



The रोनोपोस्ट

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Ashtalakshmi Darshan Youth Exchange Programme at Rajiv Gandhi University: Fostering National Integration through Academic and Cultural Exchange

Rono Hills, 1-14 November, 2025: Rajiv Gandhi University (RGU), Rono Hills, Doimukh, successfully hosted the first edition of the Ashtalakshmi Darshan Youth Exchange Programme from 1st to 14th November 2025. Organised by the North Eastern Council (NEC), Shillong, under the Ministry of Development of North Eastern Region (DoNER), Government of India, the programme was conceived as a flagship initiative to promote national integration, cultural understanding, and emotional bonding between the North Eastern Region (NER) and the rest of the country. The programme derives its name from the concept of "Ashtalakshmi," symbolising the eight states of the North-East—Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura—each representing unique cultural, ecological, and socio-economic strengths.

The first edition brought together a delegation of forty students and faculty members from the states of Goa and Uttarakhand, who participated in a carefully structured two-week schedule combining academic engagement, experiential learning, cultural exchange, and community interaction. Rajiv Gandhi University, the lone Central University of Arunachal Pradesh, served as the nodal host institution, coordinating

the programme through the Institute of Innovation, Skill and Youth Development (IISYD) with active support from the National Service Scheme (NSS) Unit and a dedicated team of faculty members and volunteers.

The programme was formally inaugurated on 1st November 2025 at the RGU campus. The inaugural and context-setting sessions underscored the objectives of the Ashtalakshmi Darshan initiative in fostering mutual respect, inter-regional understanding, and youth leadership in nation-building. Senior university functionaries and representatives from the Ministry of DoNER and NEC highlighted the strategic importance of youth exchange programmes in strengthening the vision of Ek Bharat Shreshtha Bharat.

A substantial academic component formed the backbone of the programme. Over nine days, participants attended lectures and interactive sessions delivered by eminent scholars, administrators, and experts on themes central to the North-Eastern region, including geography and biodiversity, ethnic diversity and social harmony, culture, governance, sustainable development, tourism, industry, and environmental challenges.

Complementing classroom learning, the programme placed

strong emphasis on experiential exposure through field visits to heritage sites, ecological zones, administrative institutions, and community settings. Cultural exchange events, yoga, sports, and recreational activities further promoted camaraderie, leadership, and holistic engagement among participants.

A key highlight of the programme was the virtual interaction of Shri Jyotiraditya M. Scindia, Hon'ble Union Minister of Development of North Eastern Region, with the participating students and teachers. He emphasised the North-East's role in India's growth story and encouraged the youth to act as ambassadors of unity and integration.

The programme concluded with a valedictory ceremony on 13th November 2025, reflecting on its academic, cultural, and experiential outcomes. Certificates and academic awards were distributed, and cultural performances symbolised the enduring bonds forged during the exchange.

Overall, the programme stood as a landmark institutional initiative, reinforcing Rajiv Gandhi University's role in national integration and youth empowerment, while laying a strong foundation for future editions of the Ashtalakshmi Darshan Youth Exchange Programme.

RGU Holds 23rd Convocation, Awards Degrees to Over 7,000 Graduates



Rono Hills, 30 Nov: Rajiv Gandhi University (RGU), Itanagar, successfully conducted its 23rd Convocation Ceremony on 30 November at the university campus, marking a significant academic milestone. The ceremony celebrated the academic achievements of students from the 2024-25 academic session across various disciplines.

During the convocation, degrees were awarded to a large number of graduating students, including 115 PhD scholars, 911 postgraduate students, 6,331 undergraduate students, and 127 postgraduate diploma holders. The university also conferred gold medals to meritorious students in recognition of outstanding academic performance.

A total of 38 postgraduate gold medals and 31 undergrad-

uate gold medals were awarded, including prestigious honours such as the Chancellor's Gold Medal and the Vice-Chancellor's Gold Medal. A special gold medal instituted in memory of Puspa Rani Mitra was also presented to a deserving student.

The Governor of Arunachal Pradesh, Lt. General K.T. Parnaik, PVSM, UYSM, YSM (Retd.), presided over the ceremony as the Chief Guest. Addressing the gathering, he emphasised the role of higher education in nation-building and urged graduates to contribute meaningfully to society.

The convocation reaffirmed Rajiv Gandhi University's commitment to academic excellence and its continued role in nurturing skilled human resources for the state and the nation.

APLA@50 Outreach Connect Programme: A Statewide Academic Outreach Initiative Commemorating Fifty Years of the Arunachal Pradesh Legislative Assembly

Golden Jubilee Commemoration of the Arunachal Pradesh Legislative Assembly (1975-2025)

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Rono Hills, 4th August - 26th November: The year 2025 marked a historic milestone in the democratic journey of Arunachal Pradesh with the completion of fifty years of the Arunachal Pradesh Legislative Assembly (APLA), established in 1975 as the Provisional Legislative Assembly. To commemorate this landmark occasion in a manner that extended beyond ceremonial observance, the Arunachal Pradesh Legislative Assembly Secretariat conceptualised and implemented the APLA@50 Outreach Connect Programme as a statewide academic and civic engagement initiative.

The Outreach Connect Programme was envisioned as a people-centric and youth-oriented celebration that would directly involve institutions of higher education and the student community in reflecting upon the constitutional foundations, democratic

evolution, and legislative legacy of the state. Rather than limiting the Golden Jubilee celebrations to official events, the programme sought to carry the spirit of the jubilee into classrooms, campuses, and academic spaces across Arunachal Pradesh.

In order to ensure academic depth, statewide reach, and effective execution, the Arunachal Pradesh Legislative Assembly identified Rajiv Gandhi University (RGU), Rono Hills, as the principal collaborating institution for the APLA@50 Outreach Connect Programme. As the premier and oldest central university of the state, RGU's academic standing, institutional network, and affiliating role encompassing colleges across Arunachal Pradesh positioned it as an ideal partner for the outreach initiative.

Within Rajiv Gandhi University, the Centre for Distance and Online Education (CDOE) was for-

mally designated as the nodal department responsible for the academic planning, coordination, and execution of the Outreach Connect Programme. The assignment of CDOE as the nodal unit ensured systematic outreach, logistical coordination, and continuity across institutions spread over diverse geographical and administrative zones of the state.

The collaboration between the Arunachal Pradesh Legislative Assembly and Rajiv Gandhi University symbolised the coming together of governance and academia for a shared democratic purpose. This institutional partnership ensured that constitutional awareness was disseminated not merely as information, but as a lived academic engagement grounded in dialogue, debate, and reflection.

The APLA@50 Outreach Connect Programme was implemented over a period of four

months, spanning from August to November 2025. Contrary to the initial proposal outlined in the brochure, which referred to the initiative as a year-long programme, the Outreach Connect Programme was successfully completed within this four-month period through an intensive and well-coordinated outreach schedule.

During this period, the outreach team travelled more than 5,000 kilometres across the length and breadth of Arunachal Pradesh, covering institutions located in the Itanagar Capital Region, Western Zone, Central Zones, and Eastern Zone. The programme engaged colleges situated in high-altitude Himalayan regions, border districts, interior and remote areas, as well as semi-urban and urban academic centres.

In total, more than twenty colleges and universities were directly covered through institution-level lecture series and de-

bate competitions, in addition to combined inter-institutional and state-level academic events. Including both host institutions and participating colleges, the Outreach Connect Programme reached and engaged more than 10,000 students drawn from diverse academic disciplines, social backgrounds, and cultural communities.

The APLA@50 Outreach Connect Programme was structured around multiple interconnected academic and civic engagement components. These included the Curtain Raiser Programme at Rajiv Gandhi University, institution-level lecture series, college-level debate competitions, a combined inter-institutional debate, essay writing and cover design competitions, and the State-Level Mega Debate Competition.

Each institution-level programme comprised a structured lecture seriesContd. on page 11

सम्पादकीय

जनरेटिव एआई और अकादमिक ईमानदारी: शिक्षा का नया संकट

उच्च शिक्षा के परिदृश्य में एक अभूतपूर्व तकनीकी क्रांति आई है, जिसका मुख्य वाहक जनरेटिव आर्टिफिशियल इंटेलिजेंस (Generative AI - GenAI) है। जीपीटी-4 (GPT-4), क्लाउड (Claude), और लामा (Llama) जैसे बड़े भाषा मॉडल (Large Language Models - LLMs) अब इतने सक्षम हो चुके हैं कि वे शोध पत्र, विस्तृत उत्तर या प्रस्तुतिकरण कुछ ही सेकंड में तैयार कर सकते हैं। इस तीव्र बदलाव ने पारंपरिक शिक्षण और मूल्यांकन के तरीकों के लिए "अस्तित्वगत खतरा" (existential threat) पैदा कर दिया है। सर्वेक्षणों से पता चलता है कि 74% से 92% छात्र शैक्षणिक उद्देश्यों के लिए GenAI उपकरणों का प्रयोग कर रहे हैं, और यह प्रवृत्ति शिक्षा के हर स्तर पर चुपचाप दस्तक दे चुकी है।

यह संकट केवल तकनीकी नहीं, बल्कि अकादमिक ईमानदारी (Academic Integrity) और मौलिकता का है। GenAI के उपयोग से जुड़ी जटिलताओं और नैतिक उलझनों के कारण, संस्थानों को अपनी नीतियों और पद्धतियों को नए सिरे से परिभाषित करना पड़ रहा है। सार में, शैक्षणिक कदाचार की परिभाषा भी बदल गई है: यदि छात्र GenAI द्वारा उत्पन्न सामग्री को अपना काम बताकर जमा करते हैं, तो यह अकादमिक कदाचार (academic misconduct) माना जाएगा।

पारदर्शिता की अनिवार्यता पर विचार करने पर पता चलता है कि इस नए युग में, पारदर्शिता (transparency) एक मूलभूत आवश्यकता बन गई है। सोलेंट यूनिवर्सिटी (Solent University) स्पष्ट करती है कि GenAI का उपयोग करना अपने आप में कदाचार नहीं है, लेकिन यदि इसका उपयोग सामग्री उत्पन्न करने के लिए किया जाता है, तो इसे स्रोत (source) के रूप में संदर्भित (referenced) किया जाना चाहिए। आईआईटी दिल्ली (IIT Delhi) ने भी यह स्पष्ट निर्देश दिया है कि यदि किसी शैक्षणिक या शोध कार्य में AI टूल्स का उपयोग किया गया है, तो उसकी जानकारी देना अनिवार्य होगा।

शिक्षकों को छात्रों के साथ खुले और ईमानदार संवाद में शामिल होना चाहिए। उन्हें स्पष्ट रूप से बताना चाहिए कि उन्होंने AI के उपयोग को असाइनमेंट के सीखने के लक्ष्यों और परिणामों (learning outcomes) से कैसे जोड़ा है, या क्यों सीमित किया है। एक स्पष्ट पाठ्यक्रम नीति (clear course policy) लिखना महत्वपूर्ण है, जिसमें उन विशिष्ट कार्यों के लिए विस्तृत दिशानिर्देश हों जिनमें AI का उपयोग स्वीकार्य, सीमित या प्रतिबंधित है। ऐसा करने से छात्रों को यह समझने में मदद मिलती है कि वे किन कौशल (skills) का विकास कर रहे हैं और वे कौशल उनके अध्ययन, जीवन और काम में कैसे उपयोगी होंगे।

आज का समय कक्षा शिक्षण के लिए संक्रमण-काल है, पुरानी पद्धतियों और नई तकनीक का प्रयोग कक्षा शिक्षण के समक्ष चुनौतियाँ उत्पन्न कर रही हैं। GenAI ने शिक्षकों के लिए कक्षा में अनेक गहरी चुनौतियाँ उत्पन्न की हैं, जिन्हें केवल निषेध (prohibition) से हल नहीं किया जा सकता।

मूल्यांकन के तरीकों की अप्रासंगिकता (Irrelevance of Assessment Methods) समस्या के रूप में मुँह बाएँ खड़ी है, पारंपरिक मूल्यांकन, जो अक्सर "वर्णन कीजिए," "समझाइए," या "परिभाषित कीजिए" जैसे क्रियाशब्दों पर आधारित होते हैं, GenAI से उत्तर पाने के लिए

सबसे आसान लक्ष्य बन गए हैं। जब GenAI चंद सेकंड में उत्कृष्ट असाइनमेंट तैयार कर सकता है—जिसकी गुणवत्ता पहले संघर्ष करने वाला छात्र भी अचानक हासिल कर लेता है—तो शिक्षक वास्तव में किस चीज़ का परीक्षण कर रहे हैं, यह सवाल खड़ा होता है।

