nature, to sue it for the betterment of mankind with - Precision, accuracy and farsightedness and thus keep pace with the ever advancing course of technological progress.

Accordingly, the divider in the Emblem (in white colour) signifies precision and accuracy, the toothed wheel (golden yellow colour) signifies progress, the spark (silver white) power and the level (white) farsightedness. The flame, i.e. the light (red colour) symbolizes knowledge and wisdom and the laurel has the universal significance of honour and ever green beauty. The 'Sarai' stands for cultural entity in Assam.

The sky-blue colour in the background signifies greatness of mind, the golden yellow colour signifies purity, the of red colour signifies strength and the white stands for capacity to withstand the ravages of Time and Nature.

DEPARTMENTAL SIGNIFICANCE

The Emblem carries a departmental significance also :

The level stands for Civil Engineering Branch

The toothed wheel for Mechanical Engineering Branch.

The park for Electrical Engineering Branch.

The Laurel for Architectural Branch.

The Flame for Chemical Engineering Branch.

Designed by
Jamini Kanta Gohain, Ex-Aecian.



ENGINEERING CARRIES THE DAY - IT SURE DOES

Amulya Kumar Goswami
1958-63 Mechanical
Editor 'AECIAN', 1961

We talk of science and technology in various parlance these days as tools of development. We don't talk about engineering in the same breath. Its connotation is somewhat mixed up in the maze of what we prefer to call technology. Thus, an economist or a generalist will like to use the term technology to mean engineering as well. It is not to say of course that engineering as such is being derogated by this out-look. It cannot be. This practice proceeds in fact from looking science, pure science, as the basic entity and all productive offshoot from it as another entity. By technology they mean applied or applicable science and the applications as well. Technology & engineering thus become akin & synonymous.

For our purpose, the scientific know-how and the artful industrial process is of course technology, but the performing part of it, the creation with productive innovation, is engineering. It is the engineering that gets you to the product, the ultimate goods that can develop the society. Technologies are the direct outcome of pure science, and they grow in isolation, but

engineering flourishes in the open with the urge of the human-kind to progress. And it is a constant source of productive feed-back for the technology.

The growing obsession of the planners and the bureaucrats with technology as such can create unnecessary confusion and a stigma of uncanny favouritism towards applied science, particularly when it comes from the powers that be. The tremendous advancement in technology with its concomitant advancement in engineering around the world has enthused us and made us reach out. Developing countries have directed their efforts, in their zeal to join the race, to transferring advanced technologies to themselves to change their faces overnight. Such transfers are taking place not only in the form of information & knowledge only, but in certain cases in the form of products also in the knocked-down state. What have taken place are tie-ups or collaborations with reputed international brands of industrial houses. This mode of transfer of technology and introduction of reputed industrial houses to our eco-



economic hive has generated a situation where the planners are seized in the cacophony of transferable technology much more than engineering as its inevitable sojourn. It is not surprising in this context that engineering tends to get obliterated in their thoughts & parlance.

It is to be understood, however, that all activities in technology and engineering emanate from knowledges put forth by science. For the last 300 years or so science has blazed the path of all developmental activities, so much so that all material progress and prosperity are considered to be the boon of science. It is correct to a large extent. Systematic & correlated studies that go by the name of science has laid bare truths that know no bounds. It can be construed that knowledge will go on increasing at an exponential rate, and man will become ever wiser and gainful in terms of material goods. It is only very much expected, therefore, that in countries like India much stress would be given in teaching science in schools and colleges.

Such an inference has however, belied. Studies in fundamental science has tended to dawdle. Countries like America where Research and Development in fundamental science have been given tremendous patronisation, are now diverting to a system where man's specific needs or the needs of a particular developing technology are to be the basis of R & D activities and technical education. Science used to generate informations are to be created on the basis of demands of the society and industry. Studies are made in chosen areas to avoid creating abundance of informations all of which cannot be gainfully utilised. Such an approach

which has been in existence in Japan, subsist, on a bias for technology rather than science, and it is considered to be more pragmatic for accelerated growth of economy and of human skill.

Thus, in the developed countries technology and engineering has relegated fundamental science to a place of less importance. The protagonists of this approach submit that technology existed from the time the primitive man learnt to use tools. In India, although science has been being taught in schools and colleges with intensive stress, talented students like to take up career-friendly disciplines of engineering and its allies. They crave for IIT's & other engineering colleges, because they promise more comforts in life. In the process only mediocre students are taking up science; and coaching for entrance examinations for IIT's & the likes in various cities has grown into almost an industry. About 80% of the students getting admitted into the IIT's in India come from the cosmopolitan cities of India.

Research & Development activities under this situation, have been in a low key. The industrial houses have been doing next to nothing. Institutions like CSIR funded by the Govt are yet to make expected impact in the right direction, and the import of technologies has become the forte of large industrial houses. After the globalisation of economy and similar other changes, technology can now reach our door-step. This has further alienated us from original R & D. What is more, engineers have found it more lucrative to take management courses and join jobs that asks more of man-



agement of all sorts and much less of engineering in various national & multinational concerns. The engineering as such has received a jolt. A virtual brain drain has taken place internally as we opt for pseudo engineering as a career.

Now, globalisation is, as we know regarded as precursor for accelerated export. The whole economy is in fact hinged on quality production and export; and India shall have to compete with most advanced countries if it has to export its products in a big way. But it will not be at the same time to expect foreign countries to provide new and novel technology when the rat race has been on the capture market. It is evident, therefore, that India should concentrate on R & D in industries where Indian technology & engineering have an edge.

The above submissions can define, if marginally, the socio-economic frame-work in which engineers are to act & conduct themselves. Engineering now faces a tremendous challenge as the science and technology also do. If the country has to assert and develop as we would like to, the engineers have to assert and advance in such a way that not only do. They develop skill and know-how, they develop a commitment and involvement to the society as well as the profession. They have to face the realities as they open up and meet the challenges of competition thrust upon them. It is a mandate now. They cannot deny it.

While I proceed to conclude, I will do well

to recall the clarion call issued by the Prime Minister of India on the I-Day lately. He invited the community of developed nations to come and 'make in India'. This cannot certainly be dismissed as a valiant attempt only to prop up Indian economy. It has good many implications including a few that bid fare to prop up engineering as well. This appeal invites not only capital and technology to be invested in India, it also it invites the whole engineering houses themselves along with their skill, organisation and the vigorous temper of working. It is quite significant, and challenging too in a way. But one does not have to go too far to find that this scheme of importing manufacturing houses is short-term and interim only and such houses are meant to be overrun by sweeping developments within the country. The Govt. has a big 'transformation' in mind with all round developments. Swift and sweeping changes are to take place to make way for the revolutionary transformation as they call it. Where does engineering stand at this juncture? At the core of course of all developments - at the hub, at the wheel. Let all engineers wake up to it, live up to it and give their best. Let no engineer go abroad for the lure it provides. Let us hope that there will be improvements in engineering as well, in all its spheres of education, research and development, as well as in professional expertise, behaviour and integrity. There will surely be big breaks for the engineers and if our visions and missions are any indications, engineering certainly carries the day.

I like to see a man proud of the place in which he lives. I like to see a man live, so that his place will be proud of him.....A. Lincoln



বিভিন্ন জনৰ দৃষ্টিত অসম অভিযান্ত্ৰিক মহাবিদ্যালয় (তেখেত সকলৰ পূৰ্ব প্ৰকাশিত প্ৰবন্ধৰ খণ্ড-খণ্ডিত উদ্ধৃতি)

(এক)

ড° পদ্মকান্ত বৰা

মই এই মহাবিদ্যালয়ৰ জন্মলগ্নৰ সাক্ষী। প্ৰথমদিনৰ প্ৰথম ক্লাছটোৰ পৰা মই আছে। তেতিয়া কলেজখনৰ নিজা অফিচ, শ্ৰেণীকোঠা, ছাত্ৰাবাস বুলিবলৈ একো নাছিল। শ্ৰেণীসমূহ চান্দমাৰীৰ Assam Engineering Institute ত অস্থায়ী হিচাপে আৰম্ভ হৈছিল। আৰম্ভণিতে শিক্ষক নাছিল। আমাক ব্যস্ত ৰাখিবৰ বাবে অধ্যক্ষই আৰম্ভণিৰ শ্ৰেণীত পুৰণা খবৰ কাগজৰ ভুল উলিয়াবলৈ দিছিল। আৰম্ভণিতে Workshop বুলি এজোপা বাগৰি পৰা গছত ১০ পাউণ্ডৰ হাতুৰি এটাৰে কোবাবলৈ দিয়া হৈছিল। শিক্ষকৰ অভাৱত প্ৰথম বছৰৰ পৰীক্ষা হ'ল প্ৰায় দুবছৰৰ মূৰত। পৰীক্ষাৰ স্থান কটন কলেজ। কলেজখন জালুকবাৰীলৈ অহাৰ পিচতো দ্বিতীয় বছৰৰ পৰীক্ষা হ'ল গুৱাহাটী বিশ্ববিদ্যালয়ত। গবেষণাগাৰৰ কাম কৰিলোঁগৈ বেঙ্গল ইঞ্জিনিয়াৰিং কলেজ শিৱপুৰত। যিসমূহ পাঠ্যক্ৰমৰ শিক্ষকৰ অভাৱত পাঠদান সম্পূৰ্ণ নহল সেইসমূহৰ ক্লাছ নোটছ আমাৰ দুই একে মগাই আনিলে। বেঙ্গল ইঞ্জিনিয়াৰিং কলেজৰ আধা চিনাকি ছাত্ৰৰ পৰা আৰু আমি সকলোৱে সেইবোৰ হাতেৰে লিখি ললোঁ (তেতিয়াৰ দিনত এতিয়াৰ দৰে ফটো কপি

কৰাৰ ব্যৱস্থা নাছিল)। এনেকুৱা অসংখ্য ঘটনা হৈছিল যিবোৰ আজিৰ দিনৰ ছাত্ৰ-ছাত্ৰীয়ে ভাৱিবলৈকো টান পাব। গতিকে মোৰ অভিজ্ঞতাৰ 'তেতিয়া' আৰু 'এতিয়া'ৰ মাজত তুলনা নকৰাই ভাল হ'ব। কিন্তু এটা কথা উল্লেখ কৰা উচিত হ'ব যে ইমান অভাৱ অনাটনৰ মাজতো কলেজখনত কেইটামান যোগাত্মক দিশ আছিল। কলেজখনৰ লগত আমাৰ একাত্মবোধ প্ৰায় সম্পূৰ্ণ আছিল। এইখন আমাৰ কলেজ, ইয়াৰ উত্থান আৰু পতনৰ লগত আমাৰ বদনাম আৰু সুনাম জড়িত হৈ আছে — এই ভাৱ আমাৰ মনত সদায় আছিল। হয়তো কলেজখনৰ চালুকীয়া আৰু অভাৱগ্ৰস্ত অৱস্থাই এই ভাৱ আৰু গঢ় কৰিছিল। যদিও আমি প্ৰথম Batch হিচাপে নিজে নুভুগি সকলোকে ভোগাব পাৰিলোঁহেঁতেন, তথাপি আমি ৰেগিং সম্পূৰ্ণ নিষিদ্ধ কৰিছিলোঁ। কলেজৰ প্ৰেক্ষাগৃহত অনুষ্ঠান চলি থকা অৱস্থাত হাই-উৰুমি হ'বলৈ নিদিছিলোঁ। সেইবাবে আমাৰ প্ৰেক্ষাগৃহৰ গোটেই চহৰখনতে এটা সুনাম আছিল। এই সুনাম সত্ত্বেৰ দশকলৈকে বৰ্ত্তি আছিল। কলেজৰ বাহুচালক আৰু পৰিচালকৰ সৈতে আমাৰ বন্ধুত্বসুলভ



সম্পৰ্ক আছিল। কাৰণ এই আওহতীয়া ঠাইখনত বাছ নোহোৱাৰ বাবে বহু দুৰ্গতি ভোগাৰ পিছত আমাৰ অশেষ চেষ্টাৰ মূৰত কোনোমতে বাছৰ ব্যৱস্থা হৈছিল। (তেতিয়াৰ দিনত চিটি বাছ মালিগাওঁৰ পৰা এইফালে অহা নাছিল)। কলেজৰ পৰীক্ষা সমূহ সময়মতে পাতিবলৈ আমি কৰ্তৃপক্ষক সদায় হেঁচা দি আছিলো। প্ৰথম বছৰৰ পৰীক্ষা যেতিয়া প্ৰায় দুবছৰৰ মূৰত পতাৰ উপক্ৰম হ'ল, আমি আন্দোলনৰ যো-জা কৰিছিলো। আৰু সেইদেখি কৰ্তৃপক্ষই আগতীয়াকৈ গৰমৰ বন্ধ ঘোষণা কৰি দিছিল।

(দুই)

ৰেবতীমোহন দত্তচৌধুৰী

মোৰ জীৱনৰ আটাইতকৈ গুৰুত্বপূৰ্ণ কালছোৱা মই আসাম ইঞ্জিনিয়াৰিং কলেজ কেম্পাচত পাৰ কৰিছোঁ। মই ১৯৫৭ খৃষ্টাব্দত অংকৰ প্ৰবক্তা হিচাপে কলেজত যোগ দিওঁ আৰু ১৯৮২ খৃষ্টাব্দত মুখ্য অধ্যাপক হিচাপে অৱসৰ গ্ৰহণ কৰো। অৱসৰ গ্ৰহণ কৰাৰ পিছতো কৰ্তৃপক্ষৰ অনুমতি লৈ আৰু ছয় মাহমান চৰকাৰী বাসভৱনত থাকি যাওঁ। মাজতে অৱশ্যে এবছৰ মানহে যোৰহাট ইঞ্জিনিয়াৰিং কলেজত আছিলোঁ। গতিকে হিচাপ কৰি চালো যে মই এতিয়ালৈ অইন ক'তো অবিচ্ছিন্ন ভাৱে ইমান দীৰ্ঘ দিন ধৰি একেলেথাৰিয়ে বাস কৰি পোৱা নাই। আনকি মোৰ জন্মস্থান গৌৰীপুৰতো থকা নাই। আই, এচ ছি পঢ়িছো কটন কলেজত, বি.এচ ছি পঢ়িছো ৰংপুৰৰ (বৰ্তমানে বাংলাদেশত) কাৰমাইকেল কলেজত আৰু এম্ এছ ছি পঢ়িছো কলিকতাত। এম্ এছ ছি পাচ কৰি কিছুদিন গুৱাহাটীত আছিলোঁ। মুঠতে কৰ্মক্ষম অৱস্থাত থকা মোৰ জীৱনৰ সৰহভাগ সময় মই আসাম ইঞ্জিনিয়াৰিং কলেজ কেম্পাচতেই আছিলোঁ। কলেজখনৰ সৈতে মোৰ যি সম্বন্ধ গঢ়ি উঠিছে অইন

উপযুক্ত শব্দ বিচাৰি নাপাই তাক অবিচ্ছেদ্য সম্বন্ধ বুলি ক'ব পাৰো। কেৱল শিক্ষক আৰু ছাত্ৰৰ লগতেই নহয় কলেজ আৰু কেম্পাচৰ মানুহৰ লগতো এটা আন্তৰিকতাপূৰ্ণ সম্বন্ধ গঢ়ি উঠিছিল। উপেন বৈশ্য, বুদ্ধিপ্ৰসাদ, ৰফিক, ৰবাৰ্ট, কাৰো কথা পাহৰা নাই। মই তেতিয়া চিগাৰেট অলপ বেছিকৈ খাইছিলো। বৰ্মনৰ দোকানৰ পৰা চিগাৰেট কিনিছিলো। বৰ্মনে অতি সংকোচৰ সৈতে মোক কৈছিল, “ছাৰ, ইমান চিগাৰেট খোৱা ভাল জানো?” প্ৰতিজন মানুহ আছিল মোৰ অকৃত্ৰিম শুভাকাঙ্ক্ষী।

আসাম ইঞ্জিনিয়াৰিং কলেজৰ বহু পৰিৱৰ্তন হৈছে, ভৱিষ্যতে আৰু হ'ব। গতিশীলতা জীৱনৰ লক্ষণ। নতুন নতুন বিভাগ প্ৰতিষ্ঠা কৰা হৈছে, নতুন নতুন শিক্ষক শিক্ষয়িত্ৰী আহি আছে, নতুন নতুন ছাত্ৰ-ছাত্ৰী আহি থাকিব। এক অবিচ্ছিন্ন যাত্ৰা। এই যাত্ৰাৰ ময়ো এজন সহযাত্ৰী। কলেজৰ সামগ্ৰিক ইতিহাসৰ অকিঞ্চিৎকৰ অংশ হ'লেও ময়ো এটা অংশ আৰু যিমান দিন কলেজখন থাকে সিমান দিনলৈ অংশ হৈয়েই থাকিম।

(তিনি)

Prof. S D Phukan

Immediately after joining the AEC as lecturers we, the fresh appointees were almost bankrupt. There was no pay slip nor any lender. We had to depend a lot on our seniors like Dr S.D. Gogoi who even permitted us to smoke from his packet occasionally. Myself and Mr Lahiri had to be accommodated in the same room with Dr Gogoi. The room was behind the front room of the present Civil Engineering Department where Dr K.C. Asthana, the Head.



used to sit. Dr Asthana, unlike Dr Gogoi was not very much in favour of mixing with youngsters like us. That was how we were socially situated. It so happened one day that the office peon bought a packet of Gold Flake cigarette for Dr Gogoi which was a luxury at that time. He completed smoking one cigarette and kept the pack on the table when Achintya Dasgupta, my class friend from I.I.T. Kharagpur peeped in. Knowing that he would request for a cigarette Dr Gogoi threw the fresh used packet of cigarette towards the window taking due care that it will not be thrown out. Achintya instantly mastered the situation. Talking for a few minutes with us, he picked up the thrown packet and offered to deposit the same in the waste paper basket. He, in the meantime took out a cigarette and bravely walked out of the room.

(চাৰি)

Ashok Nath Sarma

That was the 27th day of July, 1961. After wasting two and a half years in a Government Department where corruption loomed large and honesty and integrity had no place, I was on the verge of starting a career that enthused me at a tender age. My brother ultimately yielded to my pressure and without any reservation allowed me to leave the wretched post and join the post of lecturer and pave the way in culminating at the much respected post of a professor. A professor of a college was of course, a much respected person when I was a

kid, though, however, nowadays people do not show such respect to persons engaged in teaching profession. Why it is so is known to everybody. Even after a lapse of three years I found that on a cursory glance at the pages of books on Machines and Power System, I had not forgotten anything I learnt at Jadavpur University. With untitled confidence I made myself ready to take up the challenging job.

As the time table of Engineering College Bus Service was not available to me until my arrival at the college campus I had to board a private bus at Maligaon and disembark at the University State Bank Bus stoppage.

(পাঁচ)

গিৰীন্দ্র মোহন দাস

জালুকবাৰীৰ দোভাগৰাতি। এদল চেণ্ডেল-গেঞ্জী পিন্ধা চিপাহীৰ যেন সমদল-শ্লোগান-জালুকবাৰী যমপুৰী। এই শ্লোগান দি দি ১নং, ২নং, ৪নং ছাত্ৰাবাস, ছাত্ৰাবাসৰ অধীক্ষক সকলৰ বাসভৱনৰ সমুখৰে আগবাঢ়িছে সমদল। শংকাত, ভয়ত আড়ষ্ট। ইয়াৰ পিছত বা কি আছে কপালত! নাই নাই একো নাছিল। এটা সলসলীয়া ইংৰাজীৰ বক্তৃতা শুনাৰ পিছত আমি মুক্তি পালোঁ। বুদ্ধিদীপ্ত সেই বক্তৃতাৰ মাজত আমি পালোঁ নৈতিক শিকনি। বক্তাজনৰ বাগ্মিতাত মুগ্ধ হলোঁ। দুই এদিন ছেগাচোৰোকাকৈ চলিল-গান, বাজনা, উদ্দাম নৃত্য- তাৰ পিছত সকলো চুপ চাপ। সকলো সহজ হৈ গল। যমপুৰীখন আমাৰ বাবে লাহে লাহে স্বৰ্গপুৰীলৈ পৰিৱৰ্তিত হৈ গ'ল।

দিপৰ বিলৰ নৈসৰ্গিক সৌন্দৰ্য্য, পৰিভ্ৰমী চৰাইৰ কলকলনি, নিশা-পাহাৰৰ নামনিত শিয়ালৰ হোৱা-হোৱা



আৰু এজাক বাটকৰা কুকুৰৰ ডুক-ডুকনি তাৰ মাজতেই বহুতেই আমি বিশ্ববিদ্যালয়ৰ কৃষ্ণচূড়াৰ সান্নিধ্য বিচাৰিবলৈ প্ৰয়াস কৰিলোঁ। বিশ্ববিদ্যালয়ৰ খেলপথাৰৰ আলিবাটৰ দুইকাষে তেজৰঙী কৃষ্ণচূড়া। ফাণ্ডন আহিলেই দগমগীয়া ৰং লৈ ফুলি থাকে। তাৰেই সুস্বাদু লবলৈ দৃষ্টিমন্দন সৌন্দৰ্য্য উপভোগ কৰিবলৈ যাওঁতেই মাজতে ভায়াৰ দোকানত ভ্ৰমণ বিৰতি, দুখনপুৰী এপিয়লা চাহ-সুন্দৰবড়ীৰ সৌন্দৰ্য্যত মুগ্ধ হৈ মনত পেলাও এৰি অহা শৈশৱৰ মৰমী গাওঁখনিলৈ। দুই-এজন কৃষ্ণচূড়াৰ প্ৰেমত মতলীয়া হয়- ৰঙীন স্বপ্নত বিভোৰ হৈ।

চকুৰে বিচাৰি ফুৰে অপৰূপ ৰূপৰেখা
বুকুৰে বিচাৰি ফুৰে মোহ,
আকলুৱা পৰাণে নীৰৱে বিচাৰি ফুৰে
মৌসনা জীৱনৰ কুমলীয়া কোঁহ।

কিছুমানৰ জীৱনত নতুন ভাওনা আৰম্ভ হয়- দৃষ্টি বিনিময় হয় আৰু সুত্ৰপাত হয় নতুন নাটকৰ। আমি বচন আওৰাও-

কেলি কৰে বৃন্দাবনে মদন গোপাল
কেলি বুকু চপৰিয়াই মৰো অভাগা কপাল।
আমি নেপথ্যত মৃত
সৈনিকৰ ভাও দিও।

ৰং আহেনে? চেছনেল, জাৰ্ণেল, ড্ৰইং, বৰ্কস্বপৰ মাজত ৰংবোৰ হেৰাই যাব খোজে- এক নতুন জীৱনৰ পদপথত সাৱধানে খোজ পেলাও। ভৰালী ছাৰৰ মন্ডিং স্বপ্নত নিজৰ জীৱন 'ম'ন্ডি' কৰিবলৈ বিচাৰোঁ, ৰামভূঞাৰ কমাৰশালত নিজকে পিটি পিটি গঢ়িবলৈ বিচাৰোঁ, কেশৱ চলিহাৰ কুন্দশালত ঘহি-পিহি নিজকে মসৃণ

কৰিবলৈ বিচাৰোঁ, ৰাম ভূঞাৰ থাম-নাওপ কোণটো টেনথিতা নে কটথিতা ঠাৱৰ কৰিব নোৱাৰে বিবুধিত পৰোঁ। বৰ্কস্বপৰ পিছপিনে থকা কোকৰা বয়লাৰ গহুৰটো খালী থকাৰ দৰে আমাৰ খালী পেট, কলমলনি উঠে। কেণ্টিনত চিঙৰা আৰু পিয়াজৰ শব্দ হয়। কোনোবাই বোলে হিচাব কৰিছিল- পাছৰছৰত এডা ছাত্ৰৰ পেটত কেণ্টিনত প্ৰায় তিনি কুইণ্টল আলু, এডা কুইণ্টল ময়দা আৰু দুই কুইণ্টল পিয়াজ সোমায়- হিচাব কৰিছিল হেনো Slide rule ৰে। তেতিয়া কেলকুলেটৰ ওলোৱাই নাই।

মাজে মাজে নিৰ্দোষ ধেমালি- কোনোবাই ভৰালী ছাৰৰ পোহনীয়া ছাগলীজনীৰ পেটত আলকতৰাৰে লিপি দিয়ে 'মন্ডিং বুঢ়া' কেৰাচিনেৰে ঘহি ঘহি ভৰালী ছাৰে সেয়া মচিবলৈ বিচাৰি তামাকাহা দেখে। জ্যেষ্ঠ বেয়াৰৰ মিঃ ৰবাৰ্টক কোনোৱাই ধেমালি কৰে- Good morning Prof. Robert! Where you are going' ৰঙীন পানীৰ নিচাত হাই পাৰাৰ চশমাৰ ফাকেৰে ট্ ট্ কৈ ৰঙা চকুৰে ৰঙিয়াল ৰবাৰ্টে উত্তৰ দিছে 'to heaven my dear, not to hell.'। বৰুৱাছাৰৰ উচ্চতা জুখিবলৈ বিচাৰোঁ, বৰপূজাৰীৰ চাৰৰ ৰসায়ণৰ ক্লাচত জীৱনৰ ৰসায়ণ বিশ্লেষণ কৰিবলৈ বিচাৰোঁ। সুৰেন মেধি ছাৰৰ পদাৰ্থৰ ক্লাছত আমি অপদাৰ্থবোৰে জ্যামিতি, বাৰকৰন, অশান্ত ইলেকট্ৰনৰ সৌৰভ বিচাৰি হাবুডুবু খাওঁ। দত্তচৌধুৰী ছাৰৰ বিভিন্ন ইকুৱেশ্যনৰ মাজত জীৱনৰ ইকুৱেশ্যনৰ সমাধান বিচাৰে (তেতিয়া তেওঁ শীলভৰ হোৱা নাই), চক্ৰ মহন্তৰ জমা খৰচৰ শ্ৰেণীত জীৱনৰ হিচাব নিকাচ কৰোঁতে জীৱনৰ তেইশটা বসন্ত যাওঁ যাওঁ আৰু কিমান বাকী। গাগিনী কিমান পানী!



THOUSAND SALUTES TO AEC

Dr. U. K. Sarma

Rtd. Professor, AEC & Presently
Executive Director, RIST

My aim in life was to be a teacher in the village school where I studied up to class VI. Then, two of our teachers (Mr. Danda Dhar Bora and late Jibeswar Bora) forced my mother to send me to town HE School (Dawson HE School) where from I passed Matriculation. Later, after passing I.Sc. from Nagaon College, late Hem Kanta Sarma, a prominent leader forced my mother to send me to study engineering at Guwahati. As per his advice, I went to fill up the application form at AEC. On my request, the office assistant gave a filled up form. I did not know what branch to study; so I 'copied' CE from the filled up form.

It was Sunday 13 October 1958; The Sun was yet to appear in the east horizon, cocks were crowing from the top of the trees of our village home (Majpathari, Nagaon, Assam); my mother was throwing some food for these birds to get God's blessings for her son's journey cherishing a big hope to become an ENGINEER. Really it was a great and auspicious day for me. Shedding the

dhuti-shirt and putting on trouser-shirt dress with a great hope of second birth at AEC. My mother, with tears of mixed joy and sorrow in her eyes gave me farewell with lot of advice and blessings. I left home with a heavy heart (for parting with my mother alone) in the twilight before any neighbor woke up to see me in my new dress, shirt-trouser uniform.

Our classes started late as hostel number 3 was not ready. I was allotted room No. 6 with Mr Ramkumar Sonatomba Singh (CE, Manipur), late Ghanashyam Baruah (ME, Jorhat), Mr. KK Shome (CE, Sicha); all of them were B Sc. degree holder. I got their love and affection as their younger brother. There were no senior students in the hostel and so fear of ragging or possibly ragging was not in vogue in AEC till that time.

I was admitted to CE department, not by choice but by chance. We were taught by brilliant faculty members of various departments- Principal Das Gupta (CE), Prof Asthana (CE), Prof Sarat K. Barua (CE), Prof Deben Acharya (CE), Prof Gupta (EE),



Prof A.K.Sarma (EE), Prof SKD Purkayastha (Ph, later EE), Prof SK Jha (EE), Prof Suren Medhi (Ph), Prof R. Patra (Ch), Prof MR Dattachaudhury (MA), Prof Rao (ME), Prof Goswami (ME), Prof SD Phukan (CE), Prof. NK Chaudhury (CE), Prof SD Gogoi (CE), Prof Chaliha, Prof AK Padmapati (ME), Prof RM Barua (MA), Prof B.D. Sarma (MA) taught us. My head bows down to all those respected teachers whose untiring efforts made us what we have achieved in life.

After studying in CE for about 2 years and 3 months, I got shifted to EE department, this time by my choice as well as HOD (EE) Prof Purkayastha Sir's initiative. I was very happy. To-day, I am a professor of EE dept and served as professor.

I had been selected (on basis of most odd personality) to preside over a ragging meet for our next junior batch. It was horrible - One junior is ordered by one senior to put down his underwear and another senior gave a slap for being naked. To me, this scene can be compared to bikini dance show at Soho square in London which brought tears to my eyes when the whole audience there enjoyed even by peeping to the naked girls (How people can be forced to behave so under some compulsion).

I was selected (on the basis of a fast runner) in our batch-football team at half-back position in the final match. I was told to obstruct Mr Raghu Ranjan Rai (a football player of Indian team) of our senior batch-

team from getting a chance to take a shot at our goal. And we won with 1-0 score.

Prof PK Tamuli, accompanied by his wife, went on an all-India industrial visit as professor in-charge. At Bombay, he told me to go to their hotel and accompany his wife (as he was busy in the station with our tickets) to the station. At the time of our train departure, one team from Henrique Girls college arrived on the platform and our students were busy in greeting them. I did not know any of these girls but I stayed there and I completely forgot about professor's wife. Whistle blown and we got into the train and professor came to me to ask about his wife. I felt very measurable. I liked to jump from the train to help professor but train was running. My friends assured me that some Assamese students were in the station and they will definitely help him; don't worry. On the next destination, I went to apologize and what he said surprised me, "Uma, I do not mind that you forgot but I felt sorry for those who did not inform me the right time of the train".

In the final year project work, my group was late to submit; my fellow friends pressed our HOD, Prof Purkayastha to penalize our group with marks. To show my displeasure to them, I said, "Who cares for marks; your project is wrong". At hostel, I was told that my words are an insult to our HOD. Next day, I came to his office room and told him, "I have come to beg apology to you for my last days remarks". To my utter surprise, I



saw tears rolling down from his eyes and told me," Uma! our relations are different, no question of apology arise between us". We studied under such kind teachers.

Before the publication BE results, I was appointed in ASEB and worked on survey work of first 132 kV HV transmission line and stationed at Rangia. I enjoyed it -leading a survey team of 11 workers with gum-boots walking through the rice fields and the scene of running away of village ladies in the muddy fields and halting at a distance, looking back and seeing us proceeding towards them to runaway again. Narrating this to my friends, I compared the scene of running deer when they were chased by tigers in the jungle. But, enjoyment did not last long; as I submitted resignation letter. On Saturday, September 13, 1963, it was accepted and I was persuaded to join on the same day (even though both the week day and the date were considered as inauspicious in our culture). That is why my service at AEC was unstable; I lost 4 years of service as I failed to appear in APSC in time and again I had to work for long 13 months without salary even though I was paid at the time of my departure. But I know most unstable object is most stable (take the case of a bicycle drive) and hence I still say I was very happy at AEC.

I had the opportunity to complete master degree with a State Govt. foreign scholarship. God had given me an opportunity to WELCOME Her Highness the Queen of United Kingdom to my hostel room at YMCA, London in the year 1965. Again, I got an oppor-

tunity to complete Ph D at IIT Kharagpur on QIP and my professor- guide was envying me as I got more money.

I had purchased a Hillman car of 1948 model at a price of Rs. 1700/-only and after 15 years I sold at Rs. 1900/-. Professors in the campus had a joke , " Uma Sarma's car rides more time on him and it needs no petrol, as it runs with Uma Sarma's tears".

I served for long 27 years at AEC in various capacities - lecturer, asstt.professor, professor and for a brief period as HOD of EE as well as HOD of EC departments. I allowed extra 4days leave to the hostel employees in addition to their usual CL & EL. Once principal sir asked me,"uma, I come to know that you are giving some extra leave entitled 'uma sarma' leave. What is it?". I told him politely, "Sir, kindly do not try to know about this leave, as it has no legal sanction; otherwise, I will lose my job".

I opened a departmental library while I was an asstt prof. Also, I served as warden of hostel number 4 for long 7 years with one year gap in between. I introduced evening classes for project.