साहित्यिक चोरी का पता लगाने की दुविधा भी हमारे सामने किसी संकट से कम नहीं है। GenAI आउटपुट अक्सर मौलिक भाषा में उत्तर देते हैं, जिससे पारंपरिक साहित्यिक चोरी (plagiarism) डिटेक्टर इन्हें पकड़ नहीं पाते। जनरेटिव AI डिटेक्टर टूल्स की सटीकता लगभग 88% है, जिससे 12% त्रुटि का मार्जिन रह जाता है। चिंताजनक बात यह है कि ये डिटेक्टर गैर-देशी अंग्रेजी लेखकों के वास्तविक निबंधों को देशी लेखकों की तुलना में पांच गुना अधिक दर पर गलत लेबल कर सकते हैं, जिससे निष्पक्षता पर गंभीर प्रश्न खड़े होते हैं। साधारण पाठ परिवर्तन (simple text transformations) भी डिटेक्टर की सटीकता को 10% से नीचे ला सकते हैं।

तकनीकी पहुँच की असमानता (Equity and Access) का संकट भी गहराता जा रहा है। AI टूल्स की पहुँच सभी छात्रों के लिए समान नहीं है। जहाँ एक छात्र के पास लैपटॉप और तेज इंटरनेट है, वहीं ग्रामीण या आर्थिक रूप से कमजोर छात्र के लिए यह संभव नहीं हो सकता। यह असमानता शिक्षा में एक नया "डिजिटल वर्गभेद" उत्पन्न कर रही है, जिससे "मेधा" की जगह "संसाधनों" को वरीयता मिलने लगी है। संस्थानों को यह सुनिश्चित करना होगा कि किसी भी छात्र को किसी विशिष्ट AI टूल का उपयोग करने की आवश्यकता न हो, क्योंकि पहुँच असमान हो सकती है, वर्तमान भारत के सामाजिक, आर्थिक एवं शैक्षणिक सन्दर्भ में।

एक संकट यह भी है कि ऑनलाइन शिक्षा में विश्वसनीयता कितनी है? दूरस्थ और ऑनलाइन शिक्षा (online and distance learning) में, GenAI ने विश्वसनीयता की एक नई चुनौती पेश की है। जब छात्र AI से तैयार किए गए उत्तर जमा करते हैं, तो मूल्यांकनकर्ता के लिए यह जानना मुश्किल हो जाता है कि छात्र को विषय की वास्तविक समझ है या नहीं या तो बहुत है।

इस चुनौती को स्वीकारते हुए शिक्षण पद्धतियों में परिवर्तन ही समाधान की राह है। इन चुनौतियों का सामना करने के लिए, शिक्षकों और संस्थानों को अपनी शिक्षण और मूल्यांकन की व्यवस्थाओं को लचीली रणनीतियों के साथ फिर से डिजाइन करना होगा। यह परिवर्तन AI से लड़ने के बजाय, AI के साथ मिलकर कार्य करने की मानसिकता पर आधारित होना चाहिए। गुरुकुल कांगड़ी समविश्वविद्यालय में डॉ. सुशील उपाध्याय ने यह संभावना व्यक्त की है कि AI का उपयोग साहित्यिक चोरी को रोकने के लिए भी किया जा सकता है और अनिवार्यतः किया भी जाना चाहिए।

इस प्रक्रिया पर ध्यान केंद्रित करना (Emphasizing Process) भी आवश्यक है। शिक्षण को अब अंतिम उत्पाद (final product) के बजाय सीखने की पूरी यात्रा (process) को दर्ज करने और उसका मूल्यांकन करने पर केंद्रित होना चाहिए। GenAI पॉलिश किए गए आउटपुट तो दे सकता है, लेकिन यह मानवीय सोच और समस्या-समाधान की अपूर्ण, पुनरावृत्ति वाली प्रकृति (messy, iterative nature) को प्रमाणिक रूप से कैप्चर नहीं कर सकता। शिक्षकों को अनिवार्य करना चाहिए कि छात्र अपने काम की प्रक्रिया दिखाएँ। इसमें समस्या-समाधान प्रक्रिया, लेखन प्रक्रिया,

तर्क प्रक्रिया (reasoning process), या यहां तक कि प्रॉम्प्टिंग प्रक्रिया (prompting process) को भी शामिल किया जा सकता है। प्रमुख असाइनमेंट्स के लिए, कई चरण शामिल किए जाने चाहिए जो प्रगति पर प्रतिक्रिया (feedback on progress) प्रदान करते हैं। उदाहरण के लिए, छात्र अपने स्थानीय क्षेत्र में जल संकट पर डेटा संग्रह करें, फिर डेटा का विश्लेषण करके एक सहयोगी प्रस्ताव प्रस्तुत करें इत्यादि।

AI-प्रतिरोधी मूल्यांकन डिजाइन (AI-Resistant Assessment Design) पर विचार करते हुए विशेषज्ञ कहते हैं कि-GenAI के खतरे से निपटने के लिए, एक "मशीन-बनाम-मशीन" (machine-versus-machine) दृष्टिकोण प्रस्तावित किया गया है, जो स्टैटिक विश्लेषण और डायनेमिक परीक्षण को जोड़ता है। स्टैटिक विश्लेषण में आठ ऐसे तत्व शामिल हैं जो GenAI की अंतर्निहित सीमाओं को लक्षित करते हैं: विशिष्टता और प्रासंगिककरण (Specificity & Contextualization) असाइनमेंट में विशिष्ट, अद्वितीय संदर्भों या आला विषयों (niche topics) का उपयोग करें। GenAI सामान्य विषयों में तो माहिर है, लेकिन अत्यधिक विशिष्ट संदर्भों में संघर्ष करता है। सामयिक प्रासंगिकता- (Temporal Relevance) GenAI मॉडलों के प्रशिक्षण डेटा की कटऑफ तिथि (cutoff date) होती है। मूल्यांकन में जानबूझकर उन स्रोतों या घटनाओं का उपयोग करें जो AI के प्रशिक्षण डेटा की कटऑफ के बाद प्रकाशित हुए हैं। वैयक्तिकरण तत्व- (Personalization Elements) छात्रों के अद्वितीय अनुभवों, व्यक्तिगत दृष्टिकोणों या विशिष्ट परिस्थितियों के एकीकरण की आवश्यकता करें। GenAI में व्यक्तिगत अनुभव या चेतना का अभाव होता है। नैतिक तर्क आवश्यकताएं- (Ethical Reasoning) छात्रों से नैतिक दुविधाओं (ethical dilemmas) का सूक्ष्म नैतिक निर्णय या मूल्य-आधारित विश्लेषण (values-based analysis) करने की मांग करें। AI में प्रमाणिक नैतिक अभिकरण (genuine moral agency) का अभाव होता है।

समूह कार्य और सहयोग को बढ़ावा देने (Promoting Collaboration) का संकट आज के समय में उत्पन्न होता जा रहा है। समूह कार्यों को बढ़ावा देना एक प्रभावी रणनीति है। GenAI वास्तविक समय के सहयोग या टीम के भीतर संघर्ष समाधान (conflict resolution) में भाग नहीं ले सकता। सहयोगात्मक मूल्यांकन में छात्रों को अर्थ का तालमेल (negotiation of meaning) और विभिन्न दृष्टिकोणों का एकीकरण (integration of diverse perspectives) करना होता है।

मानव शिक्षक और एआई के बीच सुविधाकर्ता की भूमिका का संकट भी कम नहीं है। AI के उदय ने मानव शिक्षक (Human Educator) की भूमिका को बदल दिया है। शिक्षक अब सूचना प्रदाताओं (information providers) के बजाय सीखने के सुविधाकर्ता (learning facilitators) बन रहे हैं। उनकी भूमिका GenAI की सामग्री उत्पन्न करने की क्षमता के साथ प्रतिस्पर्धा करने की नहीं है, बल्कि छात्रों को ज्ञान, आलोचनात्मक निर्णय और जटिल, वास्तविक-विश्व स्थितियों में ज्ञान लागू करने की क्षमता विकसित करने में मार्गदर्शन करने की है।

"मानवीय लाभ जो AI दोहरा नहीं सकता" इस संक्रमण काल की सबसे गंभीर

समस्या है और कक्षा में शिक्षक-विद्यार्थी की भौतिक रूप से उपस्थिति, मानसिक एवं भावात्मक रूप से शिक्षक तथा विद्यार्थियों के लगाव का समर्थन भी करता है। GenAI बड़े डेटासेट पर आधारित एक कंप्यूटर मॉडल है जो संभावित परिणामों की भविष्यवाणी करता है। यह आउटपुट दे सकता है, लेकिन यह कभी भी मानवीय संज्ञानात्मक प्रक्रिया (human cognitive effort) या अनुभव को प्रतिस्थापित नहीं कर सकता। व्यक्तिगत अनुभव और भावनात्मक बुद्धिमत्ता का संकट भी है। AI आपकी दादी का साक्षात्कार नहीं कर सकता या उपपाठ (subtext) को समझते हुए सामग्री से भावनात्मक रूप से नहीं जुड़ सकता। मानवीय लाभ में भावनात्मक बुद्धिमत्ता (Emotional Intelligence) निहित है। आलोचनात्मक प्रश्न पूछने का संकट- AI उत्तर प्रदान करता है, लेकिन मनुष्य ही वे आलोचनात्मक प्रश्न (critical questions) पूछते हैं जो महत्वपूर्ण हैं। संज्ञानात्मक प्रयास और संघर्ष का संकट- सीखने के लिए संज्ञानात्मक प्रयास और संघर्ष (cognitive effort and struggle) महत्वपूर्ण हैं, जिन्हें AI के उपयोग से दरकिनार किया जा सकता है। शिक्षकों को संघर्ष को सामान्य बनाना चाहिए और समझाना चाहिए कि सीखने के लिए ये चुनौतीपूर्ण अनुभव क्यों आवश्यक हैं।

GenAI को एक सहायक उपकरण (assistive tool) के रूप में देखा जाना चाहिए, न कि ज्ञान का प्राथमिक स्रोत या उत्पादन का साधन। शिक्षकों को छात्रों को AI साक्षर (AI-literate) बनाने के लिए मार्गदर्शन और प्रशिक्षण प्रदान करना चाहिए, ताकि वे AI की शक्तियों और कमजोरियों को समझकर इसका नैतिक और प्रभावी उपयोग कर सकें। छात्रों को संवेदनशील डेटा साझा करने के जोखिमों के बारे में पता होना चाहिए।

निष्कर्षतः हम कह सकते हैं कि आगे की राह में परिवर्तन का नेतृत्व करना होगा और इसे समय के साथ स्वीकार भी करना होगा। शैक्षिक परिवर्तन रातोंरात नहीं होगा, लेकिन वह पहले से ही शुरू हो चुका है। GenAI शैक्षणिक जीवन को बढ़ाने की परिवर्तनकारी क्षमता रखता है। GenAI का आगमन प्रामाणिक शिक्षा का अंत नहीं है—यह संभावित रूप से कुछ असाधारण की शुरुआत है। सबसे सफल शिक्षक वे हैं जो GenAI से लड़ नहीं रहे, बल्कि इसके साथ सकारात्मक "अभिनय" कर रहे हैं। GenAI के साथ शिक्षण में लचीलापन, प्रतिक्रिया और शैक्षणिक अखंडता को प्राथमिकता देनी होगी। संस्थानों को निरंतर नीतियों और मार्गदर्शन का मूल्यांकन करते रहना चाहिए ताकि वे GenAI प्रौद्योगिकियों के विकास के साथ प्रासंगिक बने रहें। सवाल यह नहीं है कि क्या AI हमारे पढ़ाने और सीखने के तरीके को बदलेगा। सवाल यह है कि क्या हम उस बदलाव का नेतृत्व करेंगे या इसे हमारे साथ होने देंगे। मैं तो यह सोचता हूँ कि विकल्प हमारा है। समय अब विचार करने और इसे स्वीकार करने का है या इसे संकट के रूप में देखे जाने का है, हमें इस उलझन से बाहर निकलना होगा, मेरे विचार से इसे स्वीकार करते हुए अब अकादमिक क्षेत्र में इसके साथ ही चलना पड़ेगा। साथ ही शैक्षणिक परिवेश और पद्धतियों में इसके अनुसार ही ढलना पड़ेगा।

डॉ. विश्वजीत कुमार मिश्र
संपादक
हिंदी डेस्क, The रोनोPost

International Women's Day Celebrated at Rajiv Gandhi University

Rono Hills: The International Women's Day was celebrated at Rajiv Gandhi University, Arunachal Pradesh on 8th March 2025, with an inspiring event that honoured women's achievements and empowerment. The celebration commenced with the inauguration of an exhibition stall, followed by the commencement of the official programme at the Convention Hall, where dignitaries were felicitated. Prof. Elizabeth Hangsing, Director, WS & RC, RGU, delivered the welcome address, followed by an invocation by students of the university in collaboration of the Centre for Sanskrit Learning, CDOE, RGU.