I used to stay there and offered a cup of tea to them but attendance was poor. I persuaded girl students also thinking that attendance may be improved with the presence of both the sexes; that also failed. Once a professor remarked, " Sarma, it will not work; better to close it". But I was optimistic and told, "It is not a Barpeta bus to be over crowded. Reading needs a habit to be cre-

ated ". Even, I gave an example- while question by the manger of the Concorde Flight (breakfast in London, lunch at Tokyo and back to London for dinner) told about its Passenger load, "Not very crowded, 10 to 25 % only".

I had an opportunity to meet one German professor working on High Voltage Engineering project at Queen Mary College, London, over a dinner arranged by a German girl friend of mine who was studying English at London University. I got interested in the professor's H.V. Lab. After returning to India, on my request, I was sent to Indian Institute of Science and Technology, Bangalore for one month at HV Engineering Lab. Then I taught HV Engineering and HV lab was conducted at Jadavpur University HV lab. Then a project proposal was submitted to AICTE, and Rs.12 lakh was awarded to the department. Equipments were purchased but due to ill luck, two equipments were damaged. Both were repaired by me (HV lab in-charge) with the resources available and the 350 kVA/350 A transformer (highest rating at that time in the entire NE, West Bengal and Uddissa) were brought to working condition in the presence of the Principal, HOD (EE) and few Professors of the department. Then



I had handed over the charge and I left AEC to join at NERIST, in September 1990.

On 1967, I submitted a proposal to modify Power Electronic(using valves) course to Thyristor control instead of valves. Thyristor was introduced in 1958 and commercial use was by 1962 and we worked with thyristors in 1964 at Imperial College of Science and Technology London. So, modified syllabus was made, the subject was taught at AEC. To-day, many Electrical Engineering subjects are integrated with Thyristor control Power Electronics.

We should be proud of our 10,000 years of historical achievement- number system and zero were invented by Aryabhata. first university Takshashila was established in 700 BC where more than 10,000 foreign students were taught in more than 60 subjects. Nalanda University came in 4 BC; algebra, trigonometry and calculus came from India and the list is endless. The present position - more than 30 % of the NASA employees, 34 % in MICROSOFT employees, 28% IBM staff, 17 % in INTEL workers and 13 % in XEROX employees are Indians. Hidden knowledge in Sanskrit texts in various subjects is going to be explored in near future.

I cannot conceive of a God who rewards and punishes his creatures, or has a will of the type of which we are conscious in ourselves.....Einstein



SIX DECADES OF AEC

Dr Satyajit Bhuyan

Assam Engineering College (AEC) came into existence on 5Th of September 1955. Bishnu ram Medhi, the then Chief Minister of Assam laid the foundation stone of the college and the then Prime Minister of India, Pundit Nehru inaugurated it with some inspiring announcement..."We have got to build India. We have got to build Assam and I hope the young men and women who got through this college will build well and truly..."

The journey of AEC started from the campus of Assam Engineering Institute at Chandmari with the inception of the civil engineering department with student intake capacity of sixty. On first January 1957 AEC started its career from present Jalukbari campus. AEC was born to show bright dreams to some enthusiastic youths of the region. Its mission was to contribute solely to the development of this forlorn region. At a time when north east appeared to be far off from the mainland of India, when recent developments could not touch this area, AEC alone tried its best to carry the flame of technical education to all the corners of the region. Under the able leadership of HP Baruah, AEC thus started functioning with a mission and unique objective. Starting phase was quite difficult.

One first batch student once described how they had to hit a fallen tree with a ten pound hammer for their workshop exposure. In absence of teacher they had to list out mistakes in news papers. Students were taken to then Bengal Engineering College for their laboratory. Communication to AEC campus was miserable. But time had changed and situation improved. One first batch teacher once upon a time wrote reminiscence applauding the then students for their behaviour, commitment and respect for alma mater. In spite of shortage of teachers and other handicaps, the performance of first batch students in civil engineering was remarkably good. Eighty five percent students passed BE final examination in 1960 under Guwahati University.

After a few years of inception the college started mechanical as well as electrical engineering department. From 1962 college started giving outputs in these three branches of engineering. Then other departments were established in phased manner. Master of engineering and PhD programmes in several departments were started. Training and placement cell, Entrepreneurship development cell, multi disciplinary centre etc were also started. New buildings came up and to



make room for these some vintage had to be got rid of. Contribution of many teachers and alumni must be remembered with pride, affection and respect in this regard. Thus AEC went on producing engineers to meet the demand of time. History regarding origin of the word engineer is long. It has come along the chain ingeniator-engyneour-ingeniir-ingeniari etc. D Goswami, an ex-principal of AEC in tune with some other scholars once wrote that the word engineer may change further because it is too imprecise a word to give to the public a correct idea about the profession. The history of engineering colleges is also very old. It started with National School of Bridges and Highways of France in 1747. Engineers need knowledge of interdisciplinary areas for their professional excellence. Thus other relevant disciplines of engineering education surfaced and newer colleges of various specializations were established.

AEC now completed sixty eventful years with so many ups and downs with the passage of time. It produced many engineers till date who are serving the society in various ways. Some alumni rose to top big industrial houses. Some others became top level government officials, bureaucrats, practising engineers, politician, litterateurs, well known teachers, researchers etc. Some even became musicians, actors, producer director of movies. For various degrees of success in their career they are very much indebted to AEC, its teachers, its environment and even to its limitations. Every person grows and becomes prolific in one's area of interest by one's own untiring effort but still then every eminent per-

son has a tendency to thank his/her alma mater in public for his/her achievement.

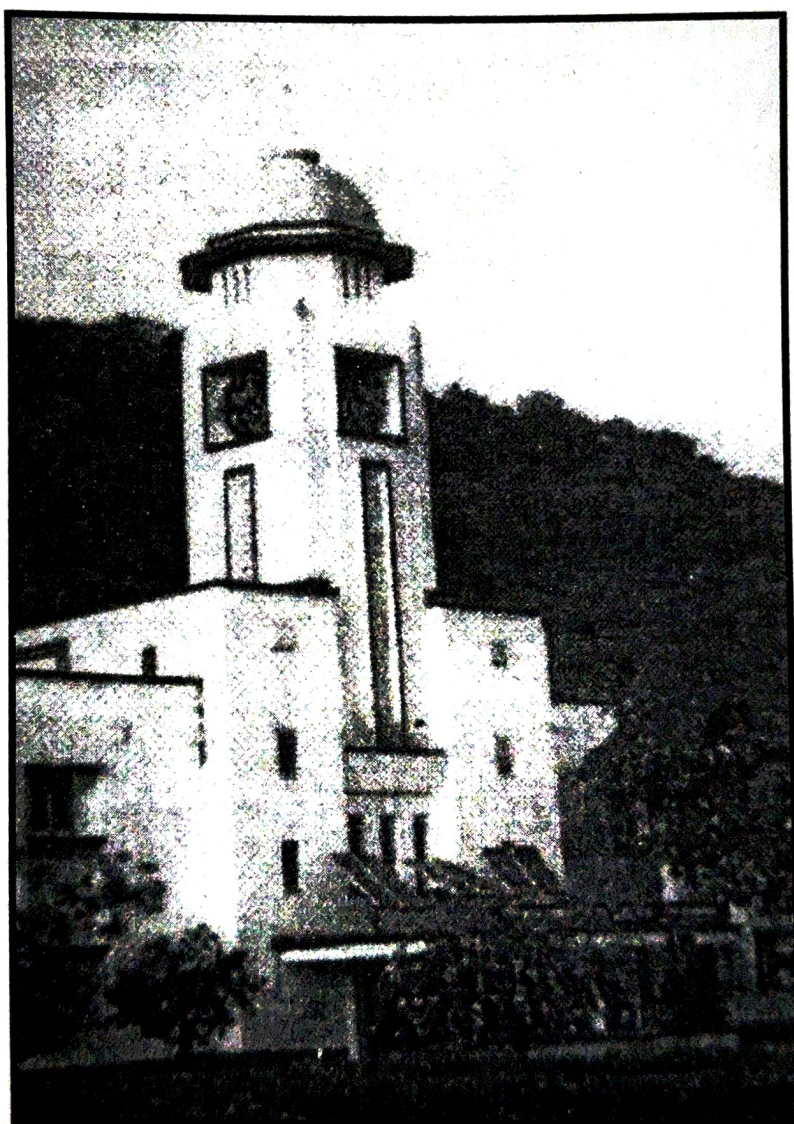
Role of AEC is thus very much remembered by various alumni for various reasons, for various platforms it offered to their pursuit of knowledge and livelihood. This is one side of the history of AEC, that is, the triumphant image of AEC. But under present day scenario of technical education AEC cannot hope to prosper just by remembering past heritage. Under present critical situation of unemployment and tough competition AEC cannot grow with the prevailing four tier system of technical institutions. Many opine that four T's, that is, technology, tradition, trade and truth need quick revival with changing face of time. AEC must be able to respond to such situations for existence and growth.

On many occasions, quality of teachers imparts status to the higher technical educational institutions. There is a saying that good teachers demonstrate and better teachers inspire. For achieving these, the teachers of technical institutions must be committed to teaching as well as research and development works. Only text books cannot be appropriate tool for teaching in institutions imparting education at three levels, namely, under graduate, post graduate and doctoral level. Contents of a book about a particular technical subject may become obsolete in no time. New inventions, adoption of newer methods must be taught in time to cope-up with present day demand. But it is not an easy task for an institution running with limited facilities. Infrastructure development and teaching quality enhancement should be given utmost importance. Active research, frequent



institute industry interaction must be mandatory for institutions imparting technical education at the aforesaid levels. What is taught today by the teachers should become relevant after at least a few years. Otherwise the pass-outs will fall back and will be unable to keep pace of time demanding requirement.

Some opine that successful technical teachers will have to perform three roles at a time to meet near future demand. These are- a respected teacher, an inquisitive scientist and a well versed capable technocrat. After sixty long years AEC now needs many things for keeping pace with time and development.



The Clock Tower



অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ৰ প্ৰথম ছাত্ৰাবাসৰ সোণালী জয়ন্তী

ৰঞ্জন কুমাৰ পদ্মপতি

খবৰ কাগজৰ লগত ঘনিষ্ঠ সম্বন্ধ নথকাত আৰু দূৰত থকা কামত অহা-যোৱা কৰি থাকিব লগা হোৱাত এই সোণালী জয়ন্তী উৎসৱৰ কোনো উম্ঘামেই পোৱা নাছিলো। ইঠাৎ ২২ মাৰ্চৰ ৰাতি এজন প্ৰিয় বন্ধু ৰূপম বেজবৰুৱাৰ যোগে এই সু-সংবাদ পাই নৈথে আনন্দ লভি মোৰ এসময়ৰ সহপাঠী দেৱজিৎ শৰ্ম্মা (জাপান), চন্দন ভাদুৰী, দেৱপ্ৰিয় দাস, ৰূপম আৰু মই একেলগ হৈ ২৩ মাৰ্চৰ আবেলি ১নং ছাত্ৰাবাসত উপস্থিত হওঁ। আমি এই পাঁচজন আজি প্ৰায় চল্লিশ বছৰৰ ব্যৱধানৰ অন্তত লগা লগি হৈছোঁহি — সকলোৰে মুখৰ আৰু শৰীৰৰ অৱয়ব সলনি হৈছে — আৰু সেই দিনৰ চিনাকী মুখকেইখন আজি আৰু কাৰো নাই। চকুৰ আগত আগৰ ছবিবোৰ ভাঁহি আহিছিল। ছাত্ৰাবাসটো প্ৰায় একে আছে। তেতিয়া এৰিয়োৱা সৰু সৰু গছবোৰ আজি বাঢ়ি বাঢ়ি ডাঙৰ হ'ল। এজনে ক'লে — “গছবোৰেই বুঢ়া হ'ল। আমি নহমনে?” ই যেন প্ৰকৃতিৰ চিৰন্তন সত্য কথা।

যিদিনা ছাত্ৰাবাস এৰি গৈছিলো শেষবাৰৰ বাবে লগত লৈ গৈছিলো নানা মধুৰ স্মৃতি আৰু লগত নিছিলো ছাত্ৰাবাসৰ ফুলনিৰ মাজত থকা মোমাই তামুলী গছজোপাৰ এটা সৰু পুলি আৰু বিদায় পৰত তোলা হোষ্টেলৰ এখন গ্ৰুপ ফটোগ্ৰাফ। নিজহাতে মোমাই তামুলী গছজোপা তেজপুৰৰ ঘৰত ৰুইছিলো। বাঢ়ি বাঢ়ি এদিন গছজোপা ডাঙৰো হৈছিল। বহুদিনলৈকে ধৰি ছুটিত

আহিলে বাৰন্দাত বহি বহি আগ চোতালত থকা মোমাই তামুলীজোপালৈ চাই চাই তৎময় হৈ যাও পুৰণি স্মৃতিত। এদিন হয়তো আপ্দাল নাপাই সেই গছজোপাও মৰি থাকিল। বৰ্তমান ঘৰত তেতিয়া লৈ যোৱা বিদায় বেলাত তোলা গ্ৰুপ ফটোখন এতিয়াও আছে। আজি ২৩ মাৰ্চৰ আবেলি গাড়ীৰ পৰা দুৱাৰ খুলি আগবঢ়াই নিলে বৰ্তমান এই ছাত্ৰাবাসৰ আৱাসী ভাতৃপ্ৰতীম সঞ্জীৱ বৈশ্যই। চিধা চিধি গ'লো হোষ্টেলৰ ডাইনিং হললৈ য'ত লগে লগে ভাগে একাপ একাপ চাহ খালো আগৰ দৰে — হোষ্টেলৰ ৰান্ধনিক দাবি কৰি। এতিয়াও আমি যেন ইয়াত পঢ়ি আছো। তাৰ পিছত চালো ফুলনিখনত কিজানিবা আগৰ মোমাই তামুলীজোপা সন্মুখত দেখা পাওঁ — কিন্তু নাপালো। হয়তো সেইজোপাও এদিন মৰি থাকিল। তাৰ সলনি পালো আগৰ দক্ষিণ দিশৰ পৰিৱৰ্তে উত্তৰ দিশত থকা আন এজোপা মোমাই তামুলী গছ — হয়তোবা এইজোপা তাৰেই গজালি। তাকে চাই চাই আত্ম সন্তুষ্টি ল'লো।

সন্ধিয়াৰ অনুষ্ঠান আৰম্ভ হ'বলৈ এতিয়াও বহু বাকী আছে। সেয়ে আমি আটাইকেইজন মিলি পুৰণা কেণ্টিনখন বিচাৰিলো। কিন্তু নাপালো। পিছত এটা নতুন বিন্দিঙত কেণ্টিনখন আৱিষ্কাৰ কৰিলো। আগৰ দৰে কণীৰ ভুজিয়া, ব্ৰেড আৰু চাহৰ পুৰণা সোৱাদ ল'লো। পুৰণা কেণ্টিনঘৰটো ভাঙি পেলালে। পুৰণা কেণ্টিনখন



আছিল আচাম টাইপৰ এটা ধুনীয়া ঘৰ। আজিকালি সকলোতে মাত্ৰ পকীৰ ডাঙৰ ডাঙৰ ঘৰ উঠিছে। এই ধুনীয়া ঘৰটো যদি মেৰামতি কৰি জিৰণি কোঠা হিচাপে ৰাখিলেহেঁতেন তেতিয়া হেৰিটেজ বিল্ডিং হিচাবে চকুত লগা হৈ জিলিকি থাকিল হয়। এই পুৰণা কেণ্টিনতে মই এদিন ৰূপালী জয়ন্তীৰ সময়ত চাহ-জলপান খাইছিলো পূৰ্বৰ এই কলেজৰ অধ্যক্ষ দাস গুপ্তা চাৰৰ লগত একেখন টেবুলতে। পিছন উৰণত একেবাৰে সাধাৰণ। ভবাই নাছিলো যে, তেখেত এজন ভূতপূৰ্ব অধ্যক্ষ। যেতিয়া নিজে চিনাকী দিলে যে I am your ex-principal তেতিয়া শ্ৰদ্ধাত মূৰ দোঁখালে আৰু ভয়ত মুখ মণ্ডলৰ চেহেৰা সলনি হৈ ৰঙা-চঙা হৈ পৰিল। সেইদিনত প্ৰিন্সিপাল চাৰৰ লগত সমানে সমানে ফেৰ মৰা এটা ডাঙৰ কথা।

সময় আৰু হাতত থকাত আমি কলেজ বিল্ডিঙৰ মাজেৰে যোৱা ৰাস্তাইদি খোজ কাঢ়ি এটা দীঘল পাক মাৰিলো। আটাইকেইজন মিলি অন্তৰঙ্গ আলাপ আলোচনাৰে আগবাঢ়িলো। এনেহে লাগিল যে, তাহানি কালৰ আবেলি কেইটা আজি পুনৰ ঘূৰি আহিছে আমাৰ মাজলৈ। প্ৰিন্সিপাল চাৰ ড° এচ ডি গগৈ আৰু প্ৰফেচাৰ দেৱব্ৰত গোস্বামী চাৰ সকলৰ বহা-কক্ষ কেইটা বাহিৰৰ পৰাই ভূমুকিয়াই চালো। চাৰ কেইজনৰ গাড়ী পাৰ্ক কৰা ঠাইবোৰতো চকু ফুৰালো। প্ৰিন্সিপাল চাৰৰ পাতল নীলা চাফা এম্বেচাদৰ কাৰখন, প্ৰফেচাৰ গোস্বামী চাৰৰ ফিয়েটখনৰ কথা মনলৈ আহিল য'ত চাৰে নানান ধৰণৰ পৰীক্ষা-নিৰীক্ষা কৰিছিল। সকলো একে আছে। মাত্ৰ দুয়ো চাৰ আজি আৰু আমাৰ মাজত নাই। কিন্তু ছাত্ৰসকলক দি যোৱা উপদেশ সমূহ কাণে কাণে এতিয়াও ভাঁহি আহে আৰু কয়। “তোমালোকে খালি দুষ্টালিহে কৰা — পঢ়া শুনাতে একেবাৰে মন নিদিয়া।”।

তাৰ পিছত চকু ফুৰালো সেই সুন্দৰ বিতোপন প্ৰিন্সিপাল চাৰৰ আচাম টাইপৰ ঘৰটোত। দূৰৰ পৰা। এইটো এটা আচাম টাইপ আৰ্হিৰ সুন্দৰ নিদৰ্শন। এইটো

যেন কেতিয়াও ভঙা মেলা নকৰে। হেৰিটেজ বিল্ডিং হিচাবে আতোলতোলকৈ ৰাখে যাতে। য'ত এদিন পূৰ্বৰ প্ৰিন্সিপাল সকলে বসবাস কৰিছিল। প্ৰিন্সিপাল গগৈ চাৰেও এই আচাম টাইপৰ ঘৰবোৰ অতি ভাল পাইছিল। এনেতে ৰাস্তাৰে যোৱা আদহীয়া দুগৰাকী মানক তীক্ষ্ণ দৃষ্টিৰে চালো কিজানিবা চিনিকে পাওঁ। কিন্তু সহাঁৰি একো নাপালো। এনেতে সন্ধিয়া হোৱাত মুকলি মঞ্চলৈ বুলি উভতি আহো। তাতে কিছুমানে পূৰ্বৰ অভিজ্ঞতাৰ বিষয়ে ক'লে। আমাৰ ফালৰ পৰাও মোকে উচতালে লগৰ কেইজনে দু-আষাৰ ক'বলৈ। ভুল-শুদ্ধই ইংৰাজীতে ক'লো। আগৰ বক্তা কেইজনে কথা কৈ কৈ হুঁৱাইছিল। মই এটা অতি নিৰস মানুহ। দেখাক দেখি কেতুৰিৰো গা উঠিল। আনৰ পৰা ধাৰ কৰি অনা তিনিটামান গাঁজা ক'লো। কিন্তু কোনেও নহাঁহিলে — কোৱাৰ ভাৱ ভংগী একেবাৰেই বেয়া হ'বলা। লগতে ক'লো তেতিয়া দীঘলীয়া হৰতাল কৰি পোৱা খেল পথাৰখনৰ কথা, আবাস ভৱনৰ এজনীয়া কোঠাৰ কথা, ইউনিয়ন বিল্ডিঙৰ কথা, কলেজৰ একতাৰ কথা আৰু ক'লো উৎসাহিত কৰিবৰ বাবে এই কলেজৰ এজন প্ৰাক্তন উজ্বল ছাত্ৰৰ কথা যিজনে উৰিষ্যাতে উচ্চ পৰ্যায়ত সৰ্বভাৰতীয় প্ৰশাসনিক বিষয়া হিচাবে কাৰ্য্যনিৰ্বাহ কৰি আছে নাম — ভাস্কৰজ্যোতি শৰ্মা। হাত চাপৰি এটাও নাপালো। বোধকৰো মোৰ কথাবোৰ কোনেও ভাল নাপালে। বহুতৰে নাম ল'বলৈ বাকি থাকিল সময়ৰ অভাৱৰ বাবে। অন্তত আহি লগৰীয়া কেইজনৰ ওচৰত আমন-জিমনকৈ বহিলো। তেওঁলোক জাঙুৰ খাই উঠিল আৰু ক'লে “তুমি মজলীয়াবিধৰ হৈ সৰু মুখত ইমান ডাঙৰ কথা ল'লা” উত্তৰ দিলো যে, নিজে নোৱাৰিলেও বা মজলীয়া বিধৰ হ'লেও উত্তৰ পুৰুষক আমাতকৈ উচ্চ স্তৰত যোৱাৰ আকাঙ্ক্ষাৰ কথা ক'লে কোনখন ৰামায়ণ বা মহাভাৰত অশুদ্ধ হ'ব। বৰ্তমান পৰিবেশ সলনি হৈছে — ভাৰতবৰ্ষৰ আন আন শিক্ষানুষ্ঠানৰ লগত আমিও ফেৰ মাৰিব পৰা হ'ব লাগিব। ইমানতে কথা শাম



কাটিলে। মঞ্চত কাৰ্যসূচী আৰম্ভ হ'ল। ওচৰৰে সৰু সৰু ল'ৰা-ছোৱালীয়ে প্ৰদৰ্শন কৰা ভোৰতাল নৃত্য আৰু বিহু নৃত্য আদি অতি মনোমোহা আছিল। পলম হোৱাত ৰাতি ঘৰাঘৰি উভতি আহিলো প্ৰথম নিশা।

২৪ মাৰ্চত পূৰ্বতে ঠিক কৰাৰ দৰে আকৌ আমি আটাইকেইজন ষ্টেডিয়ামৰ ওচৰত দেৱজিৎ শৰ্মাৰ (জাপান) বাস ভৱনত লগ হৈ পুনৰ জালুকবাৰীলৈ বুলি যাত্ৰা কৰিলো আবেলি চাৰিমান বজাত। আগৰ বনৰীয়া স্বভাৱ আকৌ উভতি আহিল। সুন্দৰবৰীত আবেলি চাহ খোৱা আৰু আড্ডা মৰাৰ অভ্যাস— ভায়াৰ দোকানত। তাতে গাড়ী থমকি ৰ'ল নিজে। চাহ-পানী খোৱাৰ মন। বৰ্তমান আৰু ভায়া ইয় জগতত নাই।

সন্ধ্যা হোৱাত সাংস্কৃতিক সন্ধিয়া আৰম্ভ হ'ল। আমাৰ চিৰ পৰিচিত আৰু শ্ৰদ্ধাৰ সমীৰ হাজৰিকা আৰু জে.পি. দাসৰ সংগীতৰ দল আহি পালে। তাহানিৰ সোণালী দিনৰ গান সমৰ হাজৰিকাৰ কণ্ঠত শুনাত আমাক আৰু আবেগিক কৰি তোলে। এনেতে, আতচবাজী আৰম্ভ হ'ল তাৰ মাজতে এগছি উজ্জল বস্তি সহিত গৰম বায়ুৰ বেলুন জোন আৰু তৰালীৰে ভৰা আকাশলৈ উৰা মাৰিলে। চকুৰে মনিব পৰালৈকে ওপৰৰ

নিৰ্মল আকাশলৈ মাত্ৰ চাই চাই ৰ'লো। মন ভৰি গ'ল। ভাবিলো যে আমাৰ ছাত্ৰাবাসৰ ও কলেজৰ সদ নামো এনেকৈয়ে যাতে আকাশলংঘী গতি কৰে।

দূৰতে চোফাত বহি বহি সংগীতানুষ্ঠান চাই চাই থাকোতে ড° এছ ডি গগৈ চাৰে ১৯৬৮ চনত হোৱা নৱাগত আদৰণি সভাত দিয়া অন্তৰস্পৰ্শী উপদেশ মনলৈ আহে। “তোমালোক মিতব্যয়ী হবা। তোমালোকৰ বহুতো অভিভাৱকে নাম ভৰ্তিৰ বাবে অৰ্থৰ অভাৱত আনৰ পৰা টকা ধাৰ কৰিব লগা হৈছে।” কথাষাৰ অন্তৰত অতি বেয়াকৈ লাগিল। মধ্যবিত্ত ঘৰৰ ল'ৰা হিচাবে এতিয়াও মিতব্যয়ী হৈয়ে ৰ'লো। বিদায় পৰত গগৈ চাৰে আৰু কৈছিল যে ছাত্ৰ জীৱন বহুতৰ বাবে সেইদিনা শেষ হৈছিল। বহুতৰ বাবে এইটোৱে আছিল জীৱনৰ শেষ পৰীক্ষা। সঁচাকৈ আমাৰ বহুতৰ বাবে ১৯৭৩ চনৰ শেষ বাৰ্ষিক পৰীক্ষাই আছিল জীৱনৰ শেষ পৰীক্ষা। উচ্চ শিক্ষা আৰু লোৱা নহ'ল।

ৰাতি ১১ বজাত খোৱালোৱা কৰি এখন গধুৰ অন্তৰ লৈ ঘূৰি আহিলো। কাণত আকৌ বাৰে বাৰে বাজি উঠিল “তোমালোকে খালি দুষ্টালিহে কৰা পঢ়া-শুনা একেবাৰে নকৰা।” সঁচাকৈ আমি বাকু আজি দুষ্টালিহে কৰিলো নেকি?

Astronomy compels the soul to look upwards and leads us from his world to another....Plato

Math is a human discovery and it's no more complicated than humans can understand.....Richard Feynman



জালুকবাৰী : এক অনুভৱৰ প্ৰসৰ বেদনা

বানেশ্বৰ খাউণ্ড

প্ৰাক্তন আৱাসী, ১নং ছাত্ৰাবাস,
অসম অভিযান্ত্ৰিক মহাবিদ্যালয়

শৰৎ ঋতুক এগৰাকী নাৰীৰ সৌন্দৰ্য্য-সুষমাৰে
বন্দনা কৰিবলৈ লৈ এক অনুপম শব্দচয়ন আৰু সুৰৰ
মায়াজালেৰে সৃষ্ট ভূপেনদাৰ সেই গীত

‘শাৰদী ৰাণী তোমাৰ হেনো নাম

তুমি মোৰ নিশাৰ সপোন মই যেতিয়াৰে
পৰাই শুনি আহিছোঁ, তেতিয়াৰে পৰাই, অৰ্থাৎ আজিৰে
পৰা তিনি দশক বৰ্ষৰো পূৰ্বৰে পৰাই গীতটো শুনি থকা
প্ৰতিটো মূহুৰ্তত মোৰ মন উৰা মাৰি গৈ থিতাপি লয়
জালুকবাৰীৰ অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ৰ ১ম
ছাত্ৰাবাসৰ ১ম মহলাত থকা 37A নং কোঠালীত
(পৰৱৰ্তী কালত কোঠালী নং সলনি কৰা হৈছে)।
গীতটোৰ সেই থৰ লগা বিলখনি তোমাৰ গুৰনি
দাপোন...। বোলোঁতে মোৰ দৃষ্টিত উদ্ভাসিত হৈ উঠে
জোনাক নিশা কোঠালীৰ সেই খোলা বৃহৎ খিৰিকীয়েদি
প্ৰত্যক্ষ কৰা দূৰৰ নীলাচল পাহাৰৰ পাদদেশৰ পৰা
প্ৰসাৰিত ধূসৰ ক’লা চানেকীয়া বন-বননিয়ে পৰিসীমা
গঢ়ি দিয়া একা-বেঁকা সীমাৰেখাৰে সৃষ্ট বিপুল জলৰাশিৰ
ধীৰ-স্থিৰ তলত প্ৰতিফলিত হোৱা জোনাকী আকাশৰ
অন্য এক বিনন্দীয়া ৰূপ! তন্ময় হৈ ৰওঁ। কত জোনাকী
নিশা পৰম কৌতুহল আৰু বিমুগ্ধতাৰে চাইছোঁ-
কেতিয়াবা থৰ লাগি থকা, আকৌ কেতিয়াবা কোনো

সৰীসৃপ প্ৰাণী কিম্বা পোক-পৰুৱাৰ বিচৰণে সৰু সৰু
টোৰে কঁপাই তোলা, সেই উজ্জল জলৰাশিৰ দ্বাৰা সৃষ্ট
নয়নাভিৰাম হৃদয় নচুৱাই তোলা দৃশ্য!

সেই তেতিয়াৰ দিনবোৰত (ষাঠি-সত্তৰ দশক)
অৰণ্য, প্ৰকৃতি, জৈৱ-বৈচিত্ৰ আদিৰ ওপৰত আজিৰ দৰে
চিন্তা-চৰ্চা কৰা পৰিৱেশ সৃষ্টি হোৱা নাছিল। জৈৱ-
বৈচিত্ৰ্যৰ অফুৰন্ত সম্ভাৰেৰে যে মই দেখা সেই “...থৰ
লগা বিল” — দীপৰ বিলখন উপচি আছিল সেই কথা
গমেই পোৱা নাছিলো।

নামমাত্ৰ গছ-বিৰিখ আৰু চুটি ঘাঁহ-বন আৰু
শিলেৰে আবৃত নাতি ওখ পাহাৰটো এটলীয়াকৈ নামি
আহি আলফুলকৈ যেন কোলাত তুলি লৈছে- সৌম্যজত
সময় সঙ্কেত সূচক ওখ গম্বুজটোৰে মন্দিৰ সদৃশ ধীৰ-
স্থিৰ গহীন সেই অসম অভিযান্ত্ৰিক মহাবিদ্যালয়খনৰ মূল
ভৱনৰ আৰু কেউফালে সিঁচৰতি হৈ থকা লেৰৰেটৰী,
ৰৰ্কচপ, হোষ্টেল আৰু আৱাস গৃহবোৰৰ সৈতে সেই
বৃহৎ চৌহদটো।

এতিয়াহে ভাবিবলৈ লৈছোঁ — এই অভিযান্ত্ৰিক
মহাবিদ্যালয়খন সন্মুখত দীপৰ বিলখন লৈ অৱস্থান কৰা
কথাটো কিমান যে তাৎপৰ্যপূৰ্ণ আৰু অৰ্থব্যঞ্জক! নিৰ্মাণ
কিম্বা অন্যান্য প্ৰযুক্তিগত প্ৰতিটো কাৰ্য্যই কেনেকৈ



প্ৰকৃতি তথা ঈশ্বৰসৃষ্ট এই বিনন্দীয়া পৃথিৱীখনৰ প্ৰৱেশ তন্ত্ৰীত আঘাট হানে, কেনেকৈ প্ৰযুক্তিয়ে অনা উন্নয়নে পৃথিৱীখনক ক্ৰমে ক্ৰমে প্ৰাণীকুলৰ বাসৰ অনুপযোগী কৰি তুলিছে সেইবোৰ কথা আজি আমি সমগ্ৰ পৃথিৱীৰ মানুহে স্বচক্ষে প্ৰত্যক্ষ কৰি আতঙ্কিত হৈছোঁ, উদ্ভিগ্নতাত ভুগিছোঁ। যুগযুগৰ সাধনাৰে সভ্যতাৰ দৌল নিৰ্মাণেৰে বিজয় গৌৰৱ সাব্যস্ত কৰা মানুহে আজি কেৱল মানুহৰে নহয়; প্ৰকৃতি ধ্বংসৰেয়ে সমস্ত প্ৰাণীকুলৰ বাবেই ভাবুকি কঢ়িয়াই আনিছে সেই কথা দিনে দিনে উপলব্ধ হোৱা বাতাৱৰণেই আমাক সকীয়াই আহিছে।

মনলৈ আহিল যিখন ৰাজ্যৰ মানুহৰ উন্নয়নৰ

সপোন ৰচোঁতাৰ পীঠস্থান জালুকবাৰী, যাৰ গাতে লাগি আছে জৈৱ-বৈচিত্ৰ্যৰ মেটমৰা সম্ভাৰেৰে দীপৰ বিল, সেইখন ৰাজ্যইচোন পৰিৱেশ বিনষ্টৰ এই ভয়ঙ্কৰ উদ্ভিগ্নতা মৰিষণৰ গুপ্ত মন্ত্ৰ হাততে বিচাৰি পাব পাৰে! মোৰ মানসপটত জিলিকি উঠিল-সমগ্ৰ উত্তৰ-পূৰ্বাঞ্চলৰ মানৱসম্পদ নিৰ্মাণত অন্যতম আন্তঃসৌধৰূপে উৎসৰ্গিত গুৱাহাটী বিশ্ববিদ্যালয় আৰু অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ে যেন হাতে হাত ধৰি আগবাঢ়িছে দীপৰ বিলৰ জৈৱ-বৈচিত্ৰ্যক সমলস্বৰূপে লৈ প্ৰকৃতি আৰু প্ৰযুক্তি; জ্ঞান আৰু প্ৰজ্ঞাৰ পাৰস্পৰিক সহ-অৱস্থান বাস্তৱায়িত কৰা লক্ষ্যৰে এক নিৰন্তৰ কৰ্মযজ্ঞত!