The event featured an insightful session titled "Women Achievers – A Conversation," moderated by Moji Riba, where distinguished panelists shared insights on success, challenges, and societal changes needed for women's progress. Dr. Krishna Chowlu spoke on her scientific discoveries and the need to support women in the field of education and research, Millo Sunka emphasized perseverance in the acting industry, and Tenzin Metoh highlighted efforts to revive indigenous fashion.

A video presentation showcased empowering messages from renowned women across various fields, including Jarjum Ete (Political Activist), Prof. Jumyir Basar (Professor), Padmashri Yanning Jamoh (Herbalist), Smti. Mitali Namchom (IAS), Kary Padu (Filmmaker), Tanya Priya (Proprietor), and Sonam Zomba (MMA Fighter). The programme also showcased a Diversity Walk, celebrating the rich cultural heritage of Arunachal Pradesh and Assam through traditional attires.

Dr. N. T. Rikam, Registrar, RGU, underscored the remarkable contributions of women in society and academia. He emphasized the progress made by women in Arunachal Pradesh, stating that they are excelling in various fields and surpassing many societal barriers. Chief Guest Smti. Kamalini Dash praised the achievements of women and also highlighted their contribution to the successful implementation of Balvatika. The event also included cultural performances such as songs, dances, and group performances, adding vibrancy to the celebration. Various literary and floral competitions, including poetry, magazine cover designing, and shloka chanting, were organized, with winners receiving certificates and cash prizes. The event also marked the announcement of an annual newsletter publication for International Women's Day.

Dr. Devi Baruah, Organizing Chairperson, delivered the vote of thanks, acknowledging the efforts of the organizing committee, enquiry staff, stall owners, and all the participants in making the event a grand success. The celebration concluded with the National Anthem, leaving a lasting message of empowerment and unity.

RGU Celebrates 42nd Foundation Day with Academic and Cultural Activities



Rono Hills, 4th February: Rajiv Gandhi University (RGU), Itanagar, celebrated its 42nd Foundation Day with enthusiasm and a series of academic and cultural programmes on the university campus. The event was marked by the inauguration of exhibition stalls showcasing products developed by local entrepreneurs, reflecting the university's emphasis on innovation,

self-reliance, and community engagement.

Students, faculty members, and staff actively participated in the celebrations, which highlighted RGU's journey and its contributions to higher education and research in Arunachal Pradesh. Addressing the gathering, dignitaries underscored the importance of academic excellence, research innovation, and the pro-

motion of indigenous knowledge systems.

Cultural performances by students added colour and vibrancy to the programme, creating a festive atmosphere. The celebration reaffirmed Rajiv Gandhi University's commitment to holistic education and its role as a premier institution fostering intellectual growth and social responsibility in the region.

Rajiv Gandhi University Felicitates Medal Winners of (AIU) All India Inter-University Championship 2024-25

Itanagar, Arunachal Pradesh, May 6, 2025: Rajiv Gandhi University proudly honored its outstanding student athletes for their exceptional performances at the All India Inter-University Championships 2024-25. The felicitation ceremony, held in the Vice-Chancellor's chamber, recognized the dedication and success of three students who brought laurels to the university.

Ms. Yorna Roshini, a post-graduate student of M.A. in Sports Psychology, won two medals in the Wushu discipline at the All India Inter-University Wushu (Men & Women) Championship 2024-25, organized by Chandigarh University, Mohali, Punjab, from February 22 to 27, 2025. She secured a Silver medal in Nanquan and a Bronze medal in Nandao, showcasing remarkable talent and resilience in the martial arts category.

Ms. Hinium Mama and Ms. Lika Aku, both B.P.Ed. students from the Department of Physical Education, earned accolades in Pencak Silat at the All India Inter-University Pencak Silat Championship for Men/Women 2024-25. The event was hosted by Kristu Jayanti College under Bengaluru North University, Karnataka, from April 13 to 16, 2025. Ms. Mama clinched a Silver medal, while Ms. Aku secured a Bronze medal in the Tandeng cate-

gory of the traditional Indonesian martial art.

The felicitation ceremony was graced by Prof. S. K. Nayak, Vice-Chancellor (in-charge) of RGU, who commended the students for their discipline, hard work, and outstanding achievements. The event was also attended by distinguished university officials/Faculty members, including Prof. Otem Padung, Finance Officer; Prof. Sambhu Prasad, Dean of the Faculty of Physical Education and Sports Sciences; Dr. Bijay Raji, Controller of Examinations; Dr. David Pertin, Joint Registrar (Project/Examination); and Dr. A. Yuvaraj, Assistant Director of Physical Education.

In his address, Prof. Nayak praised the medalists for their commitment to excellence and emphasized the university's continued support for sports and holistic student development. To mark the occasion, a small celebratory snacks gathering was hosted in honor of the achievers.

Rajiv Gandhi University remains committed to nurturing talent and promoting co-curricular and extracurricular engagement among its students. The recent achievements of these young sportspersons serve as a testament to the university's dedication to excellence in both academics and athletics.

Sanskrit orientation Programme Organized by Centre for Distance and Online Education (CDOE)

Rono Hills, May 7-8, 2025 — The Centre for Distance and Online Education (CDOE), Rajiv Gandhi University, in collaboration with the Institute of Open and Distance Education at Central Sanskrit University, New Delhi, inaugurated its first-ever two-day Sanskrit orientation workshop titled "Sanskrit and Sanskriti: Unearthing the Repository of Knowledge in the Traditional Indian Knowledge System." Over 200 participants—including scholars, students, and cultural enthusiasts from RGU, Vivekananda Kendra College of Teacher Education (VKCTE) Nirjuli, and Oju Mission School, Naharlagun—gathered in the Mini Auditorium for an immersive celebration of India's ancient linguistic heritage.

The workshop opened with the stirring rendition of the RGU Kul Geet and the ceremonial lighting of the lamp. A graceful Manglacharan dance by Manami Gamlin of VKCTE Nirjuli set a reverent tone. Dr. N. T. Rikam, Registrar of RGU, delivered the welcome address, declaring, "Without Sanskrit, there is no Sanskriti," and urging that the successful revival strategies for Sanskrit be applied to preserve Arunachal Pradesh's indigenous languages and oral traditions before they vanish.

Moyir Riba, Convenor of the Programme, outlined the workshop's objectives and celebrated its synchronicity with the national 1008 Sanskrit Sambhashan Shivir Abhiyan by Sanskrit Bharti. "This

orientation marks RGU's unwavering commitment to cultivating Sanskrit learning nationwide," she remarked, calling the event a pivotal milestone in the broader mission to elevate Sanskrit as a living linguistic treasure.

In his keynote address, Prof. Prahlad R. Joshi, Vice Chancellor of Kumar Bhaskar Varma Sanskrit & Ancient Studies University, Nalbari, Assam, reminded attendees that "Sanskrit is woven into the very identity of Arunachal Pradesh." Citing seven villages where Sanskrit remains the primary spoken language, he urged participants to view Sanskrit not as an archaic relic but as a vibrant medium capable of enriching modern discourse.

Shri Tesam Pongte, Hon'ble Speaker Arunachal Pradesh Legislative Assembly—addressing the gathering with his characteristic passion—lauded the Arunachal Pradesh government's recent introduction of mother-tongue instruction in primary schools as a progressive step toward linguistic inclusion. However, he sounded a clarion call for an equally vigorous revival of the state's traditional shamanic chanting languages—linguistic strands that bind tribal communities to their land, rituals, and cosmologies. "These tongues," he asserted, "are more than mere vehicles of communication; they enshrine our collective memory, our myths of origin, and our covenant with nature."

He painted a vivid picture of how each chant, each ritual song, carries encoded knowledge of medicinal plants, seasonal cycles, and ethical frameworks unique to Arunachal's myriad tribes. He cautioned that failure to document, teach, and pass on these chanting traditions could sever Arunachal's communities from their ancestral wisdom, triggering irreversible cultural loss. Drawing parallels to the nationwide revival of Sanskrit—where dedicated institutions, curricula, and community-led initiatives have sparked a renaissance—Shri Pongte urged the assembly to forge partnerships between universities, local elders, and youth groups. "Let us harness the blueprint of Sanskrit's resurgence—its peer-tutoring circles, immersive language camps, and digital archives—to craft a renaissance of our own shamanic chants," he concluded, rallying educators and policymakers alike to safeguard the "living library" of Arunachal Pradesh.

The morning's panel discussion, "The Need for Sanskrit Education in the Context of Arunachal Pradesh," convened four distinguished scholars to explore both the historical trajectories and contemporary imperatives of Sanskrit learning in the region. Prof. Prahlad R. Joshi traced the language's illustrious past and examined its sharp decline following Macaulay's 1835 Minute, arguing that reviving daily Sanskrit fluency could

enrich Arunachal's multilingual environment and open new avenues for research in philosophy and environmental ethics.

Prof. Oken Lego, HOD, Hindi, RGU, surveyed how Hindi's rise has fostered statewide literary expression—citing local poets and playwrights whose Hindi works spotlight tribal narratives—and proposed targeted certificate courses in collaboration with Central Sanskrit University to create career pathways in teaching, translation, and digital media.

Dr. V. K. Mishra, Assistant Professor, Department of Hindi, RGU offered a deep dive into the structural elegance of Sanskrit grammar, detailing how 19th-century logicians like Charles Babbage and Hermann Grassmann were drawn to Pānini's formalized rules as precursors to algorithmic thinking, and highlighted modern computational linguistics research leveraging Sanskrit's fixed morphology to improve language-processing models.

Dr. Arun Kumar Pandey, Associate Professor, Department of Hindi, RGU, who moderated the panel with great skill, briefly shared insights from pilot workshops using immersive 'Sanskrit-only' zones and peer tutoring to boost beginners' confidence, before seamlessly guiding the session to its conclusion.

Together, the panelists painted a multifaceted vision: one that honors Sanskrit's storied leg-

acy, leverages its modern scientific relevance, and adapts teaching methods to Arunachal Pradesh's unique sociolinguistic fabric—thereby ensuring that Sanskrit education contributes meaningfully to both regional identity and global scholarship.

In the afternoon, Sushri Tinku Devi, Co-Coordinator and Sanskrit Learning instructor at CDOE, led the Bhasha Parichay—an engaging introduction to Sanskrit basics—followed by Bhasha Krida, interactive language games facilitated by Shri Nil Kamal Pandit (Darang College), Ms. Rituparna Sarma, and Ms. Nita Devi. These activities blended learning with play, culminating in a stirring collective rendition of the National Anthem.

Prof. Ashan Riddi, Director of CODE, delivered the Vote of Thanks, expressing gratitude to speakers, collaborative partners VKCTE and the Oju Welfare Society, and all participants. He highlighted the workshop's role in strengthening collaboration between RGU and Central Sanskrit University and pledged continued efforts to expand Sanskrit and regional language education throughout Arunachal Pradesh and the North-east.

The two-day workshop concluded today with a vibrant cultural programme, student competitions in shloka recitation, Sanskrit song renditions, and dramatic skits, as well as a valedictory session to honor outstanding participants and chart the path for future initiatives.