আৰু মই যেন উদাত্তস্বৰে গাই যাম-
‘জিলিকাব লুইতৰ পাৰ....।’

I do not need a friend who changes when I change and who nods when I nod, my shadow does that much better.....

We get our talent from our father and our soul from our mother.....A.P. Chekhov

It is surely discreditable, under the age of thirty, not to be shy....Harold Nicolson

I know there are people in the world who cannot feel grateful unless the favour has been done them at the cost of pain and difficulty.....R.L. Stevenson

It is a mighty change that is made by the death of every person, and it is visible to us who are alive.....J.TAYLOR



Poems

Devabrata Das

Democracy

The diplomat smiles
As he picks up the baby
Strokes it and fondles it.
The baby looks content when he says
 "I'll look after you little one."
The baby's hands are clenched
A threat written on them
 "I'll bash your nose if you don't."

The diplomat is a busy man.
He even has himself to look after
He walks away
After he drops the baby on the street
Who cries. Who Wails
The baby.
Alone on the footpath it cries.

The pedestrian passing by wonders.
The pedestrian meaning this poet wonders
 "Whose baby is it?"

Rainsong

I met her in the rain.
Her eyes, with lashes like
black raindrops, – and mine,
closed to the world, as we
closed ourselves through that kiss
in the rain.

Lonely people like sadness, like scattered
clouds
looked at us in envy,
and we basked in the rain
of finding each other
in all our happiness
in all our grief.

In the rain we met each other
watched by the people and their sadness
surrounding us like raindrops,
and slowly we break our embrace
as we go to meet them
uniting our beings with their sadness
in the rain.

Like the rain closing the clouds
like resolve eclipsing all torture
like people meeting people
We meet –
The lovely ones and we, –
We meet together in the rain.
And our eyes are not closed any more.

As we wait for the sun.

* Devabrata Das, an ex-AECIAN is an eminent short story writer in Assamese.



CELEBRATING 60 YEARS OF AEC- Some Points to Ponder

Dr. Damodar Agarwal

Professor, Department of Electrical Engineering, AEC

From a humble beginning on September 5, 1955 in a temporary location at Assam Engineering Institute as 'Assam Civil Engineering College' with just 72 students, AEC has come a long way, with 8 undergraduate courses and 5 post graduate courses with facilities of doing Ph.D. in all the departments, in the last 60 years. In these six decades, the college has produced over twelve thousands engineers, who are spread wide across the globe, many of them occupying prestigious positions, and contributing immensely in their respective fields, and thus bringing glory to their Alma mater. It is no doubt a time to celebrate, cherish the glory and acknowledge the contribution of all those who have helped in one way or the other in this long journey. However, it is also a time for serious introspection and definitive action to prevent the college from losing its sheen, and position it honorably in the national map of technical education.

There is no doubt about it that AEC has the best of faculty and students to have for a state-level engineering college. We also have a

strong twelve thousands-plus alumni base. But then, why we are not able to create a brand-name for us as IITs, NITs and some highly ranked private engineering colleges have done. Where are we lacking or putting it other way, what is so special about these institutes? In my view, the most important things we lack are a vision and a concrete action plan, both of which go hand in hand, and are indispensable for the growth of an institution. Just doing day-to-day activity is not enough; we must clearly define where we want to see AEC, say 10 years or 20 years hence, and then make an action plan, and act accordingly. For this, we have to carry out SWOT analysis, and do whatever is necessary to reinforce our strengths, surmount our weaknesses, seize the opportunities and thwart the threats. I know it is easier said than done. But then this is the first step that can provide clarity on where we stand, and in which direction we should move; and if do not take this first step, our hidden strengths will remain unutilized, we will not be able to overcome our weaknesses, we will miss the opportunities, and



we will not be able to prepare ourselves to face the threats. In short, our survival and growth both will be jeopardized. Therefore, it is high time that we do this introspection seriously, may be, through a series of brain-storming sessions involving all the stakeholders-the students and if necessary their parents, teachers, alumni, and the government; consolidate the suggestions and prioritize them, and then draw a clear-cut road-map for the college to make it a front-runner technical institution in the country.

Some of the important areas that require our immediate attention and corresponding actions are:

- ❑ Pressurizing the government for creation of necessary infrastructure, filling up of the vacant positions at all levels, and give AEC a deemed university status
- ❑ Restructuring the administrative set-up
- ❑ Improving the work culture by bringing in more discipline, dedication and dynamism at all levels
- ❑ Starting new PG programmes
- ❑ Enhancing research activities
- ❑ Faculty members bringing in more consultancy and other projects funded by various funding agencies
- ❑ Joint involvement of faculty and students in the projects
- ❑ Bringing-in more discipline among

students

- ❑ Enhancing employability of the students by giving more emphasis on practical training, and developing soft skills, such as interpersonal, team working, and problem-solving skills
- ❑ Regular updating of course curricula in tune with the changing market demands
- ❑ Interaction between industry and institution
- ❑ Collaboration with other institutes of higher learning, both at national and international level
- ❑ Creation of a separate corpus fund from the donations from the alumni and corporate citizens of the region, income from consultancy, surplus from exam fund etc. to be strictly at the disposal of the college

Each of these areas needs a precise action plan and subsequent implementation. The task may look Herculean, but with a strong desire and honest effort, we definitely can do it.

Therefore, on the auspicious occasion of diamond jubilee celebrations, let all of us AECIANS take pride in being a part of this great institute of ours, and resolve to do our bit to avert the fading of its glory, and position it honorably in the national map of technical education.



কেইজনমান প্রাক্তন এইচিয়ানৰ সৈতে সাক্ষাৎ

সাক্ষাৎকাৰ গ্ৰহণ কৰিলে জ্যোতিৰ্ময় শৰ্মাই

আৰ. এন. চৌধুৰী
(১৯৬২ ইলেকট্ৰিকেল)

১। আপুনি পঢ়াৰ সময়ত AEC ৰ শৈক্ষিক বাতাবৰণ, চৌহদ, ইত্যাদি কেনে আছিল? এতিয়াৰ AEC ৰ সৈতে সিবোৰৰ পাৰ্থক্য কেনে?

উত্তৰ : মই আছিলো ইলেকট্ৰিকেল ১৯৬২ বেটচ্‌অৰ। চৌহদ বুলিবলৈ সেই সময়ত আজিৰ দৰে ছাত্ৰাবাসৰ ইমান সুবিধা নাছিল। পি.ডব্লিউ.ডি. ওচৰৰ কোৱাৰ্টাৰবোৰত আমি ৬ মাহ মান আছিলো। পিছত ১নং হোষ্টেললৈ ট্ৰেনফাৰ হ'লো। সেই সময়ত এ.ই.চি.ত শিক্ষকৰ ভীষণ অভাৱ আছিল। এতিয়াও মনত পৰে আমাৰ সময়ত Electrical অৰ বিষয় শিক্ষক হিচাপে West Bengal Licencing Board অৰ Chairman এন. এন. সেনগুপ্তা বুলি এজন ভদ্রলোকক নিযুক্তি দিয়া হৈছিল। শিক্ষাদানৰ ক্ষেত্ৰত তেখেত ইমান অভিজ্ঞ নাছিল, কিন্তু ব্যক্তি হিচাপে ছাত্ৰৰ লগত তেখেতে যি মধুৰ ব্যক্তিত্বৰে জিলিকি উঠিছিল, সেয়া আজিও মনত পৰে। এতিয়া Laboratory বোৰত “400V Danger” ইত্যাদি সতৰ্কবাণীবোৰ লিখিছিল এন.এন. সেনগুপ্তাই। Electrical

Laboratory ৰ সামগ্ৰিক উন্নতিৰ আঁৰত থকা মানুহজনেই আছিল এন.এন. সেনগুপ্তা। তথাপি Laboratory সা-সুবিধা সীমিত আছিল। আমাক Departmental Excursion অৰ সময়ত বাঁচী লৈ নি উভতি অহাৰ সময়ত ‘এক গুলীত দুই চিকাৰ’ কৰাদি তাতেই Laboratory Experiment বোৰ কৰাইছিল।

২। ছাত্ৰ-শিক্ষকৰ সম্পৰ্ক তেতিয়া কেনে আছিল?

উত্তৰ : ছাত্ৰ-শিক্ষকৰ সম্বন্ধ আছিল অতি নিবিড়। কিছুমান ছাত্ৰই নিজৰ বিয়া, আনকি তেওঁলোকৰ সন্তানৰ বিয়া পৰ্যন্ত নিমন্ত্ৰণ কৰিব এৰা নাছিল। এৰাব নোৱাৰা আন্তৰিকতা গঢ়ি উঠিছিল এই শিক্ষকসকলৰ লগত।

৩। শৈক্ষিক পৰিবেশৰ বাদেও খেলা-ধূলা, সাংস্কৃতিক দিশত ছাত্ৰসকলৰ আগ্ৰহ আৰু পাৰদৰ্শিতা কেনে আছিল?

উত্তৰ : ইঞ্জিনীয়াৰিং কলেজে তেতিয়া সমগ্ৰ অসমতে বিভিন্ন ঠাইত অংশগ্ৰহণ কৰিছিল আৰু যথেষ্ট সুনাম অৰ্জন কৰিছিল। সেই সময়ত গোটেই বোৰ কলেজ আছিল গুৱাহাটী বিশ্ববিদ্যালয়ৰ অন্তৰ্গত। বৰাক উপত্যকাকে ধৰি অসমৰ বিভিন্ন ঠাইত গৈ ইঞ্জিনীয়াৰিং কলেজে পাৰদৰ্শিতা দেখুৱাবলৈ সক্ষম হৈছিল। টেনিচ, বেডমিণ্টন, ক্ৰিকেটটো বহুবাৰ Champion



হৈছিল। মোৰ মনত থকাৰ ভিতৰত
প্রভুন্মনন ৰায়ে Sontosh Trophy ত
খেলিছিল।

৪। ছাত্ৰৰ সৰ্বাংগীন বিকাশত এখন Residential College ৰ শিক্ষক, পৰিবেশ ইত্যাদিৰ
বৰঙণি কেনে হোৱা উচিত? তেতিয়াৰ AEC
ত আপোনালোকে সেইবোৰ পাইছিলেনে?

উত্তৰ : প্রথম কথা হোষ্টেলত নাথাকিলে ছাত্ৰ জীৱন
অসম্পূৰ্ণ। বিভিন্ন পৰিবেশৰ মাজত থাকি
নিজকে গঢ় দিয়াৰ কৌশল শিকা যায়। ভাল
পৰিবেশো থাকে বেয়া পৰিবেশো থাকে।
এইবোৰৰ মাজত নিজক আগুৱাই লৈ যাব
লাগে। Residential College ৰ তাৎপৰ্য
ইয়াতেই বুজা যায়।

৫। AEC ক সৰ্বাংগ সুন্দৰ Technical Institute
কৰি গঢ়িবলৈ হ'লে কি কি দিশত
সৰ্বাধিক গুৰুত্ব দিব লাগিব বুলি আপুনি
ভাবে?

উত্তৰ : কলেজখনৰ IIT বোৰৰ দৰে “Complete au-
tonomy” থকাটো বৰ দৰকাৰ। Cotton Col-
lege যিদৰে Deemed University হৈছে ঠিক
সেইদৰে AEC য়েও Deemed University ৰ
বাবে প্রস্তাব কৰিব লাগে, যিয়ে Technical
College হিচাপে এ.ই.চি.ক সম্পূৰ্ণতা প্রদান
কৰাত যথেষ্ট সহায় কৰিব।

বিভা দাস শইকীয়া

(১৯৭২ চিভিল)

১। আপুনি পঢ়াৰ সময়ত AEC ৰ শৈক্ষিক
বাতাবৰণ, চৌহদ, ইত্যাদি কেনে আছিল?

এতিয়াৰ AEC ৰ সৈতে সিৰোবৰ পাৰ্থক্য
কেনে?

উত্তৰ : শৈক্ষিক বাতাবৰণ ভাল আছিল। আমাৰ Se-
mester পদ্ধতি নাছিল। পাঁচ বছৰীয়া পাঠ্যক্ৰম
আছিল আৰু Technical পৰীক্ষা হৈছিল
বছৰেকৰ মূৰে মূৰে। মনলৈ থাউকতে আহিছে
শৈলধৰ গগৈ ছাৰ, নিৰ্মল কুমাৰ চৌধুৰী ছাৰ,
পদ্ম বৰা ছাৰ, আৰাল ছাৰ। আৰাল ছাৰ পিছলৈ
Delhi College of Engineering লৈ গুচি
গ'ল। এই সকল শিক্ষাগুৰুৰ সান্নিধ্যত
শিক্ষাগ্ৰহণ কৰিছিলো। চৌহদ বুলি ক'লে আমাৰ
তেতিয়া গাৰ্লচ হোষ্টেলৰ বিন্দিং নাছিল।
এতিয়াৰ Guest House আৰু ওচৰৰে
কোৱাৰ্টাৰ এটাত আমি ১৩ জনী ছোৱালী
আছিলো।

২। ছাত্ৰ-শিক্ষকৰ সম্পৰ্ক তেতিয়া কেনে আছিল?

উত্তৰ : শিক্ষক আৰু ছাত্ৰৰ সম্পৰ্ক আছিল অতি বন্ধু
সুলভ আৰু সন্মানজনক। ৰেৱতী মোহন দত্ত
চৌধুৰী, সুৰেন মেধি, বৰপূজাৰী ছাৰক মনত
পৰে। আমি ফাকুৱা খেলিব যাও তেওঁলোকৰ
ঘৰত। একেবাৰে ঘৰুৱা ধৰণৰ সম্বন্ধ গঢ়ি
উঠিছিল। আকৌ এবাৰ আমাৰ এটা Batch এ
পৰীক্ষা দিয়া নাছিল। “Mass Bunk দিছিল।
ইয়াৰ পৰিণতিত 20% কৈ Sessional Marks
কটা যাব বুলি কোৱা হ'ল। পিছত ৰিজাল্ট
ওলালত সচাকৈ সকলোৰে 20% Marks কটা
গৈছিল। তাৰ পিছৰ পৰা আৰু কোনো Batch
য়েই এই দুঃসাহস নকৰা হ'ল।

৩। শৈক্ষিক পৰিবেশৰ বাদেও খেলা-ধূলা,
সাংস্কৃতিক দিশত ছাত্ৰসকলৰ আগ্ৰহ আৰু
পাৰদৰ্শিতা কেনে আছিল?

উত্তৰ : আমাৰ সময়ত শিক্ষক আৰু ছাত্ৰসকলে মিলি



কৰা এখন নাটক হৈছিল যি সাংঘাতিক জনপ্ৰিয় হৈছিল। গোটেই বছৰ সকলোৰে বৈ থাকো সেইখন নাটক উপভোগ কৰিবলৈ। Culturally যথেষ্ট Active আছিল। সমগ্ৰ এ.ই.চি.ত সমানেই খেলাধুলাও হৈছিল। ক্ৰিকেট হৈছিল। শংকৰ দত্ত লহকৰৰ নাম মনত পৰে। কিন্তু বিশেষকৈ নাটকৰ এটা বিশেষ জোৰাৰ উঠিছিল। ইমতিয়াজ আলিৰ নাটক; বিদ্যুত চক্ৰৱৰ্তী বুলি এজনে যথেষ্ট ভাল Mono act Drama কৰিছিল।

৪। ছাত্ৰৰ সৰ্বাংগীন বিকাশত এখন Residential College ৰ শিক্ষক, পৰিবেশ ইত্যাদিৰ বৰঙণি কেনে হোৱা উচিত? তেতিয়াৰ AEC ত আপোনালোকে সেইবোৰ পাইছিলেনে?