Ethnomedicinal Plants of Arunachal Pradesh, Eastern Himalayas: Traditional Applications as Indigenous Regulators of Female Reproductive Health

Arunachal Pradesh, an Eastern Himalayan biodiversity hotspot in India, encompasses over 8,000 angiosperm species across its 83,743 km² terrain, fostering unparalleled floral diversity. This ecological bounty underpins the region's ethnolinguistic mosaic, featuring more than 26 major tribes—including Adi, Nyishi, Mishmi, and Monpa—and over 100 sub-tribes, each perpetuating unique indigenous knowledge systems rooted in centuries-old herbal healing traditions. These practices, deeply embedded in sociocultural fabrics, integrate empirical observations of medicinal plants with holistic paradigms of health maintenance. The ethnomedicinal flora utilized in indigenous practices for modulating female reproductive physiology are listed below—

Cynoglossum zeylanicum

Cynoglossum zeylanicum Lehm. locally known as "Aputi" among the Idu Mishmi tribe in Arunachal Pradesh is an erect annual herb endemic to the Eastern Himalayan foothills, thriving in subtropical forests of Dibang Valley and Lower Subansiri districts. Traditionally the root bark decoctions or pastes are administered orally by women to enhance fertility and regulate reproductive performance, serving as a pro-fertile agent for addressing infertility and menstrual irregularities. These ethnomedicinal practices, rooted in indigenous knowledge systems, leverage the plant's estrogenic properties to modulate hormonal balance, aligning with broader Himalayan traditions for reproductive health. Phytochemical profiling via GC-MS reveals bioactive pyrrolizidine alkaloids and sterols (e.g., γ -sitosterol, demecolcine). Molecular docking studies revealed that phytochemicals present in the plant extract exhibit high binding affinity with human ER α /ER β and PR. In vivo validation

through vaginal cornification assay in ovariectomized and perimplantation study confirms estrogenic activity, promoting epithelial proliferation, endometrial receptivity, decidualization. These findings provide novel in vivo evidence of CRBE-mediated ER- β modulation in the uterus, underscoring its phytoestrogenic potential for reproductive tissue regeneration.

Dysoxylum alliarum

Dysoxylum alliarum (Meliaceae), "Situ paiyu" among Adi in East Siang, is a semi-evergreen tree endemic to Himalayan foothills. Adi and Mishmi women use bark decoctions orally for fertility control and menstrual regulation, and fruit extracts as abortifacients for early pregnancy termination, drawing on emmenagogue and anti-implantation properties to prevent unwanted pregnancies without synthetic interventions. Prevalent in Siang and Dibang valleys, these practices disrupt estrogen signaling for endometrial changes. Phytochemicals include limonoids (e.g., mexicanolides) and tirucallane triterpenoids. In albino rats, crude bark extracts dose-dependently reduce implantation sites and litter size, inducing embryonic degeneration without toxicity. Docking shows high steroid receptor affinity, validating antifertility effects.

Scoparia dulcis

Scoparia dulcis L. (Scrophulariaceae), or sweet broomweed/licorice weed, is a perennial herb in Arunachal Pradesh's subtropical lowlands. Among indigenous tribes such as Adi and Nyishi, whole plant decoctions or aqueous extracts are traditionally administered orally by women to regulate menstrual cycles, alleviate dysmenorrhea, and manage irregular menstruation, embodying age-old ethnomedicinal practices for female reproductive health. Phy-

tochemical analysis identifies key flavonoids (e.g., apigenin, luteolin) and diterpenoids (e.g., scopadulcic acid) as bioactive constituents responsible for endocrine modulation. In silico molecular docking reveals strong binding affinities of these compounds to human estrogen receptors (ER α /ER β). In vivo studies on ovariectomized Swiss albino mice demonstrate that ethanolic extracts significantly in-

crease uterine weight endometrial thickness, and vaginal cornification, mimicking estradiol effects and validating traditional antifertility claims. No overt toxicity was observed in subacute dosing, though long-term safety requires further scrutiny.

Lasia spinosa

Lasia spinosa (Araceae), a robust aroid herb (syn. Kohila; unicorn plant) endemic to swampy habitats in Northeast India. Its root paste is ethnomedicinally applied on menstrual day 1 in Arunachal Pradesh for dysmenorrhea alleviation. Oral methanol root extract (250–750 mg/kg) administered to female albino mice over two estrous cycles induced dose-dependent vaginal cornification, uterine hypertrophy, and luminal epithelial proliferation with papillary projections. Histomorphometric analyses revealed augmented myometrial, perimetrial, and epithelial heights, hallmark indicators of phytoestrogenic efficacy. These effects implicate phytoestrogenic modulation, warranting further mechanistic validation.

Ophiocordyceps sinensis

Ophiocordyceps sinensis (Caterpillar fungus), known locally as "Yarsagumba," serves as a traditional reproductive tonic among

Monpa and other indigenous tribes in Arunachal Pradesh particularly in high-altitude districts of Tawang and West Kameng. In women, powdered sclerotia, administered with milk enhance libido, mitigate menopausal symptoms, and promote fertility via aphrodisiac and adaptogenic mechanisms. Postpartum, it aids vitality restoration, supporting hormonal equilibrium and energy recovery. Bioactive constituents, including nucleosides (e.g., cordycepin) and polysaccharides, exert estrogen-modulating and antioxidative effects on reproductive tissues. Cordycepin, notably, holds promise for anticancer and antiviral therapies, garnering pharmacological interest.

Paris polyphylla

Paris polyphylla Smith (Melanthiaceae), "Do-Tala" among Adi and Nyishi, regulates reproductive health with rhizome decoctions or pastes as haemostatics for postpartum hemorrhage and menorrhagia and excessive menstrual bleeding. Steroidal saponins (e.g., diosgenin, polyphyllin) aid clotting and anti-inflammation. Topical use treats mastitis, aiding lactation. Aligned with Himalayan ethnomedicine, it offers analgesic/hemostatic validation, but sustainable harvesting is crucial for this vulnerable species.

Gentiana sikkimensis

Gentiana sikkimensis C.B. Clarke (Gentianaceae), "Tite patti" among Monpa tribes in Arunachal Pradesh, Eastern Himalayas, functions as a traditional regulator of female reproductive health. Oral rhizome decoctions mitigate menorrhagia and uterine disorders via hemostatic and anti-inflammatory actions attributed to secoiridoid glycosides (e.g., gentiopicroside). Topically, root pastes facilitate postpartum inflammation reduc-

tion and wound healing, consistent with Tibetan ethnomedicine. While pharmacological studies affirm efficacy in gynecological management, emmenagogue potential contraindicates use in pregnancy.

Mishmi Tita

Coptis teeta Wall. (Ranunculaceae), "Mishmi Tita" among Mishmi, Adi, and Nyishi, uses leaf extracts with *Carica papaya* as abortifacients via emmenagogue action. Rhizome decoctions treat menorrhagia with alkaloids (e.g., berberine, coptisine) for anti-inflammation and hemostasis, echoing Ayurveda. Studies confirm uterine stimulation, but overexploitation demands sustainability.

Conclusion

Reproductive regulation is vital for fertility management. Synthetic steroid-based medications often entail hormonal side effects and inconsistent efficacy, non-steroidal herbal alternatives from traditional medicine offer targeted, low-impact solutions. Arunachal Pradesh, a biodiversity hotspot in the Eastern Himalayas, harbors a rich indigenous knowledge system among tribes for ethnomedicinal fertility control, menstrual regulation, and postpartum care. These practices, rooted in oral traditions and folk remedies, leverage bioactive phytochemicals which modulate reproductive processes with minimal systemic disruption. Validation and standardization could yield safe regulators, fostering cultural integration and bridging traditions with therapeutics amid sustainability challenges.

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XIII Inter College Youth Festival 2025 successfully concluded at Rajiv Gandhi University

Dera Natung government college, Itanagar emerged as the overall Champion

Rono Hills, Doimukh, 9 April 2025: The XIII Inter College Youth Festival 2024, hosted by Rajiv Gandhi University (RGU), concluded with great enthusiasm and success after three days of vibrant cultural, literary, and sports competitions.

The valedictory ceremony was graced by the esteemed presence of Shri Topin Ete, Honorable MLA of the 30th Aalo West constituency, as the Chief Guest. The program commenced with a warm welcome address by RGU Registrar, Dr. N. T. Rikam, setting a gracious tone for the closing event. He informed the gathering that with the financial support from the State Govt., the Inter-College Youth Festival will be conducted on regular intervals, for which a modalities will

be worked out shortly in consultation with affiliated colleges and other stakeholders.

In his address, Shri Topin Ete extended heartfelt greetings to all attendees and expressed his gratitude to the university for the invitation. He emphasized the significance of such festivals in nurturing brotherhood among the diverse communities of Arunachal Pradesh. "Competitions like these give students the confidence to move forward in life and enrich them with valuable experiences," he remarked.

Highlighting the pivotal role of youth, Shri Ete said, "Students are the architects of the future. Events like this not only build character and personality but also make you a better person." He also stressed the im-

portance of preserving native languages and dialects as an integral part of protecting cultural heritage and identity.

Addressing developmental strides under the leadership of Hon'ble Chief Minister Shri Pema Khandu, the Chief Guest acknowledged the progress Arunachal Pradesh is witnessing. However, he also expressed concern about the growing menace of drug abuse in the state, urging the youth to stay focused and make positive life choices.

The ceremony culminated in the distribution of medals and trophies to winners and runners-up of various competitions. Dera Natung Government College, Itanagar, emerged as the Overall Champion, while In-

dra Gandhi Government College, Tezu, and Saint Claret College, Ziro, secured the First and Second Runners-up positions respectively. Dorjee Khandu Govt. College, Tawang has been adjudged as the best discipline team amongst the 27 participating colleges.

Prof. SK Nayak, Acting Vice Chancellor of the University, reiterated the beginning of the festival and how we came up to this stage of multiple events and large numbers of colleges. He also expressed happiness over the announcement of the state government in supporting the festival to be organized as an annual event.

The valedictory ceremony concluded with a heartfelt vote of thanks delivered by Prof.

Nabam Naka Hina, Dean of Students' Welfare, bringing the curtain down on a highly successful and memorable youth festival.

It could also be remembered that ICYF-2025 features diverse activities such as games and sports, essay writing competitions, debates, extempore speeches, and cultural exchange programs. These events are aimed at nurturing talent, building confidence, and fostering a spirit of camaraderie among the student community. The motto of this edition was "Empowering Youth and Celebrating Unity".

This edition witnessed the participation of 27 colleges and 484 participants competing in 8 different disciplines.

Workshop on Administrative Reforms in Arunachal Pradesh held at RGU

Rono Hills, 05 December 2025: A landmark workshop on Administrative Reforms in Arunachal Pradesh was held on 5 December 2025 at the Conference Hall, IUGS, Rajiv Gandhi University (RGU), marking the first-ever collaboration between Rajiv Gandhi University and the Administrative Reform Commission (ARC) of Arunachal Pradesh. This significant initiative aims to build a structured academic-administrative partnership to support policy reforms and strengthen institutional governance in the state.

The programme commenced with the welcoming of guests by Dr. Ravi Ranjan Kumar, Assistant Professor, Department of Social Work, followed by the University Anthem. In his address,

Dr. N.T. Rikam, Registrar of RGU, congratulated the State Government for establishing the Administrative Reform Commission with a progressive vision. He expressed RGU's full commitment to

providing academic expertise and support to the Commission in all possible ways.

Shri Pawan Kumar Sain (IAS), Commissioner to the Governor, then delivered an insightful address highlighting the importance of both top-down and bottom-up approaches to administrative reform. Citing his experience in Tezu, he recalled how the process of issuing ST certificates once took nearly six months, creating immense hardship for people from interior regions. The introduction of Jan Suvidha in 2006 brought this down to a single day, becoming a model later adopted across Arunachal Pradesh. He emphasized that such proactive initiatives significantly enhance public access to government services and strengthen institutional efficiency.

Prof. S.K. Nayak, Vice Chancellor of RGU, spoke on the need for all laws in Arunachal Pradesh to reflect the state's unique so-

cio-cultural and geographical landscape. Describing Arunachal Pradesh as a melting pot of cultural diversity with added strategic challenges due to its international borders, he shared his experiences of working with various administrative bodies. He underlined the importance of industrial development to generate employment and revenue and expressed hope that the workshop's deliberations would pave the way for solutions tailored to the distinctive needs of the state.

Shri Pramod Jain (IAS Retd.), Chairman of the Administrative Reform Commission and Chair of the workshop, elaborated on the mandate of the Commission and highlighted the importance of collaboration between academia and administration in designing effective reforms. He emphasized the need for continuous training and retraining of officers and stressed that the primary purpose of any law must be to simplify pro-

cedures and improve service delivery. He suggested that certain departments could be merged for better coordination and efficiency and that new laws must be framed wherever regulatory gaps exist. He also discussed the Public Private People Participation (PPPP) Model, which envisions the community as an active stakeholder in governance, thereby strengthening participatory administration.

The inaugural session concluded with a vote of thanks by Prof. S.K. Jena, Coordinator of the workshop, who summarized the discussions and acknowledged the efforts of all contributors and organizers whose dedication ensured the success of the programme.

The technical session that followed featured detailed presentations by various committees of RGU on themes such as the organizational structure of the Government of Arunachal Pradesh, gender equality and

inclusion in recruitment and promotion, social capital and participative service delivery, promotion of e-governance, refurbishing personnel administration, and ensuring effective district administration. Each presentation was followed by an in-depth discussion, with members of the Commission engaging actively through questions, clarifications, and suggestions. All recommendations were carefully noted with the aim of incorporating them into the evolving framework of administrative reforms in the state.

The workshop concluded with the shared understanding that this partnership between Rajiv Gandhi University and the Administrative Reform Commission marks the beginning of a meaningful and sustained journey toward strengthening governance systems and enhancing citizen-centric administration in Arunachal Pradesh.

Rajiv Gandhi University (RGU) signed MoU with Research and Information System for Developing Countries (RIS)

New Delhi, June 5: Rajiv Gandhi University under Ministry of Education MoE), Govt. of India signed a Memorandum of Understanding (MoU) with the Research and Information System for Developing Countries (RIS) under Ministry of External Affairs (MoEA) in a groundbreaking initiative to promote academic cooperation and research excellence. The MoU was signed in the side-line of International Conference on "Global South & Triangular Cooperation: Emerging Facets" conducted on June 3-4, 2025, at the Taj Palace in New Delhi, which brought together delegates from Global South countries.

Hon'ble President of Paraguay, H.E. Mr Santiago Pena Palacios delivered the keynote address in the august presence of Hon'ble Minister of State for External Affairs, Government of India, Mr Pabitra Margherita, and the distinguish world leaders of various spectrum in the conclave on emerging facets of Global South and Triangular Cooperation. The conference served as a platform to deliberate on new models of development partnership, emphasizing mutual growth, equity, and solidarity among Global South nations.

The MoU signing marks

a significant milestone in the G20 University Connect initiative, where 101 universities were shortlisted, but only 21, including Rajiv Gandhi University, were selected to sign MoU for collaboration with RIS. Selection was based on three key criteria: geographical area, remote regions from the National Capital, success of the G20 University Connect program, and strong engagement with the students. RGU's inclusion reflects its rising stature and strategic role in Northeast India's academic landscape. The MoU documents was signed by Dr. N.T. Rikam, Registrar, RGU and Prof. Sachin Chaturvedi, Director General, RIS in presence of the galaxy of Vice Chancellors and academicians.

The RGU delegation was headed by Prof. S. K. Nayak, Vice Chancellor (Acting), Dr. N.T. Rikam, Registrar and Prof. Kesang Degi, Professor from the Department of Education, as member attended in the conference. Prof. S.K. Nayak, representing RGU in the Vice-Chancellors' Panel Discussion, highlighted the university's academic contributions and its commitment to inclusive development, particularly in the Northeastern region. Prof. Kesang Degi also participated in a special session on NETRA (North

East Training for Research and Advocacy) and addressed the potentials, issues and opportunities of Arunachal Pradesh.

This collaborative agreement signifies RGU's strategic positioning within a select group of institutions committed to deepening research linkages and academic exchange in alignment with national development priorities and Global-South cooperation goals. The collaboration seeks to support specialized training programs, most notably through the NETRA (North East Training for Research and Advocacy) initiative, geared toward strengthening the research ecosystem and academic infrastructure in frontier regions.

The partnership is rooted in a shared vision to promote joint research and policy studies on development issues pertinent to the Global South. It aims to facilitate academic exchange, knowledge sharing, and meaningful policy dialogues among students, scholars, and faculty across participating institutions. A key focus lies in contributing to capacity building, regional development, and evidence-based policymaking, particularly in underserved and geographically remote areas such as India's Northeast.

2nd Borderland Narratives: Festival of Films at RGU



Rono Hills, 20-22 March: The 2nd Edition of Borderland Narratives: Festival of Films from Contemporary Northeast was held at Rajiv Gandhi University (RGU) from March 20 to 22, 2025. Organised by the Department of Mass Communication and the Arunachal Institute of Tribal Studies (AITS) in collaboration with the Centre for Cultural Research and Documentation (CCRD) and the Research Institute of World's Ancient Traditions, Cultures, and Heritage (RI-WATCH), the festival celebrated the cinematic and cultural diversity of Northeast India.

Building on the success of its inaugural edition in 2019, the

three-day festival showcased feature films by noted filmmakers including Dominic Sangma, Pradip Kurbah, Haobam Paban Kumar, and others, alongside documentaries highlighting indigenous traditions and heritage. A short film competition titled "Our Lives, Our Stories" encouraged emerging filmmakers to document vanishing cultural roots, with a cash prize of ₹50,000.

The festival also featured masterclasses, workshops, and a panel discussion aimed at fostering collaboration and strengthening the filmmaking ecosystem of the Northeast, reinforcing the festival's role as a vital platform for regional cinematic expression.

RGU secures the top spot among all Central Universities in Northeast India in the IIRF 2025 Rankings

Rono Hills, June 15: Rajiv Gandhi University has been ranked 13th in the list of central universities by the Indian Institutional Ranking Framework. With leading universities like Jawaharlal Nehru University, Delhi University and Banaras Hindu University topping the charts.

Rajiv Gandhi University is steadily emerging as a beacon of academic excellence, consistently shaping new horizons in the field of education in Arunachal Pradesh and beyond. With a firm commitment to quality education, research, and innovation, RGU has not only strengthened its institutional framework but also achieved national recognition.

The IIRF Ranking offers a comprehensive evaluation of higher education institutions across key parameters such as Teaching Learning Resource & Pedagogy, Research, Industry Income & Integration, Placement Performance, Placement Strategy & Support, Future Orientation, External Perception & International Outlook.

In the recent evaluation conducted by the National Assessment and Accreditation Council (NAAC), RGU was awarded a prestigious Grade 'A', reflecting the university's robust academic standards, infrastructure, and governance. This milestone marks a significant step in the university's journey toward becoming a center of excellence in higher education.

Further solidifying its position, RGU attained the 13th rank among all Central Universities in India in the 2025 IIRF ranking. This achievement is a testament to the university's sustained performance across various parameters including research output, teaching quality, industry interface, and student employability.

Notably, Rajiv Gandhi University

secured the top position among all Central Universities in the Northeast region for the second consecutive year in the IIRF rankings. This consistent regional leadership underscores RGU's growing impact and academic competitiveness in a diverse and dynamic educational landscape.

Other institutions in the region followed at a considerable distance, with Tezpur University (Assam) ranked 24th, Mizoram University (Mizoram) 25th, and Central Agricultural University (Manipur) at 26th position, respectively.

Prof. S. K. Nayak, Vice Chancellor of the University, congratulated and applauded the teamwork of the RGU family. He remarked, "This is a moment of immense pride for all of us at Rajiv Gandhi University. With the dedicated people we have in our institution, we will continue to grow and reach new horizons. This achievement is in line with the clarion call of Honorable Prime Minister Shri Narendra Modi ji, Sabka Saath Sabka Vikas, Sabka Viswas".

Dr. N. T. Rikam, Registrar of the University said, "This achievement reflects the collective effort of Team RGU - our students, teachers and non-teaching staff, whose dedication has enhanced our teaching and research environment. We also extended our gratitude to the state govt for their unwavering support."

RGU's continuous rise in national rankings highlights its dedication to academic excellence, inclusive growth, and societal development. With a vision to foster knowledge, innovation, and leadership, the university is poised to play an even greater role in shaping the future of higher education in Northeast India and the country at large.

Rajiv Gandhi University Successfully Hosts YOGOTSAV-2025 Countdown Programme with Enthusiastic Participation

Rajiv Gandhi University (RGU), Arunachal Pradesh, proudly hosted a grand Yoga Protocol Practice Programme on 14th May 2025 as part of YOGOTSAV-2025, a global initiative led by the Morarji Desai National Institute of Yoga (MDNIY), Ministry of AYUSH, Government of India. As one of the 100 organizations selected worldwide to commemorate 100 Days - 100 Organizations - 100 Locations, RGU took the lead in promoting yoga awareness and holistic well-being through this nationwide countdown celebration.

The day commenced with a Common Yoga Protocol (CYP) demonstration at 7:00 AM at the RGU Student Activity Center, drawing a crowd of more than 600 yoga enthusiasts. Participants included RGU research scholars, students, teaching and non-teaching staff, personnel from the Indo-Tibetan Border Police (ITBP), students from local schools, colleges, yoga centres, and members of the community. The morning session was live streamed for wider outreach by organizing committee member Dr. Sunil Koijam, Assistant Professor, Department of Mass Communication, through RGU V.SAT and YouTube: <https://youtube.com/live/BLLucZc0tdk?feature=share>.

The inaugural function was presided over by Prof. S.K. Nayak, Vice-Chancellor, as Chief Guest, with Dr. N.T. Rikam, Registrar, as Guest of Honour, and Prof. Otem Padung, Finance Officer, as Special Guest. Prof. Dr. Sambhu Prasad, Dean, Faculty of Physical Education and Sports Sciences, felicitated the dignitaries and welcomed the gathering.

The CYP session was led by Mr. Umesh Mimi, Research Scholar, Department of Physical Education, along with

students from the Yoga Diploma Programme. In parallel, RGU also observed the 'Nation First' Awareness Programme, introduced by Dr. Ravi Ranjan Kumar, Assistant Professor, Department of Social Work. The Chief Guest and other dignitaries addressed the gathering, underlining the importance of yoga in daily life and emphasizing the value of putting the nation first in every sphere of activity.

The morning session concluded with a vote of thanks delivered by Dr. A. Yuvaraj, Assistant Director of Physical Education and Nodal Officer for the programme.

The celebrations continued in the afternoon with a technical workshop organized at 2:30 PM in the RGU Mini Auditorium, centered on the theme "Yoga for One Health, One Earth." Over 150 participants from various departments actively took part in the session. The workshop began with a welcome address by Dr. Tage Manju, Assistant Professor, Department of Education, and organizing committee member.

The keynote address was delivered by Mr. Ignatius Dsouza from The Art of Living, Arunachal Pradesh, who provided insightful perspectives on how yoga can contribute to personal health, social harmony, and environmental sustainability.

The event concluded with a vote of thanks by Mr. Rikpu Kamcham, Teaching Assistant (Yoga), Department of Physical Education, followed by the National Anthem, marking the successful completion of the YOGOTSAV-2025 Yoga Countdown Programme at RGU.

This inspiring event not only celebrated the spirit of yoga but also reinforced RGU's commitment to national and global wellness initiatives.

Inauguration-Cum-Interaction Programme Held For Rural Business Incubation Centre (Rubic), RGU

Empowering Rural Entrepreneurs through Innovation and Enterprise

In a significant step towards fostering entrepreneurship and self-reliance in rural areas, the inauguration of the Rural Business Incubation Centre (RuBIC), Rajiv Gandhi University (RGU), Doimukh, Arunachal Pradesh was held on 23.04.2025.

The event was graced by Hon'ble Chief Guest, Shri Gabriel Denwang Wangsu, Hon'ble Minister of Agriculture, Horticulture, etc., Government of Arunachal Pradesh, who officially inaugurated the centre by unveiling the plaque in the presence of Prof. S. K. Nayak, Hon'ble Vice-Chancellor (Acting), RGU; Shri Damodar Mishra, GM, NABARD; Dr. N. T. Rikam, Registrar, RGU; Prof. Otem Padung, Finance Officer, RGU; Dr. Sandeep Janghu, Dean (i/c), FAsc, RGU; Dr. Arindam Barman, Nodal Officer & Programme Coordinator, RuBIC, RGU and oth-

er distinguished guests, including government officials, academic leaders, faculty members, industry representatives, and local entrepreneurs.

In his inaugural address, Shri Gabriel Denwang Wangsu, Hon'ble Minister of Agriculture, Horticulture, etc., Government of Arunachal Pradesh emphasized the importance of rural entrepreneurship in strengthening the state's economy. "The Rural Business Incubation Centre is not just a building, but a beacon of opportunity and innovation for our rural communities," he/she said. Shri Wangsu concluded by reaffirming the state government's commitment to supporting such initiatives and ensuring that rural entrepreneurship becomes a cornerstone of Arunachal Pradesh's development strategy.

The Guest of honour, Shri

Partho Saha, CGM, NABARD could not attend the programme due to preoccupation. In his place, Shri Damodar Mishra, GM/OIC, NABARD, Arunachal Pradesh RO attended the inauguration programme and in his address he stressed about incubation of ideas; commercialization through introduction of modern technology ultimately leading to scalability. He further stated that this is an additional initiative in the process of enterprise development in addition to the other initiatives of NABARD like Market outlets, skill development, GI. He also informed that CGM, NABARD from Head Office will attend and guide the RBIC during the Board and Strategic meetings scheduled on 24 April 2025.