উত্তৰ : Residential কলেজৰ বৰঙণিৰ ভিতৰত প্ৰথম আহে ছাত্ৰৰ চৰিত্ৰ গঠন। এজনে আনজনৰ সুখ-দুখৰ অংশীদাৰ হোৱা, Sharing ইত্যাদি Quality বোৰ গঢ় লয়। পঢ়া-শুনা, কিতাপ পত্ৰ ইত্যাদিতো যথেষ্ট সহায়ক হয়। যিবোৰ অকল এটা Residential পৰিবেশতহে সম্ভৱ হয়।

৫। AEC ক সৰ্বাংগ সুন্দৰ Technical Institute কৰি গঢ়িবলৈ হ'লে কি কি দিশত সৰ্বাধিক গুৰুত্ব দিব লাগিব বুলি আপুনি ভাবে?

উত্তৰ : সৰ্বাংগীন Technical Institute হ'বলৈ হ'লে বহুবোৰ দিশ চাব লাগিব। প্ৰথমতেই পঢ়া শুনা। Innovation ৰ ওপৰত যথেষ্ট গুৰুত্ব দিব লাগিব। College খনৰ চৌহদ, ৰাস্তা পদূলি সকলোতে পৰিবৰ্তন আনিব পৰা যায় Student অৰ Innovative Idea ৰ জৰিয়তে। জংগলবোৰৰ মাজত Beautification ৰ কাৰণে কিছুমান বেলেগ গছ ৰুব পাৰি। দুগন্ধময়

নৰ্দমাটোৰ আবৰ্জনাৰো, Hostel বোৰৰ Waste material বোৰ যদি পৰিকল্পিত ৰূপত utilise কৰা যায়, নাইবা ৰাস্তাৰ গাতবোৰ PWD লৈ বৈ নাথাকি যদি ছাত্ৰসকলে নিজেই ঠিক কৰাৰ ব্যৱস্থা কৰে, ই এখন সৰ্বাংগীন Technical Institute হোৱাত বৰ সহায় কৰিব। এনেবোৰ কামে এখন Technical Institute এখনৰ স্বাক্ষৰ উজলাই তুলিব। আৰু সৰ্বোপৰি AEC ৰ প্ৰতিজন অভিযন্তাই যাতে নিজৰ উন্নতিৰ লগে লগে সামাজিক দায়বদ্ধতাক প্ৰথম অগ্ৰাধিকাৰ দিয়ে।

ইমটিয়াজ আলী

(১৯৬৯ কেমিকেল)

১। আপুনি পঢ়াৰ সময়ত AEC ৰ শৈক্ষিক বাতাবৰণ, চৌহদ, ইত্যাদি কেনে আছিল? এতিয়া AEC ৰ সৈতে সিবোৰৰ পাৰ্থক্য কেনে?

উত্তৰ : শৈক্ষিক পৰিবেশ ভাল আছিল বুলি ক'ম। তেতিয়া বছৰেকীয়া পদ্ধতিত পৰীক্ষা হোৱা কাৰণে আমি যথেষ্ট সময় পাইছিলো যিটো Semester পদ্ধতিত সামান্য হ'লেও অসুবিধা হয়। আমি ক্লাচ কৰিছিলো, ফুৰিছিলো, আড্ডা মাৰিছিলো আৰু 'বিনদাচ' ধৰণে আছিলো। সেই সময়ত আজিৰ দৰে ইমান মনোৰঞ্জনৰ আহিলা নাছিল, গতিকে আমি ঘূৰি ফুৰিয়েই আজৰি সময় কটাইছিলো।

২। ছাত্ৰ-শিক্ষকৰ সম্পৰ্ক তেতিয়া কেনে আছিল?

উত্তৰ : ছাত্ৰ-শিক্ষকৰ সম্পৰ্ক আছিল একেবাৰে ঘৰুৱা বিধৰ। Culturally involve হৈ থকাৰ বাবে



সময়ৰ লগে লগে সকলো শিক্ষকে আমাক
চিনি পোৱা হৈ গৈছিল।

৩। শৈক্ষিক পৰিবেশৰ বাদেও খেলা-ধূলা,
সাংস্কৃতিক দিশত ছাত্ৰসকলৰ আগ্ৰহ আৰু
পাৰদৰ্শিতা কেনে আছিল?

উত্তৰ : AEC ত মই বিশেষকৈ Culturally জড়িত হৈ
আছিলো। নিজে নাটক লিখিছিলো,
কৰিছিলোও। আমাৰ সময়ত One-act play
ৰ সাংঘাটিক জোৱাৰ উঠিছিল। সামগ্ৰিকভাৱে
এ.ই.চি. সাংস্কৃতিক দিশত যথেষ্ট আগবঢ়ুৱা
আছিল। বৰ্তমানৰ নাট্যজগতৰ তপন দাস,
লেখক ত্ৰিকেন্দ্ৰজিৎ গগৈ, বানেশ্বৰ খাউণ্ড,
শীলভদ্র এইসকল AECian অৰ নাম ঠাউকতে
মনলৈ আহিছে।

৪। ছাত্ৰৰ সৰ্বাংগীন বিকাশত এখন Residential
College ৰ শিক্ষক, পৰিবেশ ইত্যাদিৰ
বৰঙণি কেনে হোৱা উচিত? তেতিয়াৰ AEC
ত আপোনালোকে সেইবোৰ পাইছিলেনে?

উত্তৰ : Residential কলেজৰ পৰিবেশত থাকিলে
আটাইতকৈ ডাঙৰ সম্পদ গঢ় লৈ উঠে 'Sense
of Belongingness', cohesiveness এই
গুণবোৰ। গোটেই জীৱনত প্ৰভাৱ পেলাই
এইবোৰে। মোৰ জীৱনৰ ভেটি, যৌৱনৰ
আনন্দ মাদকতা আটাইবোৰ এ.ই.চি.ত কটোৱা
পাঁচটা বছৰৰ বাবে। Residential Environ-
ment অত থাকিলেহে ই সম্ভৱ।

৫। AEC ক সৰ্বাংগ সুন্দৰ Technical Insti-
tute কৰি গঢ়িবলৈ হ'লে কি কি দিশত
সৰ্বাধিক গুৰুত্ব দিব লাগিব বুলি আপুনি
ভাবে?

উত্তৰ : AEC যিহেতু Government Engineering
College, ইয়াত মহাবিদ্যালয়ৰ Constant

Supervision নহয়। সৰ্বাংগীন Technical
Institute হোৱাৰ দিশত এইটো গুৰুত্বপূৰ্ণ কথা।
ডিপাৰ্টমেণ্টবোৰ জোৰা-টাপলি মাৰি চলি
থাকিলে নহ'ব। প্ৰত্যেকটো ডিপাৰ্টমেণ্টৰ
পৰ্য্যাপ্ত সুবিধা থকাৰ উপৰিও নিজা Identity
থাকিব লাগিব। মুঠৰ ওপৰত মহাবিদ্যালয়ৰ
প্ৰতিটো দিশত বা প্ৰতিটো কাম সঁচা অৰ্থত
হ'ব লাগে। এই ক্ষেত্ৰত নামমাত্ৰ Compro-
mise কৰিলেও কিন্তু সৰ্বাংগীন Technical
Institute হিচাপে AEC ক প্ৰতিষ্ঠা কৰাৰ
ক্ষেত্ৰত অসুবিধাৰ সন্মুখীন হ'ব লাগিব।

বানেশ্বৰ খাউণ্ড

(১৯৭৩ মেকানিকেল বিভাগ)

১। আপুনি পঢ়াৰ সময়ত AEC ৰ শৈক্ষিক
বাতাবৰণ, চৌহদ, ইত্যাদি কেনে আছিল?
এতিয়া AEC ৰ সৈতে সিৰোৰৰ পাৰ্থক্য
কেনে?

উত্তৰ : দীপৰ বিলৰ সৌন্দৰ্য্য, গছ-গছনিৰে AEC ৰ
চৌহদ এক কথাত মায়াময় আছিল। ছাত্ৰবাস
নং (১, ২, ৩, ৪, ৫, ৬, গাৰ্লচ হোষ্টেল)
আছিল। ৰেগিং হৈছিল। কিন্তু এনেদৰে হৈছিল
যে ছিনিয়ৰৰ সৈতে বন্ধুসুলভ সম্পৰ্ক এৰাব
নোৱাৰাকে গঢ় লৈ উঠিছিল, যি পিছৰ Ser-
vice Life অতো এৰা দিয়া নাছিল। AEC
তেতিয়া সম্পূৰ্ণ Residential আছিল (Com-
pulsory ভাবে)। আৰু পাৰ্থক্যৰ ভিতৰত ক'ব
গ'লে আমাৰ সময়ত ইঞ্জিনিয়াৰিং পাছ কৰি
চাকৰিৰ নিশ্চয়তা আছিল যিটো বৰ্তমানৰ
প্ৰতিযোগিতা বঢ়াৰ লগে লগে ক্ৰমান্বয়ে
চাকৰিৰ সুযোগবোৰো প্ৰতিযোগিতামূলক হৈ



পৰিল।

উত্তৰ

:

Residential Environ-

২। ছাত্ৰ-শিক্ষকৰ সম্পৰ্ক তেতিয়া কেনে আছিল?

উত্তৰ : শিক্ষকসকলক আমি যথেষ্ট শ্ৰদ্ধা কৰিছিলো। মই ব্যক্তিগতভাবে ইমান খেলাধুলা কৰা নাছিলো। নাটক কৰিছিলো। মোৰ মনত পৰে তেতিয়াৰ যিকোনো AEC Auditorium অৰ অনুষ্ঠানত Pin-drop silence আছিল। নাটক, সংগীত ইত্যাদি পৰিবেশনৰ সময়ত সামান্য হুলস্থূলো নাছিল। ভূপেন হাজৰিকা, খগেন মহন্ত নিয়মিয়া শিল্পী আছিল। মোৰ ভূপেনদাক সোশৰীৰে স্বাক্ষাৎ হয় Auditorium অত। ভূপেনদাই 'আমাৰে সখীয়াই আকুল বিয়াকুলে' পৰিবেশন কৰোতে বহুতো গল্পকাৰ, লিখকৰ সাহিত্য সংস্কৃতি চৰ্চাৰ কঠীয়াতলি আছিল AEC। জিতেন হাজৰিকা (ৰাষ্ট্ৰীয় পৰ্য্যায়ৰ পেইণ্টাৰ শিল্পী)ক বিভিন্ন বঁটা বিজয়ী লেখিকা বন্দিতা ফুকন, লেখক, বোলছবি পৰিচালক সঞ্জীৱ সভাপণ্ডিত ইত্যাদিৰ ভেটি গঢ় লৈ উঠিছিল AEC ত থকাৰ সময়তে।

৩। ছাত্ৰৰ সৰ্বাংগীন বিকাশত এখন Residential College ৰ শিক্ষক, পৰিবেশ ইত্যাদিৰ বৰঙণি কেনে হোৱা উচিত? তেতিয়াৰ AEC ত আপোনালোকে সেইবোৰ পাইছিলেনে?

ment অত থকাৰ Positive effect বোৰৰ ভিতৰত প্ৰথমতেই আহে জীৱনটোক অন্য ধৰণে চোৱাৰ বা শিকাৰ মানসিকতা। ছাত্ৰ-শিক্ষক সকলো এটা বান্ধোনত থাকি পাঁচটা বছৰ কটাওতে ভাবিব নোৱাৰা অভিজ্ঞতাৰ সময় গাইছিলো। গোটেই জীৱনৰ কাৰণে ই সম্পদ হৈ ৰ'ল।

৪। AEC ক সৰ্বাংগ সুন্দৰ Technical Institute কৰি গঢ়িবলৈ হ'লে কি কি দিশত সৰ্বাধিক গুৰুত্ব দিব লাগিব বুলি আপুনি ভাবে?

উত্তৰ : সৰ্বাংগীন Technical Institute হ'বলৈ Practical oriented approach অত অধিক গুৰুত্ব দিব লাগিব। Industry বোৰৰ লগত যেনে Oil Sector, Power Sector ৰ লগত সু-সম্পৰ্ক বজাই ৰাখি তেওঁলোকৰ লগত সু-সম্পৰ্ক বজাই ৰাখি তেওঁলোকৰ লগত Student অৰ Interaction কৰাব লাগে। Theoretical শিক্ষাতকৈ Practical শিক্ষাত অধিক গুৰুত্ব দিয়াটো Technical Institute এখনৰ বাবে নিতান্ত দৰকাৰী। শিক্ষকসকলক যথেষ্ট শ্ৰদ্ধা কৰিছিলো। বন্ধুত্বপূৰ্ণ সম্পৰ্ক গঢ় লৈ উঠিছিল শিক্ষাগুৰুসকলৰ লগত।



পদ্মপতি ছাৰৰ সৈতে এখন্তেক

সাক্ষাৎ গ্ৰহণ - মণিপুত্ৰপক হাজৰিকা

ড° অপৰ্ণ কুমাৰ পদ্মপতি- অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ৰ প্ৰাক্তন অধ্যক্ষ। তেখেতে ১৯৩৫ চনৰ, ২৩ অক্টোবৰত তেজপুৰত জন্ম গ্ৰহণ কৰে। তেজপুৰ এম. ভি. স্কুলত শিক্ষা জীৱনৰ পাতনি মেলা পদ্মপতি ছাৰে ১৯৫২ চনত তেজপুৰ চৰকাৰী উচ্চতৰ মাধ্যমিক বিদ্যালয়ৰ পৰা HSLC ত সু-খ্যাতিৰে উৰ্ত্তীণ হৈ কটন কলেজতে নামভৰ্ত্তি কৰে। তাৰ পিছত তেখেতে ১৯৫৪ চনৰ পৰা ১৯৫৮ চনলৈ IIT-Kharagpur ত Mechanical Engg. ত শিক্ষা গ্ৰহণ কৰি সুদূৰ আমেৰিকাৰ University of Arizona ৰ পৰা ১৯৬৪ চনত MS ডিগ্ৰী লাভ কৰে। ইয়াৰ মাজতে তেখেতে ১৯৫৮ চনত AEC ত যোগদান কৰে। AEC ৰ অধ্যক্ষৰ পদত অধিষ্ঠিত হয় আৰু খুব নিয়াৰিকৈ তথা শৃংখলিতভাৱে নিজৰ দায়িত্ব পালন কৰি ১৯৯৩ চনত তেখেতে অৱসৰ গ্ৰহণ কৰে।

মণিপুত্ৰপক : নমস্কাৰ ছাৰ

পদ্মপতি ছাৰ : নমস্কাৰ

মণিপুত্ৰপক : বৰ্তমান আমাৰ ৰাজ্যত যি শিক্ষা ব্যৱস্থা প্ৰচলিত হৈ আছে, তেনে শিক্ষা গ্ৰহণ কৰি আমাৰ নৱপ্ৰজন্মই সমাজৰ কাৰণে কি বা বৰঙনি আগবঢ়াইছে বা ভবিষ্যতেও কোনো প্ৰকাৰে আগবঢ়াব বুলি আপুনি ভাবে নেকি?

পদ্মপতি ছাৰ : বৰ্তমান শিক্ষা ব্যৱস্থা দুই প্ৰকাৰৰ

ক) প্ৰাদেশিক

খ) বেচৰকাৰী

In today's competitive age, parents as well as students are stratified. They do not know what is happening in different strata of education. This trend is having a diverting effect in adjustment among same age

group children from different strata so, unless the public funded teachers are made to realize their true duty and attitude for development of character of concern for the people, it is unlikely that the output from high schools who by that age should have independent views of eagerness to take hardship for achievement will be materialised. As such, post high school education which has become increasingly career oriented is unlikely to produce young men who will be inspired to contribute for general cause even sacrificing personal economic benefits.

মণিপুত্ৰপক : এখন IIT, NIT বা যিকোনো কাৰিকৰী শিক্ষানুষ্ঠানৰ শিক্ষা প্ৰণালী কেনে হোৱা উচিত?



পদ্বপতি ছাৰ : কাৰিকৰী শিক্ষা এক ব্যয়বহুল শিক্ষা পদ্ধতি। ইয়াৰ সঠিক ৰূপায়ণত এখন IIT, NIT বা যিকোনো কাৰিকৰী শিক্ষানুষ্ঠানে নিজৰ শিক্ষাদানৰ লগতে ছাত্ৰসকলক সামাজিক দায়বদ্ধতাৰ বাবে সজাগ কৰা উচিত। যিহেতু আজিকালি কঠোৰ প্ৰতিযোগিতামূলক যুগ, সেয়েহে কলেজ প্ৰশাসনে নিজৰ সুবিধাৰ্থে ছাত্ৰ-ছাত্ৰীসকলক Technical Seminars, Workshop, Soft Skill Development, Mock GD&PI আদিত ভাগ লবলৈ অনুপ্ৰাণিত কৰা উচিত।

মণিপুত্ৰক : যুগৰ পৰিবৰ্তনৰ লগে লগে বহুতো নতুন ইঞ্জিনিয়াৰিং পাঠ্যক্ৰম বলবৎ হৈছে। যেনে- Labour Engineering, Mechatronics, ইত্যাদি। তেনেক্ষেত্ৰত আমাৰ প্ৰধান বিভাগ-চিভিল, মেকানিকেল আৰু ইলেক্ট্ৰিকেল, ৰ ওপৰত কিবা প্ৰভাৱ পৰিব পাৰে বুলি আপুনি ভাবে নেকি?

পদ্বপতি ছাৰ : কেতিয়াও প্ৰভাৱ নপৰে। Engineering's basic subjects are eternal & not compromised to the new subjects. The fundamentals of Engineering like Geometry, graphics, electricity statics & dynamics is very important for those who want to establish himself/herself as a successful technocrat.

মণিপুত্ৰক : সাম্প্ৰতিক সময়ত বিভিন্ন বেচৰকাৰী ইঞ্জিনিয়াৰিং কলেজে গা কৰি উঠাত আমাৰ চৰকাৰী ইঞ্জিনিয়াৰিং কলেজকেইখনৰ বাবে ই কোনো বাধা সৃষ্টি কৰিব পাৰে নেকি?

পদ্বপতি ছাৰ : নিশ্চয় নোৱাৰে। কাঠফুলাৰ দৰে গা কৰি উঠা বেচৰকাৰী ইঞ্জিনিয়াৰিং কলেজ-সমূহে আজিৰ তাৰিখত কেৱল ব্যৱসায়িক দৃষ্টিভঙ্গীৰে নিজৰ শিক্ষাৰ প্ৰচাৰ অব্যাহত ৰাখিছে। There is a vast gap between quantity & quality in private engineering education today.

মণিপুত্ৰক : শেহতীয়াকৈ অসম চৰকাৰে ৰাজ্যৰ বিভিন্ন ইঞ্জিনিয়াৰিং কলেজ সমূহত “Vocational Education” সন্নিবিষ্ট কৰাৰ কথা ভাবিছে। এই ক্ষেত্ৰত আপোনাৰ মন্তব্য?

পদ্বপতি ছাৰ : ইমান এটা প্ৰভাৱ নপৰে বুলি মই ভাবো যদিহে চৰকাৰে এই আঁচনিৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীৰ মঙ্গলৰ কথা দকৈ ভাবে। (হাঁহি কলে)।

মণিপুত্ৰক : অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ত চাকৰি কৰোতে তথা অধ্যক্ষ হৈ থাকোঁতে আপোনাৰ কিবা স্মৰণীয় ঘটনা?

পদ্বপতি ছাৰ : তেনে কোনো বিশেষ ঘটনা মনত নাই। Of, course, life at AEC is always refreshing & memorable.

মণিপুত্ৰক : কাৰিকৰী শিক্ষা আৰু সাহিত্যৰ মাজত কিবা সম্পৰ্ক আছে বুলি ভাবে



নে?

পদ্মপতি ছাৰ : নিশ্চয় আছে। কাৰিকৰী শিক্ষা আৰু সাহিত্য ওতঃপ্ৰোতভাৱে জড়িত। সাহিত্য সংস্কাৰৰ জৰিয়তে কাৰিকৰী শিক্ষাই বিকাশৰ এক নতুন উদ্ভাস পায়।

মণিপুস্পক : আপুনি সাহিত্য চৰ্চা কৰে নেকি? ... নতুবা আপোনাৰ কি বা সাহিত্যৰাজি?

পদ্মপতি ছাৰ : ইমান গভীৰভাৱে মই সাহিত্য সাধনাত ব্ৰতী নহয়। তথাপিও মাজে সময়ে বাতৰি কাকতত মোৰ দুই এটা প্ৰবন্ধ প্ৰকাশ পায়। অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ত থকা কালছোৱাত কেতিয়াবা দুই এটা লিখা মেলা কৰিছিলো। তথাপিও মোৰ কৰ্মস্থলত ড° অমল শৰ্মা (HOD, Chemical Engg.) সমুদ্ৰ ফুকন আৰু এজনী ছোৱালী শ্ৰীঅনিমা দাসে (এতিয়া ছাগে তাই কৰ্মৰত) মোৰ ভুলবোৰৰ শুধৰণি কৰি দিছিল।

মণিপুস্পক : উদীয়মান অভিযন্তাসকললৈ আপুনি কি বাৰ্তা দিব খোজে?

পদ্মপতি ছাৰ : Work hard, challenge the uncertainty & try to be a good human being.

মণিপুস্পক : অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ৰ আপুনি এজন চিৰপৰিচিত তথা সকলোৰে আদৰৰ ব্যক্তি। এই বিষয়ে

আপুনি কিবা ক'ব বিচাৰে নেকি?

পদ্মপতি ছাৰ : মই এ ই চি ত চাকৰি কৰি থকা কালছোৱাত কাৰো অন্যায় চিন্তা কৰা নাছিলো। আনকি অধ্যক্ষ হৈ থাকোতে মই এ ই চিৰ সামূহিক উন্নয়নৰ কথা বাৰুকৈয়ে চিন্তা কৰিছিলো। ছাত্ৰ-ছাত্ৰীৰ Academic বিকাশৰ উপৰিও মানসিক তথা সামাজিক উন্নয়নত বাৰুকৈয়ে জোৰ দিছিলো। To day I can proudly claim that I controlled the entire administration of AEC systematically with a dedicated spirit.

মণিপুস্পক : আপুনি এজন সমাজ সচেতন ব্যক্তি। এ ই চিৰ গাতে লাগি থকা দীপৰ বিলে যিদৰে প্ৰাকৃতিক ভাৰসাম্য হেৰুৱায় পেলাইছে, এই বিষয়ে আপুনি চিন্তিত নে?

পদ্মপতি ছাৰ : নিশ্চয় মই বাৰুকৈয়ে চিন্তিত। দীপৰ বিলৰ সংৰক্ষণৰ বাবে মই আমাৰ ৰাজ্যপাললৈ স্মাৰক পত্ৰও দিছো লগতে বাতৰি কাকতত দুআষাৰ লিখি ৰাইজক সজাগ কৰিবলৈ যত্ন কৰিছো।

মণিপুস্পক : ছাৰ, সদৌ শেষত আমাক ইমানখিনি সময় দিয়াৰ বাবে আপোনাক আমি সমূহ অসম অভিযান্ত্ৰিক মহাবিদ্যালয়ৰ পৰিয়ালৰ তৰফৰ পৰা ধন্যবাদ জনাইছো তথা আপোনাৰ দীৰ্ঘায়ু কামনা কৰিলো।

পদ্মপতি ছাৰ : ধন্যবাদ।



A PROFILE OF ASSAM ENGINEERING COLLEGE

Assam Engineering College was established in 1955 and was inaugurated by the then Prime Minister of India ; Pandit Jawaharlal Nehru in 1958. The college is the first engineering college in the northeastern region. Initially the college was named *Assam Civil Engineering College* as it started with only civil engineering branch. The college at present conducts 8 undergraduate courses and postgraduate courses in engineering and a post graduate course of Master of Computer Application (MCA). The college has started postgraduate research in engineering lending to PhD. Degree of Gauhati University.

The college is situated at a distance of 12 km from the heart of the Guwahati city. It has it's own campus area of 400 acres on the bank of Deepor Beel, the world famous wetland now converted into a bird sanctuary. Affiliated to the Gauhati University, today the college has become one of the premier Engineering College of the country both in terms of technical manpower and academics.

The college offers engineering degree in the following disciplines.

- Chemical engineering
- Electronics & Telecommunication Engineering
- Electrical Engineering
- Civil Engineering
- Mechanical Engineering
- Computer Science & Engineering
- Industrial & Production Engineering
- Instrumentation Engineering

The last three streams have been started only from 1998 and so at present they have only two batches. For the time being, Computer Science and Engineering Dept. has been tagged with Dept. of E & T, Industrial & Production Engineering with Mechanical Engineering Dept. and Instrumentation Engineering with Electrical engineering dept.

DEPARTMENT OF CIVIL ENGINEERING



The Department of Civil engineering, established in 1955, was the first branch introduced in this college. The department boasts of highly qualified faculty and well-equipped labs for field work. The annual intake capacity is 90 students per semester in B.E. degree course and 25 students in the M.E. degree course. This department also offers a Ph.D. degree in Soil Mechanics & Hydraulics. However, it has a variable intake.

Laboratories

The Laboratory facilities include the Laboratories of Soil mechanics, Hydraulics, Strength of material, Transportation, Environmental, Survey store and CAD center.

Course Curriculum

The department offers both Undergraduate and Postgraduate (soil mechanics, flood control and water management) courses. The specialization exams in the U. G. course are Geo-technical Engineering, Hydraulic Mechanics, Water Power Engineering, Advance Geology., Environment Engineering, Traffic Engineering, Remote Sensing and Surveying, Planning and CAD. The course also includes site visits for final and pre-final year students for imparting practical knowledge.

DEPARTMENT OF MECHANICAL ENGINEERING

Mechanical Engineering Department of Assam Engineering College, Jalukbari is the pioneer in the state of Assam, offering techno-managerial

education under the aegis of State Technical Education, Government of Assam. It was the result of a far-sighted realization of the past leaders to develop technical manpower in the post independent Assam and to raise the standard of living of the people of the whole North Eastern region by way of industrialization. As such the Mechanical Engineering Department came into existence in 1957, after the emergence of Assam Engineering College at Jalukbari in an atmosphere of semi-urban environment. Since then, time has remained as the silent spectator for the relentless service provided by it to the country and other parts of the globe, despite many ups and downs in its stride. The department feels proud that many of its alumni are bringing laurels to the state of Assam, not only in engineering but also in other fields as well.

At the moment, MED is providing post-graduate course as well as research in various fields of Mechanical Engineering. Moreover, new undergraduate department on Industrial & Production Engineering (IPE) is being attached to MED since 1997, using the resources of Mechanical Engineering. The department has successfully celebrated its Golden Jubilee in 2007, with all round involvement of its faculties, staff, students and alumni. The present impetus is towards the modernization of its existing facilities, including the laboratories, workshops and research amenities for providing state of the art education in the field of Mechanical Engineering.

Laboratory

The department has got well equipped



laboratories of integrated mechanics, meteorology, computerized numeric control (CNC), heat engine, fluid mechanics, instrumentation, material science, modern I. C. engine and a workshop.

Syllabus

The course is designed to develop appropriate skills and impart comprehensive knowledge in the field of mechanical engineering. It covers pure engineering subjects viz., mechanics, engineering design and graphics, thermal engineering, fluid mechanics, material science and manufacturing processes. The course also includes four-week compulsory summer training in the pre-final year.

Major Area of Focus

The department also offers specialization in I. C. Engines, refrigeration and air conditioning, hydraulic machinery, compressors and gas turbines, CAD, CAM, operation research and machine tools. The recent additions to the list of specialization are Robotics and Finite element methods in engineering.

DEPARTMENT OF ELECTRICAL ENGINEERING

The Electrical Engineering Branch established its roots in Assam Engineering College in 1957, as the second functioning branch. The branch offers Bachelor of Engineering (B.E.) degree and has an annual intake of 90 students. Experienced professors and lecturers strengthen the department, which creates a healthy environment with student-teacher ratio of 5:1. The curriculum of the department is

mainly oriented to cater the needs of IT-Industry, Software Controlled Heavy and Light Electrical and Power Systems. The Department also offers post graduate courses in Electric Energy Systems and Control & Instrumentation. In 2003, M. Tech. was introduced in the department with an intake capacity of 20 students. Many students are also doing Ph.D. in the department.

Laboratory

The training in Basic Electrical Engineering is given in B. E. E. lab. The machine lab imparts training in operation of all electrical machines. Besides this, the department has various labs in Linear Electronics, Digital System, Microprocessors, Measurement and Instrumentation. The Computer Lab is equipped with latest processor based numerous computers which run on upgraded System Software, Application Software with Internet facility. The computers are networked (LAN) with other departments to work in coordination.

Placement

Enlisted below are the major companies and producers of India where our Alumni's have made a place for themselves: Wipro, Oil India Ltd., Oil and Natural Gas Corporation, Reliance, Siemens, Bharat Heavy Electrical Ltd., TATA Infosys, TATA Consultancy Services, National Power Grid, NEEPCO, Indian Oil Corporation, Numaligarh Refineries Ltd. and State Electricity Board.

Syllabus

The curriculum of department, includes various fields like Circuit Theory, Linear and Applied

Electronics, Electrical Machines, Digital Systems, Control System, Circuit Theory, Instrumentation, Microprocessor, Communication Engineering, Industrial Drives and Control.

Major Areas to Focus

System Optimization, Optical Fibre Technology, Remote Sensing & Telemetry, Expert Systems, Sensors, Computer Networks, Signal Processing & System, Modeling & Simulation, Artificial Intelligence & Fuzzy Logics, Logistics & High Speed Computation, Operation Research, Reliability Engineering, Non-Conventional Energy Sources, Illumination Engineering, Image Processing.

DEPARTMENT OF CHEMICAL ENGINEERING

The Chemical Engineering Department was started in 1963 and has an annual intake capacity of 60 students for B.E. degree course. It is the only department in the whole of North-East India, besides IIT Guwahati, offering an under-graduate course in Chemical Engineering. The department also possesses specially equipped laboratories for students which are recognized by Gauhati University for research work in Chemical Engineering leading to a Ph. D. degree under the University. The Department aims to meet the growing need for well-qualified chemical engineer who will meet the expanding industry's requirements in design, manufacturing and marketing segments.

Laboratory

The department possesses well built experimental set-ups for Undergraduate



laboratories which are summarized as follows: Fluid Mechanics Lab, Mass Transfer Lab, Heat Transfer Lab, Energy Lab, Petroleum Laboratory, Instrumentation Laboratory, Computer laboratory, Technical Analysis Laboratory, Reaction Engineering Lab

Course Curriculum

The department offers classes in the following topics - Process Calculations, Mass Transfer Operations, Fundamentals of Chemical Engineering, Process Dynamics & Control, Chemical Engg Thermodynamics, Chemical Reaction Engineering, Petroleum Refining & Petrochemicals, Transport Phenomena, Fluid Flow Operation, Process Equipment Design, Heat Transfer Operation, Polymer Science & Engineering, Material Science & Corrosion Engineering, Chemical Process Industries, Chemical Engineering Drawing, Energy Engineering, Mechanical Operations, Process Utilities, Process Instrumentation, Biochemical Engineering, Process Engg Economics & Optimisation, Advanced Separation Techniques, Fluidization Engineering, Environmental Pollution Control Engineering, Chemical Process Design & Drawing, Petroleum Production Technology (Elec-III), Mathematical Modeling & Simulation, Environmental Impact Assessment (Elec-IV), Safety in Chemical Industries (Elec-IV), Risk Analysis & Hazops, Alternative Energy Resources (Elec-IV)

DEPARTMENT OF ELECTRONICS AND TELECOMMUNICATION ENGINEERING

Established in 1984, it is the only department



providing Bachelor of Engineering (B.E.) degree in Electronics & Telecommunication Engineering under the state government. It has an annual intake of 60 students, and a highly qualified teaching faculty. The department offers syllabus covering the major thrust areas in the field of electronics and telecommunication. This department has always attracted the best of students qualified from the Common Entrance Exams held every year.

Laboratories

The Electronics & Telecommunication Dept. emphasizes on practical in both software and hardware sections with laboratory facilities. Some of the laboratories are - Circuit & Device Lab, Digital Electronics Lab, Analog Communication Lab, Digital Communication Lab, Advanced Communication Lab, Microprocessor Lab, Microwave Engineering Lab, Computer Lab, Image Processing Lab

Placements

Enlisted below are the major companies and producers of India where our Alumni's have made a place for themselves: Center for Development of Advanced Computing (Pune), Wipro GE, Hindustan Computers Ltd., Infosys Technologies Ltd., Oil India Ltd., Oil and Natural Gas Corporation, India Satcom Ltd., Reliance Telecom., Reliance Infocom., Bhabha Atomic Research Center (Trombay), Power Grid Corporation, Indian Air Force.

DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING

In the year 1998, the department of Computer Science & Engineering was introduced with an

intake capacity of 20 students. The department has well-structured curriculum and adequate laboratory resources. Apart from these, students also utilize the various facilities of Electronics and Telecommunication Engineering department. Despite of the limited number of academic staff the department has completed a glorious decade. The placement scenario of the department has been very impressive. The students are well placed in various national and multinational majors.