Prof. S. K. Nayak, Hon'ble Vice-Chancellor (Acting), RGU acknowledged the gathering about the genesis of RGU and transfor-

mation of activities in RGU towards incubation for rural livelihood development.

Dr. N. T. Rikam, Registrar, RGU; Prof. Otem Padung, Finance Officer, RGU; Dr. Sandeep Janghu, Dean (i/c), FAsc, RGU in their speech highlighted the scope of the RuBIC for the transformation of agriculture, horticulture and allied sectors towards sustainable development.

Speaking at the event, Dr. Arindam Barman, Nodal Officer & Programme Coordinator, RuBIC, RGU, the driving force behind the centre, said, "This centre is a dream turned into reality. We are committed to nurturing grassroots talent and creating a vibrant rural startup ecosystem to achieve the goal in fostering "AtmaNirbhar Arunachal" through sustainable, inclusive enterprise creation etc.

The newly established Ru-

BIC aims to serve as a catalyst for rural innovation by providing aspiring entrepreneurs with access to infrastructure, mentorship, financial linkages, and capacity-building programmes etc. The initiative is expected to play a vital role in promoting sustainable livelihood opportunities, particularly for youth and women in the region.

The programme concluded with a vote of thanks and a tour of the incubation facilities, including co-working spaces, training rooms, and demonstration units for agri-horti based and eco-friendly products.

The RuBIC stands as a testament to the collaborative efforts of the RGU, NABARD, government, academia, and community in empowering rural Arunachal through innovation and entrepreneurship.

Department of Commerce, RGU signed an agreement with NEDFi, Guwahati for consultancy project related to tourism in Arunachal Pradesh

The Department of Commerce, Rajiv Gandhi University, has been nominated by the North Eastern Development Finance Corporation Ltd. (NEDFi) to carry out a prestigious tourism consultancy project for Arunachal Pradesh. The agreement was signed on 28th April 2025 in the NEDFi premises, Guwahati by Smt. Olee Bora, General Manager (NEDFi), and Prof. R. C. Parida, (Head) of the Department of Commerce RGU in the presence of Smt Smita Khaund, Asst General Manager NEDFi, Prof. Otem Padung representing RGU, and a host of other NEDFi officials.

The project is focused on the tourism sector of Arunachal Pradesh with special reference to private investment and analyses the problems/constraints

faced by private investors in the state. The study aims to identify potential areas for tourism

pitality, tour operations, event management, transport services, homestays, and restaura-

ing legal and policy frameworks supporting the tourism industry, including various developmen-

for sustainable tourism development to enhance private investment and propose practical, implementable policy recommendations. Furthermore, it will develop detailed, bankable project profiles to attract and facilitate private sector investment, ensuring the long-term growth and diversification of the state's tourism economy.

The project will be implemented over 8 months, engaging a wide range of stakeholders, including community leaders, local entrepreneurs, governmental authorities, and tourism experts. The final deliverables will serve as a comprehensive strategy for sustainable tourism development to increase private investment in the state and recommend suitable and implementable policy measures.



development and employment generation in the state by evaluating key sectors such as hos-

itants, focusing on encouraging private and public sector participation. It will analyze the exist-

tal schemes. Based on this assessment, the study will formulate comprehensive strategies

IN FOCUS

Arunachal Institute of Tribal Studies (AITS)



GENESIS OF THE ARUNACHAL INSTITUTE OF TRIBAL STUDIES (AITS)

Arunachal Pradesh, home to a mosaic of indigenous communities, is a land of extraordinary linguistic and cultural diversity. Its rich assemblage of traditions, languages, and biodiversity has long drawn scholars from across the world. Yet, despite this attention, concerns persisted that little progress had been made in documenting, preserving, and promoting the tribal way of life.

Recognizing this gap, the

University took decisive action. A special clause was enshrined in the University Act of 1984 (amended in 1993), mandating that the institution "shall endeavour through research, education, training and extension to play a positive role in the socio-economic development of Arunachal Pradesh, based on rich heritage, to advance the culture of its people."

This vision led to the establishment of the Centre for

Tribal Studies, formally included in the University Ordinance in 1988. By 1994, the University Grants Commission approved its upgradation to a full-fledged department, tasked with running regular MPhil and PhD. programmes. On 18 August 1995, under the leadership of Prof. Tamo Mibang, the Department of Tribal Studies officially came into existence.

Over the next decade, the

department undertook ambitious programmes aligned with its perspective plan. Yet the uniqueness of Arunachalee society demanded even greater focus. With modernization and external influences threatening indigenous knowledge systems ranging from ethno-medicine and music to folklore, handicrafts, and forest resource management, the need for concentrated action became urgent.

In 2004, a committee was constituted to prepare a vision for the department. Its recommendations, adopted in 2005, paved the way for a historic transformation. The Department of Tribal Studies was elevated and re-designated as the Arunachal Institute of Tribal Studies (AITS), with a renewed mandate to preserve, promote, rejuvenate, and project the myriad tribal cultures of the state.

MISSION AND VISION

At its core, the institute is driven by a singular mission: to serve the socio-cultural advancement of tribal communities. This commitment goes beyond academic inquiry, embracing the preservation of indigenous knowledge, the promotion of cultural dignity, and the empowerment of marginalized voices.

Through research, education, and community engagement, the institute seeks to bridge tradition and modernity ensuring that tribal heritage is not only safeguarded but also celebrated as a vital part of

the state's identity. The mission reflects a vision of inclusive growth, where cultural resources and environmental potential are harnessed to build a society that is both just and sustainable.

The institute has positioned itself as a driving force for the holistic development of tribal communities, focusing on the identification and sustainable use of cultural materials and environmental resources unique to the state.

Widely acknowledged for its pioneering tribal research, the institute emphasizes co-

operative, community-based studies that respond directly to the urgent challenges and demands of indigenous societies.

It also stands out as a hub for lifelong, socially engaged education, committed to building an inclusive and just society where knowledge serves as a tool for empowerment and equity.

Beyond academics, the institute cultivates a spirit of cultural humility, encouraging learners to understand and appreciate the rich histories, traditions, and identities of diverse tribal groups and individuals.

THE STRENGTH OF THE INSTITUTE

The Arunachal Institute of Tribal Studies stands at the crossroads of multiple disciplines, weaving together insights from anthropology, linguistics, folklore, policy, and environmental studies. This interdisciplinary approach enriches both research and teaching, enabling complex issues to be explored in a holistic and accessible way.

But the Institute's work does not stop at the classroom or the archive. It extends into the heart of communities, where scholars engage directly with people to ensure that research remains socially relevant. By fostering dialogue, raising awareness, and empowering voices at the grassroots, the

Institute transforms scholarship into a tool for collective progress.

Equally important is its role in shaping educational and cultural policies. Through rigorous analysis and documentation, the Institute bridges theory and practice, offering evidence-based perspectives that inform decision-making and promote inclusive development.

At the foundation of this mission lies fieldwork hands-on ethnographic and cultural documentation that provides authentic insights into lived realities. This direct engagement strengthens the credibility of its research and ensures that academic contributions remain deeply connected to the communities they represent.

MAJOR ACHIEVEMENTS

The Arunachal Institute of Tribal Studies has steadily expanded its academic and research footprint through significant partnerships and recognitions.

Between 2001–2005, the Institute collaborated with School of Oriental and African Studies (SOAS), London, The British Museum CCRD, The British Council, New Delhi for academic exchange and research on tribal transition in Arunachal Pradesh.

Between 2016–2019, the Institute was part of the prestigious INDO–US 21st Century Knowledge Initiative, awarded by the United States–India Education Foundation in New Delhi. This collaboration underscored its commitment

to global academic exchange and interdisciplinary research.

On 3 September 2019, Rajiv Gandhi University (RGU) signed a Memorandum of Understanding (MoU) with the Department of Social Justice and Empowerment and Tribal Affairs, strengthening institutional ties to address pressing issues of tribal welfare and empowerment.

Furthering its outreach, RGU also entered into Memorandum of Understanding (MoU) with the Directorate of Research, Department of Cultural Affairs, Government of Arunachal Pradesh, reinforcing its role in cultural documentation, preservation, and policy-oriented research.

ONGOING PROJECTS

Sl. No.	Name of the Projects	Funding Agency
1	Multistate Implementation Research Study on Suicide Risk Reduction and Improving Mental Well Being among School and College Students	ICMR, New Delhi
2	Ethnographic Profile of the Borderland Communities with Special Reference to Idu, Kaman, and Taron Mishmis of Arunachal Pradesh: A Socio-Psychological and Cultural Study	DRDO-LSRB, New Delhi
3	A Study of Physical Culture as a part of Rituals, Festivals and Ceremonies among Tani Tribes of Arunachal Pradesh	ICSSR

STATUS OF FACULTY MEMBERS

Sl. No.	Name of the faculty	Specialization
1	Prof. S. Simon John, Director	Folklore Studies
2	Prof. Jumyir Basar, Professor	Social Anthropology
3	Dr. Lisa Lomdak, Assistant Professor	Linguistics
4	Dr. Zilpha Modi, Assistant Professor	Sociology
5	Dr. Wanglit Mongchan, Assistant Professor	Linguistics & English Literature
6	Dr. Tarun Mene, Assistant Professor	Social Anthropology
7	Dr. Amit Kumar, Assistant Professor	Social Work & Tribal Studies

STATUS OF STUDENTS AND SCHOLARS

Sl. No.	Course name	No. of Students/Scholars (2025-2026)
1	MA in Tribal Studies	40
2	PhD scholars	10

Overall PhD Enrolment

Sl. No.	Course name	No. of PhD Scholars
1	PhD	33

OVERALL PROJECTS UNDERTAKEN

Sl. No.	Name of the Projects	Funding Agency
1	Documentation of Endangered Languages, oral narratives and cultures of the lesser known communities of Arunachal Pradesh	North East Council, [NEC] Shillong
2	Development of Study Materials for School Textbook	State Council of Educational Research and Training (SCERT), Govt. of Arunachal Pradesh
3	A Study of Traditional Knowledge of the Idu Mishmi Shamans (Igu) of the Eastern Himalayas of India	ICSSR, New Delhi
4	Documentation and Dissemination of Folktales of Arunachal Pradesh	Social Justice & Empowerment and Tribal Affairs, Govt of Arunachal Pradesh
5	Converging Synergies: A State Cultural Policy and Heritage Documnetation	GoAP
6	Centre for Endangered Languages	University Grant Commission (UGC)
7	Documentation of Tangible and Intangible Heritage of Indigenous people of Arunachal Pradesh (Galo Tribe)	CCRD
8	Tribes of Arunachal Pradesh	SJETA, Govt. of Arunachal Pradesh
9	Tangible and Intangible Cultural Heritage of people of Arunachal Pradesh (Mishmi)	IMCLS & Department of Indigenous Affairs, Government of Arunachal Pradesh
10	Impact of Orange Cultivation on Tradition of the Galo Women	AITs, Rajiv Gandhi University
11	Village India: Identification and Enhancement of Cultural Heritage, Arunachal Chapter	UNDP-UNESCO & IGNC

Sl. No.	Name of the Projects	Funding Agency
12	Continuity and Change Among the Mijis of Arunachal Pradesh	AITs, Rajiv Gandhi University
13	Objective Assessment of Poverty Alleviation Programmes in Selected Villages of Arunachal Pradesh	ICSSR, New Delhi
14	Unsung Heroes of Arunachal Pradesh	Department of Research, Govt. of Arunachal Pradesh
15	Base-line Survey Report on Handmade Paper Industry in Mukto Village	KVIC, Pune
16	Articulation of Indian Society through a pilgrim centre: A case study of Parshuram Kund	ICSSR, New Delhi
17	A Comparative Study of Tani Languages–Dialects of Arunachal Pradesh	CIIL–MHRD, Govt. of India
18	Livelihoods Security: A Participator poverty Assessment in Tribal Villages of Arunachal Pradesh and Orissa	Ministry of Tribal Affairs Government of India, New Delhi
19	Culture of Weaving and Women: Special Reference to Indigenous Knowledge	UGC, New Delhi
20	Beads Traditions among the Tribes of Arunachal Pradesh: A study on Ethno–History, Gender, Identity and Emergin Cultural Context.	Maulana Abdul Kalam Azad Institute of Asian Studies, Kolkata
21	A Linguistic Profile of Arunachal Pradesh	UGC, New Delhi
22	A study of Transformation of Tribal Economy of Arunachal Pradesh and Work Participation Issues	UGC, New Delhi

OVERALL CONFERENCES/SEMINARS

Sl. No.	Name of the Conference/Seminar	Organizing Institute	Sl. No.	Name of the Conference/Seminar	Organizing Institute
1	3-Day Workshop on Syncretism in India	Arunachal Institute of Tribal Studies (AITS), Rajiv Gandhi University (RGU) in collaboration with Anthropological Survey of India, Kolkata	23	Online National Seminar on Endangered Languages of India	Centre for Endangered Language (CFEL), AITS, RGU
2	2-Day National Seminar on Encountering Globalization: Tribal Communities in India and Development Issues	Arunachal Institute of Tribal Studies (AITS), RGU sponsored by ICSSR, New Delhi	24	Workshop on Meyor Language Documentation	Centre for Endangered Language (CFEL), AITS, RGU
3	1-Day Regional Level Seminar on Folklore of Arunachal Pradesh	Arunachal Institute of Tribal Studies (AITS), RGU	25	Workshop on Ashing Language Documentation	Centre for Endangered Language (CFEL), AITS, RGU
4	Social Science New Agenda: Challenges Ahead	Arunachal Institute of Tribal Studies (AITS), RGU	26	Outreach Programme on Mother Tongue Awareness and Field Documentation in Upper Siang Regions	Centre for Endangered Language (CFEL), AITS, RGU
5	Qualitative Research Methodology National Capacity Building	Arunachal Institute of Tribal Studies (AITS), RGU	27	Outreach Programme and Field Documentation in Taksing, Upper Subansiri	Centre for Endangered Language (CFEL), AITS, RGU
6	Programme on Cultural Resource Management	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with Indira Gandhi National Centre for the Arts, New Delhi	28	Mother Tongue Awareness Program on Kaasik Language	Centre for Endangered Language (CFEL), AITS, RGU
7	Multidisciplinary Survey, Research and Documentation of Rock Art of North East India	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with Lalit Kala Akademi, New Delhi	29	One-Day Workshop on Mother Tongue Education	Centre for Endangered Language (CFEL), AITS, RGU in collaboration with All Tutsa Students' Union & Nocte Students' Union
8	Sustainable Environment	Arunachal Institute of Tribal Studies (AITS), Rajiv Gandhi University, Itanagar	30	Fieldwork, Documentation and Outreach Programme on Mother Tongue Awareness among the Brokpahs in Dirang Circle	CFEL, Arunachal Institute of Tribal Studies, RGU
9	Proposed Apatani Script: A Preliminary Discussion	Arunachal Institute of Tribal Studies, RGU and Apatani Language Development Committee, Ziro	31	Outreach Programme on Mother Tongue awareness among the Meyors in Anjaw District	CFEL, Arunachal Institute of Tribal Studies, RGU
10	National Seminar on Oral and Textual Traditions of North East India	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with Indira Gandhi National Centre for the Arts, New Delhi.	32	Basha Utsav	Arunachal Institute of Tribal Studies, RGU
11	Workshop on Documenting Oral Traditions of North East India	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with IGNCA, New Delhi	33	Perspective on North-East India: Way Forward	Arunachal Institute of Tribal Studies, RGU
12	International Mother Language Day (Matribhasha Diwas)	Centre For Endangered Languages (CFEL), AITS, Rajiv Gandhi University	34	Workshop of Aka community, Unsung Heroes of Arunachal Pradesh	Arunachal Institute of Tribal Studies, RGU
13	7-Day Regional Workshop on Tangam Language Documentation	Centre for Endangered Languages (CFEL), AITS, Rajiv Gandhi University	35	Organised Workshop on 'Content Development for Text Book Series, History and Culture of Arunachal Pradesh'	AITS, RGU in collaboration with SCERT, Government of Arunachal Pradesh
14	3-Day National Seminar on Archaeology, History, Art, Museums and Folklores of North East India	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with Archaeological Society, New Delhi and National Museum Institute, New Delhi	36	Co-organised Workshop on 'Customary Laws and Statu of Women'	AITS, RGU in collaboration with Ministry of Tribal Affairs, GOI and SEJETA Govt of Arunachal Pradesh
15	Borderland Narratives: A Festival of Films from	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with IGNCA, New Delhi	37	5-Day Workshop on training and Outreach Programme, titled 'Training and Resources for Indigenous Community Linguist' (TRICL)	AITS, RGU sponsored by Firebird Foundation for Anthropological Research, United States of America
17	Contemporary North East India Dialogue on Intangible Cultural Heritage of communities	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with Indian National Trust for Art and Cultural Heritage (INTACH), New Delhi	38	A Symposium on Indigenous Faith and Belief Systems of Arunachal Pradesh	AITS, RGU in collaboration with Indigenous Faith and Cultural Society of Arunachal Pradesh
18	International Workshop & Field Training on Cultural Resource Management	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with University of South Florida, USA and RIWATCH, Roing	39	Nyishi Language Convention	AITS, RGU in collaboration with Sahitya Akademi, New Delhi
19	Cultural Heritage of Arunachal Pradesh	Arunachal Institute of Tribal Studies (AITS), RGU in collaboration with IGRMS, Bhopal	40	Workshop, Training and Resources for Indigenous Community Linguist (TRICL-V),	AITS, RGU sponsored by Firebird Foundation for Anthropological Research, United States of America
20	Two Day National Symposium on 'Arunachal: Known to Unknown'	AITS, RGU in collaboration with Intellectual Forum of North East Itanagar, Arunachal Pradesh	41	Workshop, From Storytelling to Archive: Oral History, Oral Tradition and Indigenous Practices	AITS, RGU in collaboration with Oral History Association of India (OHAI)
21	National Seminar on 'India/North-East India: Issues, Dynamics and Emerging Realities'	Rajiv Gandhi University Research Scholars' Forum and AITS, Rajiv Gandhi University, Arunachal Pradesh	42	Workshop on Negotiations at the Table: Exploring Women's Evolving Relationship with Food and Land in Arunachal Pradesh	AITS, RGU in collaboration with Centre for Women Development Studies (CWDS), New Delhi.
22	Workshop on "Training and Resources for Indigenous Community Linguist"	Arunachal Institute of Tribal Studies, RGU funded by Firebird Foundation for Anthropological Research	43	Seminar on Fluid Spaces, Crucial Contributions: Tribal Women in the Unorganized Sector	AITS, RGU in collaboration with National Commission for Women (NCW), New Delhi.
			44	3-Day International Seminar on Negotiating Intervention in South East Asia	ICSSR, New Delhi; NEC & Rajiv Gandhi University and NEEPCO, Doimukh

Each edition of The Rono Post highlights a department/centre of the university

IN CONVERSATION

The Rono Post: Sir, can you take us back to the beginning of your journey with Rajiv Gandhi University?

Prof. Amitava Mitra: Okay, Let us go back to early 90s of Rajiv Gandhi University. Rajiv Gandhi University was at that time known as Arunachal University. It was located in a slightly remote area because there was no bridge over the river Dikrong. I used to call three groups of people on the basis of the infrastructure over the river. The first category was of those students/faculty who used to go by boat, secondly, those who came by hanging bridge and those who came by RCC bridge. I belonged to the second category. I came by hanging bridge as I was very lucky that the construction of the hanging bridge started in 1993 and was fully functional when I joined in 1994. In fact, during this period there were 6 departments namely, History, Political Science, Education, English, Geography and Economics. The number of students were also very limited. During this period the University was also plagued by the frequent visit of wild elephants in early morning or the late night. There is no doubt that there was infrastructural lacuna during that time, but I still believed that small is beautiful.

The Rono Post: What motivated you to join the Department of Economics and later take up administrative responsibilities?

Prof. Amitava Mitra: Destiny motivated me to join this profession. I was studying in Jawaharlal Nehru University, Delhi as an M.Phil. scholar in the early 80s. I appeared for West Bengal College Service Commission, and appeared for Arunachal Pradesh Government College interviews. At that time interview for government colleges in Arunachal Pradesh were held in Delhi. I was selected in both. I got the selection letter first from the Arunachal Government. I was also working in a research project on MNC's in a part-time basis and the director of the project did not want to relive me and I asked for extension. West Bengal College Service Commission did not give the extension. However, Arunachal Government gave me extension for around 11 months. After completion of project, I joined the college. So, it is destiny which made me come to this beautiful State of India. As far as the administration is concerned, it was thrust on me. My elder brother wanted me to join in the administrative job. I was sent to JNU, so that I could do the studies and also appear in the competitive examination. But teaching was in my blood. My father was a teacher and my grandfather was also a teacher. So, I did not appear in the competitive examination. I joined teaching job in Jawaharlal Nehru College Pashigat, Arunachal Pradesh in 1983. At that time, you know, I was one of the junior most teachers there, so I did not get the experience of academic administration. I joined

Arunachal University as the first Reader in the Department of Economics. Since I was the first Reader, I was given the responsibility of being the head of the Department of Economics. Since there were no other readers in the department, I had to continue two terms i.e. six years. After one Reader joined, I was relieved of that position. Ultimately, I became a Professor, immediately after that, I joined as the Dean, Faculty of Social Sciences, At that time the University was converted into a Central University. In the beginning, there was some instability. In fact, the acting Registrar had resigned. One day I got a letter from the then Vice-Chancellor that I have to take the responsibility of Acting Registrar till the full-time Register joins. I was reluctant but he told me that it is for the interest of the university. So, I took up the challenging job.

In fact, peace was restored and I continued for around six months till the regular Register was appointed. Again, after two or three years instability crept up. Late Prof. Mibang, had to take charge as the Acting Vice-Chancellor of this University. I was on summer vacation at that time. One day I got a message from Late Prof. Mibang that I am required to come to the University immediately. So, I gave up the vacation. I returned to RGU campus. He requested me to take up the responsibility of Acting Registrar because there was some enquiry committees and the authority wanted an unbiased person there. Anyway, again I had to take the challenge. I joined as the Acting Registrar and both of us did our best to bring back the stability of the University. Then I had some family problems also. As the new Vice Chancellor had joined I wanted to be relieved from Acting Registrar position. The VC agreed on the condition that I had to take the position of Director, IQAC. In fact, the Internal Quality Assurance Cell (IQAC) was not functioning properly at that time. I took it up and again it was a challenging job because University was accredited in 2002. And at that time, it was 2012. For 10 years The University had not been accredited. In the meantime, again, I had to take the position of Acting Finance Officer. So, I continued being the Director of IQAC and the accreditation was done after a gap of 13 years. So I had to continue because administration was not getting a suitable person for the Finance Officer position. I continued for around 5 years. In the meantime, Late Prof. Mibang has requested to be relieved from the Vice Chancellor post after the end of his term and requested the Higher Education Department. As he was relieved and I being the senior most Professors had to take over as the acting Vice Chancellor. The new Vice Chancellor joined within two months. After one year, I was entrusted to act as the Pro-Vice Chancellor. So you see that I was not interested in administration but it appeared that administration was interested in me.

The Rono Post: How would you describe your early years in Arunachal Pradesh? What brought you here initially?

Prof. Amitava Mitra: As I have already told you that destiny had bought me to Arunachal Pradesh. In those day there were infrastructural constraints as it was the early 80s. This however made it more challenging and exciting to motivate the students to do well in their studies.

The Rono Post: Over four decades of service in this region is remarkable, what kept you grounded and inspired throughout?

Prof. Amitava Mitra: It is a bit tricky question, very difficult to answer it. But I feel that you know, love and respect of the teachers by the students in particular and the people of Arunachal Pradesh in general, inspired me to carry on this profession both at the undergraduate and post graduate level. Even to this day I found this love and respect has not diminished in any way.

Secondly, I feel that if a person is honest and unbiased in administration, it is possible to get the respect and love of the people. This connection kept me grounded and inspired.

The Rono Post: What significant changes have you observed in RGU over your 28 years of association with the University.

Prof. Amitava Mitra: First is that I told you that when I joined there were 6 departments and now it is around 45 departments. So relatively the student's strength and teacher strength has increased. Then there is a significant improvement in the infrastructure. Thirdly, as per the NIRF ranking, RGU was probably twice in the top 100 Universities, once in 2016 and then in 2019. Finally, recently, RGU got 'A' grade by NAAC. I think these are the significant changes in Rajiv Gandhi University.

The Rono Post: As someone who held both academic and administrative roles, how do you view the evolution of higher education in Arunachal Pradesh?