Laboratory

The Department of CSE has state of the art laboratory housing 1:1 computers with LAN and Internet facility where the students can practice programming skills, projects and some hardware practices.

Available Laboratories are : Circuit & Device Lab, Digital Electronics Lab, Computing Lab, Advanced Computing Lab, Computer Networking Lab, Microprocessor Lab, Digital Communication Lab,

Placements

Enlisted below are the major companies and producers of India where our Alumni's have made a place for themselves -Center for Development of Advanced Computing (Pune), Wipro GE, Hindustan Computers Ltd., Infosys Technologies Ltd., Oil India Ltd., Oil and Natural Gas Corporation, India Satcom Ltd., Reliance Telecom., Reliance Infocom., Power Grid Corporation, Satyam Online, FutureSoft, Mahindra British Telecom, Cognizant Technology Solutions etc.

Syllabus



The curriculum of CSE is prepared as per the demand of present IT world. The major areas include : Basic Electronics, Programming languages, System programming, Microprocessor and applications, Software Engineering, Numerical methods and operation research, Data structure, Computer Graphics, Networking, Computer Architecture & organization, Formal languages and automata theory, Operating Systems, Multimedia, DBMS, Algorithm, E-commerce, Compiler Design, Distributed systems and Expert Systems.

DEPARTMENT OF INSTRUMENTATION ENGINEERING

In 1998, Instrumentation Engineering branch, with an intake capacity of 20 students, was introduced, and was attached with the Electrical Engineering Department.

Laboratory

The branch is fully equipped with various instruments. It has various labs to facilitate students. This is the list Basic Electrical Engineering Laboratory, Machine Laboratory, Digital system Laboratory, Microprocessor Laboratory, Computer Laboratory, Electrical Measurements Laboratory, Power Electronics Laboratory, Instrumentation and Control Laboratory, Optical Instrumentation Laboratory, Embedded-system laboratory

Placement

The placement scenario of the department has been quite encouraging. Many reputed companies, such as TCS, Capgemini, Satyam, Infosys, BPCL, NRL, ICICI, CTS, ABB, Punj

LLOYD, ASEB, NEEPCO, Power Grid, RIL, Vedanta etc. have recruited students of both electrical and instrumentation engineering in the recent past.

Syllabus

The Instrumentation Engineering branch covers the following topics : Instrumentation system components, Electronic Instrumentation, Control system, Digital system, Electric measurements and measuring instruments, Signal and signal processing, Microprocessor and microprocessor based instruments, Electrical machines, Fluid mechanics, Introduction to unit operation, Computer oriented numerical methods, Applied Electronics, Operations research, Industrial instrumentation, Analytical instrumentation, Telemetry and telecontrol, Biomedical instrumentation, Optical instrumentation, Process control.

DEPARTMENT OF INDUSTRIAL AND PRODUCTION ENGINEERING

Industrial and Production Engineering (IPE) department was established to develop much needed professionals required for the growth of modern industries. The focus of undergraduate program in IPE is on manufacturing and quality, process design and productivity improvement, dynamics and control, management and host of core subjects to meet the emerging technological needs of the industry. The curriculum is continually reviewed to be in line with the changing trends in the field. The experienced and dedicated faculty make a continuous and conscious effort to bridge the



gap between the industries and the department by personalizing learning and teaching with the implementation of several active learning techniques, open ended experiments, mini and capstone projects. The learning is continually evaluated through rubric based assessment. Education in IPE is very much leaned to practical situations and it is not possible to acquire proper knowledge in this field without sufficient exposure to industrial environment. The relationship of the department with the industries is strengthened through their involvement in curriculum development and various programs such as seminars, visits and student projects. The department also offers post graduate program in 'Production management' which blends advanced theory and practices required for the development and management of modern industry. The research efforts of faculty in the field have led to the recognition of department as a research center by the University. The department is rich in resources, including library and laboratories, necessary for the development and nourishment of skills necessary for an engineer working in industrial scenarios. The department earnestly emphasize on a healthy and intimate teacher-student relationship so that the true potential of each student is realized and flourished. The students are encouraged to develop themselves through various co-curricular and extra-curricular activities. The department of IPE aims not only to produce efficient engineers, but also well educated conscientious leaders who can contribute to the development of the country through ameliorating our industries.

DEPARTMENT OF MASTER OF COMPUTER APPLICATIONS

The Department of Computer Applications at Assam Engineering College was formed in 1990 under the leadership of Ex-Principal Prof. A. K. Padmapati, with the approval of Ministry of Human Resource and Development. It was started with the object of promoting specialized knowledge in the field of Computer Applications. The program started under this department is Master of Computer Application (MCA), which has been designed keeping in mind the needs of the Global Information Technology Industry. In view of the world wide shortage of skilled manpower in the field of Information Technology, the Department strives to channelize talented youth of this region to this challenging and knowledge intensive field by imparting quality technical knowledge and skills in the field. Since its inception, the department has always been recognized all over India and abroad for excellence in research and teaching. The Department provides an outstanding research environment complemented by superior teaching for its students to flourish in. The Department is recognized by AICTE and it has state of the art infrastructure and computing equipment supported by Ethernet & Wireless LAN for the benefit of its Members. The annual intake for this department is thirty (30). The Department has been recognized by Gauhati University for PhD level Research work from the Session 2005-2006 Vide notification no: GU/AC/AEC/COMP. APPL/PhD. Lab/06/3478-81 Dated 03-03-06. Courses structure is up-to-date and includes courses on nascent topics to equip our students with the latest developments. The



faculty aims at delivering quality education blending their rich research experience in classroom. A 42 lakh research project funded by Department of Information Technology in the Ministry of Communications & IT of the Government of India has been awarded to this Department in early 2009 to be executed in 24 months. Research areas of faculty members cover Graph Theory, Software Engineering, Computer Networks, QoS, Wireless Networks, Computer and Network Security, Theoretical Computer Science, VLSI, Mobile Communications, Data Mining and Soft Computing etc.

Syllabus

The course is designed to develop appropriate skills and impart comprehensive knowledge in the field of computer applications. It covers pure computer subjects viz., Data Structures, Algorithms, Computer Organization, Graph Theory, Object Oriented Programming and Design, Computer Graphics, Software Engineering, Formal Language and Automation Theory, Computer Networks, and many more.

DEPARTMENT OF MATHEMATICS

The Department of Mathematics of Assam Engineering College started functioning along with the establishment of the College in the year 1955. The department has a heritage of having noted literary person like Late Rebotimohan Dutta Choudhury, the Sahitya Academy awardee who joined this department as a Lecture in 1957 and retired as HOD in 1982. In this college, the mathematics as basic to engineering studies was given importance from the very beginning. In the competitive

examination for admission to the college, ability in mathematics was made the decisive criterion for selection. The syllabus of the subject Mathematics was prepared according to the requirement of the engineering subjects. Mathematics is taught up to fourth semester classes in the under graduate level. The paper Graph Theory is taught in 7th semester as elective subject in the department of Computer Science. Linear Algebra and Functional Analysis are also offered as special paper to the 7th semester students of Electronics & Telecommunication Department. Besides teaching Mathematics in under graduate course, the faculty members of the department also teach the subject at the post graduate level in Civil and Mechanical Engineering departments. The objective of the department is to impart quality education to the engineering students in mathematics so that they can apply the mathematical knowledge to the problems arising in various disciplines of engineering, Science and technology. At present the department consists of eight faculty members with Dr. Jitendra Kr. Nath as Head of the department. All of the faculty members have participated in number of national and state level seminars and workshops and published number of research papers to their credit in different journals. Three of its faculty members are working for Ph.D.

DEPARTMENT OF PHYSICS

The Physics Department is as old as Assam Engineering College established in 1955. Since then, the mandate of the Department is to conduct teaching courses for students of engineering disciplines. The faculty members are



engaged in rendering the engineering undergraduates with the fundamental knowledge of physics and problem solving skills, requisite for a bright career, and striving tirelessly to improve the education further. Presently the department provides the theoretical and laboratory courses of engineering physics to 1st, 2nd semesters of engineering undergraduates (B.E).

DEPARTMENT OF CHEMISTRY

The Chemistry Department was established in 1955 along with the establishment of Institute. It has been one of the best departments in terms of infrastructural facilities and faculties. It has got many well equipped Labs with modern equipment ranging from the highly equipped chemistry Lab to the latest PCs in the chemistry Labs. Besides teaching, the highly qualified and energetic faculty members of the Department have contributed a lot to elevate the prestige of the institute through their research activities of international standard.

DEPARTMENT OF HUMANITIES

The Department of Humanities, is an old department introduced since the inception of

the college. The department is successfully imparting knowledge in diverse subjects to the students to make them more competitive so that they can face the challenges not only in technical field but also in other fields effectively. The main subjects are being taught by the department are Principles of Management, Economics, English and Communication skills, Organizational Behavior, Sociology, Accountancy and so on. These subjects are given equal importance by all the branches. The curriculum of the courses has been framed in such a manner so that it meets the requirement of each department. It is noticed that the students irrespective of branches are very much enthusiastic to learn these subjects and gather knowledge to apply in their respective fields so that they can face the national challenges on one hand and take part in new innovation through full utilization of available natural and human resources on the other.

The department in having four faculty members. The faculty members are highly qualified and well experienced in teaching and research. All the faculty members have Ph D degrees.

** This is compiled by Jyotirmoy Sarma*



Faculty List Of Assam Engineering College

CIVIL

1. Prof. Dr. Palashjyoti Hazarika
2. Prof. Dr. Binu Sharma
3. Prof. Dr. Jayanta Pathak
4. Assoc. Prof. Prof. Sunit Kr. Bhagwati
5. Assoc. Prof. Prof. Mrinal Kr. Bora
6. Assoc. Prof. Dr. Diganta Goswami
7. Assoc. Prof. Dr. Bipul Talukdar
8. Assoc. Prof. Dr. Bibhash Sharma
9. Assoc. Prof. Dr. Utpal Kr. Mishra
10. Assoc. Prof. Mr. Bhaskarjyoti Das
11. Asstt. Prof. Mr. Utpal Kr. Nath
12. Asstt. Prof. Ms. Malaya Chetia
13. Asstt. Prof. Mr. Pankaj Goswami
14. Asstt. Prof. Mrs. Bharati Medhi
15. Asstt. Prof. Mrs. Puspanjali Sonowal
16. Asstt. Prof. Miss Rupjyoti Bordoloi
17. Asstt. Prof. Mr. Abhinash Mahanta
18. Asstt. Prof. Mr. Sasanka Borah

MECHANICAL AND IPE

1. Prof. Dr. Ranjit Kr. Dutta
2. Prof. Dr. Dimbendra Kr. Mahanta
3. Prof. Dr. Sudip Kumar Deb
4. Assoc. Prof. Prof. Amarjyoti Barthakur
5. Assoc. Prof. Dr. Pradip Kr. Mahanta
6. Assoc. Prof. Dr. Kalyan Kalita
7. Assoc. Prof. Dr. Niharendu Saha
8. Assoc. Prof. Dr. Anil Borah
9. Asstt. Prof. Mr. Hiranya Kr. Thakuria

10. Asstt. Prof. Dr. Satyajit Paul
11. Assoc. Prof. Dr. Manjuri Hazarika
12. Assoc. Prof. Mr. Kalyan Kr. Das
13. Assoc. Prof. Mr. Baharul Islam Borbhuyan
14. Asstt. Prof. Mr. Kamal Kr. Brahma
15. Asstt. Prof. Mr. Prasanta Kr. Choudhury
16. Asstt. Prof. Mr. Manash Hazarika
17. Asstt. Prof. Mr. Pradip Baishya
18. Asstt. Prof. Mr. Bashab Jyoti Phukan
19. Asstt. Prof. Mr. Jitul Baruah
20. Asstt. Prof. Ms. Moushumi Gogoi
21. Asstt. Prof. Shri Madhuriya Barua

ELECTRICAL AND INSTRUMENTATION

1. Prof. Dr. Damodar Agarwalla
2. Prof. Dr. Durlav Hazarika
3. Prof. Dr.(Ms) R. Bordoloi Sarma
4. Asstt. Prof. Prof. Sunsor Zaman
5. Assoc. Prof. Dr. Arup Bordoloi
6. Assoc. Prof. Dr.(Mrs.) Sarmila Patra
7. Assoc. Prof. Dr. Dipankar Chanda
8. Assoc. Prof. Dr. Banikanta Talukdar
9. Assoc. Prof. Dr. Bimal Ch. Deka
10. Assoc. Prof. Dr. Satyajit Bhuyan
11. Assoc. Prof. Dr. Barnali Goswami
12. Assoc. Prof. Dr. Amrita Ganguly
13. Assoc. Prof. Mrs. Purabi Patwary
14. Asstt. Prof. Mr. Biswanath Deka Raja
15. Asstt. Prof. Mrs. Mitali Saikia
16. Asstt. Prof. Mr. Deba Kr. Mahanta



MATHEMATICS

17 Asstt. Prof. Ms. R. N. A. Begum

18. Assoc. Prof. Mr. Deeptarka Deka

CHEMICAL

1. Assoc. Prof. Prof. Ashok Baruah

2. Assoc. Prof. Prof. Arup Kr. Mishra

3. Assoc. Prof. Ms. Runjun Das

4. Assoc. Prof. Dr. Bandana Chakraborty

5. Assoc. Prof. Mr. Tapanjyoti Sarma

6. Assoc. Prof. Dr. Kabita Chakraborty

7. Asstt. Prof. Mr. Ashim Kr. Basumatary

8. Asstt. Prof. Ms. Ujwala Huzuri

E & T

1. Assoc. Prof. Mr. Apurba Kr. Kalita

2. Assoc. Prof. Mr. Dinesh Sankar Pegu (Lien)

3. Asstt. Prof. Mr. Navajit Saikia

4. Asstt. Prof. Ms. Rashi Borgohain

5. Asstt. Prof. Mr. Bijoy Goswami

C. Sc.

1. Asstt. Prof. Mr. Gunajit Kalita

2. Asstt. Prof. Mr. Mridul jyoti Ray

3. Asstt. Prof. Ms. Rajashree Konwar

4. Asstt. Prof. Ms. Riju Kalita

M C A

1. Assoc. Prof. Prof. Jyotiprakash Goswami

2. Assoc. Prof. Prof. Mrs. Moushumi Baruah

3. Assoc. Prof. Dr. Bichitra Kalita

4. Assoc. Prof. Ms. Amrita Bose Paul

5. Assoc. Prof. Mr. Subhrajyoti Bordoloi

6. Asstt. Prof. Mr. Rangdeep Pathak

7. Asstt. Prof. Ms. Barnali Gogoi

8. PCSA Mr. Amitabha Baruah (on lien)

1. Assoc. Prof. Dr. Jitendra Kr. Nath

2. Assoc. Prof. Mr. Pranab Kr. Sarma

3. Assoc. Prof. Dr. Makani Das

4. Assoc. Prof. Dr. Pankaja Das

5. Assoc. Prof. Dr. Hiramala Talukdar

6. Assoc. Prof. Dr. Nabamallika Baruah

7. Assoc. Prof. Mr. Prasun Kr. Goswami

8. Assoc. Prof. Ms. Shyamoli Bania

CHEMISTRY

1. Assoc. Prof. Dr. Monideepa Chakraborty

2. Assoc. Prof. Dr. Biswajit Purkaystha

3. Asstt. Prof. Mr. Tapas Kr. Barman

4. Asstt. Prof. Dr. Geetanjali Mazumder

5. Asstt. Prof. Ms. Jutika Goswami

6. Asstt. Prof. Dr. Utpal Nath

PHYSICS

1. Assoc. Prof., Ms. Reeta Goswami

2. Assoc. Prof., Dr. Tapan Ch. Bordoloi

3. Assoc. Prof. Dr. Bipin Ch. Bora

4. Asstt. Prof. Ms. Anakshi Das

5. Asstt. Prof., Ms. Iva Rani Deka

6. Asstt. Prof. Mr. Kishor Kr. Das

HUMANITIES

1. Assoc. Prof., HOD Dr. Afazuddin Ahmed

2. Assoc. Prof. Mr. Haren Borah

3. Asstt. Prof. Dr. Farhana Parbeen

4. Asstt. Prof. Dr. Anil Kr. Bora

GEOLOGY

1. Assoc. Prof. Ms. Indira Baruah Gogo

* This is compiled by Jyotirmoy Sarma





Prof-in-charge
Dr. Satyajit Bhuyan

Editor
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