Prof. Amitava Mitra: Yes, Like the other developmental activities Arunachal was a late starter in the higher education. The first degree college was established in 1964, i.e. Jawaharlal Nehru College in Pasigat. The Higher Education had not only started late but the speed of its expansion was also slow. It took around another 15 years to set up another Government College, known today as the Dera Natung Govt. College, Itanagar. In the 80s and 90s, government subsequently, established a number of colleges in various districts of Arunachal Pradesh. However, growth of private institutions in higher education was also very late and slow. The first Private College in Arunachal Pradesh was



Prof. Amitava Mitra,
Former Pro-Vice-Chancellor, RGU

Don Bosco College, Itanagar followed by Saint Claret College, Ziro. Currently there are a number of private colleges, much more than the Government Colleges. In the meantime NERIST was established in 1983 and RGU was established in 1984. These are the two apex bodies of the Higher Education. Later on NIT and other private Universities also came up.

The Rono Post: What were some of the key milestones or turning points for the university during your tenure?

Prof. Amitava Mitra: First milestone was the preparation of first human development report of Arunachal Pradesh, which was compiled by the Department of Economics, to which I belonged. It was the first State development report of Arunachal Pradesh, which was prepared during 2007 to 2009. The most important milestones during my tenure is that conversion of this university into a central university in 2007.

The Rono Post: Can you share a moment or decision that you feel had a lasting impact on the institution.

Prof. Amitava Mitra: I have already told you about the human development report I had worked upon. I consider this to be one of my prominent works in the State as an Academician. This is the only human development report which was prepared by a university. In other states, human development report was generally prepared by NGOs, the State Government or some other institution. The preparation was very challenging task because there were no life expectancy data of Arunachal Pradesh which is a very important indicator of the human development. Earlier what we found is that

life expectancy of Assam was taken as a proxy in case of Arunachal Pradesh. When the State Government approached our university, the administration approached the Department of Economics to prepare this report. I feel that this had a very lasting impact on the State as a whole. We conducted field survey of all the districts in Arunachal Pradesh. Primary data was collected and on the basis of the primary data, we calculated the life expectancy of Arunachal Pradesh and its districts. We also found that there was a correlation between human development index and infrastructural development index. This was appreciated by UNDP. I think this was a very, very significant step.

The Rono Post: How did you balance your role as an academic and as Pro-Vice-Chancellor?

Prof. Amitava Mitra: I think I am a balanced person. So, when I am a balanced person, it is not difficult for me to keep academics and administration balanced. Just giving an example, sometimes I had to play three roles. I was the acting Finance Officer, I was the Director of IQAC and I was a Professor in the Department of Economics. It depends on how you devote and manage your time.

I used to come to the University sharp at 9 O'clock in the morning. Very few people used to come to the University at that time, so I did my office work from 9 to 930 a.m. I ran to the department and took the first class from 9.30 to 10.30 a.m. When I finished my class at 1030 other university staff started coming and I went back to doing my administrative work. In the meantime, during the afternoon lunch, I took only 10 minutes to finish my lunch. I rushed to the IQAC Director's office and completed

some work. Again, I came back for my Finance Officer Office. So that is the way I would devote my time. If you are punctual and devoted, it is not very difficult to balance between multiple job roles. Saturday and Sundays are usually holidays for everyone, but not for me. I had a number of research scholars who used to come from morning onwards on Saturday and Sunday in my departmental chamber and I spent my time in guiding them for Ph.D. research. I had to keep balance between academics as well as various administrative posts.

The Rono Post: What were your core areas of academic interest within economics? And how did you incorporate them into your teaching?

Prof. Amitava Mitra: My core area of interest is Environmental Economics. I'm one of the very few scholars in North-East in India who completed research on World Bank aided project on environment in early 90's. I tried my best to incorporate Environmental Economics syllabus in our curriculum. In fact in 2002, when the university was switched from Annual to Semester system, we included Environmental Economics as a compulsory paper. In fact, this is the first University in the region which introduced Environmental Economics as a compulsory paper.

The Rono Post: How has the discipline of economics evolved in terms of student interest and curriculum in RGU?

Prof. Amitava Mitra: When I first joined the department, I noticed that there was a paper in Indian Economics. My contention was that if you don't study the Economy of your own state, of your own region, then how would you understand the problems and challenges of the Indian Economy? The first thing I did as a Reader in the department was to develop

and action plan to include Regional Economics in the curriculum. In 2002 Economy of North-East India was included in the syllabus as a paper to assess the interest of students in this particular area. Due to economic liberalization of the Indian Economy and the subsequent economy reforms in the 90's, there were a lot of changes in our curriculum. We included Financial Economics, which is very important as a compulsory paper in our syllabus. Dissertation submission was also included in our syllabus so that the students could get a first-hand experience of doing research related activities before joining other research programmes.

The Rono Post: Any memorable moments from the classroom that still stay with you?

Prof. Amitava Mitra: Let me think on it. When I was teaching Economics and Statistics, particularly to the first and second semester students, I faced a unique problem. Whenever I taught some complicated problems the students seemed to be lacking interest in it. This did not discourage me and I kept explaining them to my students in the simplest way possible. Once they understood it and solved those complicated problems their faces brightened with a smile. I cherish that moment very dearly. It stays with me to this day.

The Rono Post: What was your vision for the university during your term as Pro-vice Chancellor?

Prof. Amitava Mitra: My vision for the university was to bring it among the top 50 universities in India as per NIRF Ranking. To get 'A' grade in NAAC accreditation, become self-sufficient in basic amenities, especially good quality of water. Some of my vision have been full filled like that, get 'A' grade by NAAC, but some

of the visions are yet to be fulfilled like top 50 ranking. The University is still struggling to get the good quality of water. I hope in future my vision will be fulfilled.

The Rono Post: What challenges did you face in leadership and how did you address them?

Prof. Amitava Mitra: Yes, I personally feel that lack of belongingness to the university among the students, faculty and other staff members was the greatest challenge in executing University vision. Sometimes I found that individual interest prevailed over interest of the University; this was a particularly difficult problem to solve. I tried to sort it out by motivating the employees, students and teachers to work selflessly towards achieving excellence thereby contributing to the growth of the University.

The Rono Post: How important do you think public engagement and outreach are for a university like RGU.

Prof. Amitava Mitra: The three important functions of the university are teaching, research and outreach activities. All of them are equally important. Outreach activities are the way to connect to the community. If you don't connect to the community, there is no meaning of university's existence. And I'm very happy that our university from very beginning has been engaged with various outreach activities. University has adopted a number of villages. Arunachal Panorama is organized every alternative year to display the rich culture and heritage of the various communities in the State. It is my firm belief that outreach activities are an inevitable parts of a University curriculum.

The Rono Post: How have students changed over the decades in terms of attitude, learn-

ing and engagement?

Prof. Amitava Mitra: Students now a days have become professional and tech savvy. Just a few days back when teaching with the help of Power Point presentation I saw that the students were taking snapshots using their phones which gave good quality output and saved their time and effort as well, making it a very efficient way to take notes. This is the greatest change that I have noticed.

The Rono Post: Could you share an inspiring success story of a student you mentor?

Prof. Amitava Mitra: A long time back when I joined Jawaharlal Nehru College Pasighat, I found that unlike other departments Economics Departments did not produce any first class degree holders at the undergraduate level. I understood that mathematics being the language of economics made it difficult for the students to get used to. The fear of Mathematics was a deterrent in this path. In the year 1984, some students who were very good in mathematics took admission in our department. This was a great scope for me. I invested everything into these students and the students started responding to it. I helped them by providing good books, journals and other materials for making them better as a student. We spent time beyond the college hours by discussing various topics in economics. In 1986, we got the fruit of this hard work when the department registered its first, first class securing student. I think that this was one of the most inspiring success stories in my academic career.

The Rono Post: What legacy would you like to be remembered for at the Rajiv Gandhi University?

Prof. Amitava Mitra: I have

already talked about the multiple roles I had played in the University. Now when I came here after three years of retirement I found that my departmental colleague, Prof S.K. Nayak, is the acting Vice-Chancellor, Head of the Department and taking classes as well. So, I think that is a great legacy I left which he is following. I am very, very happy to see it.

The Rono Post: What advice would you offer to young faculty members beginning their journey in academia today?

Prof. Amitava Mitra: To become a good teacher, try to become a friend, philosopher, be a guide to students and try to instill creativity amongst them. Most importantly become a dedicated researcher.

The Rono Post: Lastly, what message would you like to give to the readers of the Rono Post, especially the student community?

Prof. Amitava Mitra: The students should take more active part by writing more for this newsletter and instill the tendency to develop a creative bent of mind. To my dear faculty members, I would like to say that you should keep improving yourself as a teacher and researcher and express your achievement through this newsletter. The Rono Post Team is doing a great job in giving the University a visual representation for the masses. My suggestion to the team is that a printed version of the newsletter should be brought out giving students more opportunities to display their performance in The Rono Post.

Interview by
Dr. Nirmal Barjo
Teaching Assistant, IUGS
Rajiv Gandhi University

Each Edition of the Rono Post features an interview of a former employee of the University

APLA@50 Outreach Connect Programme.....

....Contd. from page 1 delivered by academicians, legal experts, and public representatives, followed by a debate competition on rotating constitutional themes such as the Uniform Civil Code, One Nation One Election, and the integration of customary law within the constitutional framework.

The Outreach Connect Programme witnessed active participation from elected representatives of the Arunachal Pradesh Legislative Assembly, including the Hon'ble Speaker, Hon'ble Deputy Speaker, and several Hon'ble MLAs representing different constituencies of the state. Their presence at various outreach events provided students with direct interaction and insights into legislative functioning, governance challenges, and democratic leadership.

Academic depth and interdisciplinary engagement were ensured through lectures and keynote addresses delivered by

scholars and professionals from fields such as history, law, political science, public administration, journalism, and civil society. This diversity of perspectives enabled students to connect constitutional principles with real-world governance, public service, and professional ethics.

Debate Competitions and Student Engagement

Debate competitions formed a central pedagogic component of the Outreach Connect Programme. At the institutional level, students actively engaged in structured debates that encouraged critical thinking, constitutional reasoning, and respectful articulation of opposing viewpoints.

The most articulate speakers from each institution-level debate qualified for the State-Level Mega Debate Competition held at Rajiv Gandhi University on 25 November 2025. This culminating academic event represented the intellectu-

al consolidation of the entire outreach initiative and brought together the finest student debaters from across the state.

Awards, Felicitations, and Constitution Day Observance

Institutional-level debate winners were awarded certificates and trophies in recognition of their academic performance and participation. Winners of the State-Level Mega Debate Competition, along with the winners of the essay writing and cover design competitions, were formally felicitated on 26 November 2025 during the celebration of Constitution Day at the Arunachal Pradesh Legislative Assembly.

Prize money was distributed to State-Level winners in accordance with the approved guidelines, including awards for Best Speaker for the Motion, Runner-up for the Motion, Best Speaker Against the Motion, and Runner-up Against the Motion. The

awards ceremony at the Legislative Assembly underscored the symbolic linkage between student academic excellence and democratic institutions.

The APLA@50 Outreach Connect Programme successfully achieved its stated objectives by transforming the Golden Jubilee celebrations into a statewide academic movement. It strengthened constitutional literacy, promoted informed debate on governance issues, and nurtured a sense of civic responsibility among the youth of Arunachal Pradesh.

By engaging institutions across diverse zones and reaching students from varied socio-cultural and geographical backgrounds, the programme reinforced inclusivity and equity in civic education. The sustained interaction between legislators, academicians, and students created a meaningful dialogue between governance and higher education.

The APLA@50 Outreach Connect Programme stands as a landmark initiative under the Golden Jubilee celebrations of the Arunachal Pradesh Legislative Assembly. Spanning four months, covering more than twenty institutions, travelling over 5,000 kilometres, and engaging more than 10,000 students, the programme successfully blended academic reflection with civic engagement.

The collective contribution of the Arunachal Pradesh Legislative Assembly, Rajiv Gandhi University, the Centre for Distance and Online Education, participating institutions, faculty members, students, and organisers ensured the success of this endeavour. The Outreach Connect Programme not only commemorated fifty years of legislative history but also laid a strong foundation for nurturing constitutionally conscious, informed, and responsible citizens for the future of Arunachal Pradesh.

शैक्षणिक गतिविधियों की रिपोर्ट

राजीव गाँधी विश्वविद्यालय, दोड़मुख, अरुणाचल प्रदेश

अप्रैल 2025 : राजीव गाँधी विश्वविद्यालय की शैक्षणिक गतिविधियों की रिपोर्ट

1. दिनांक 2 अप्रैल 2025

कार्यालयीन कार्यों में राजभाषा हिंदी के प्रयोग हेतु आदेश जारी किया गया, जिससे कार्यालयीन संप्रेषण में हिंदी के प्रभावी प्रयोग को बढ़ावा मिलेगा।

2. दिनांक 9 अप्रैल 2025

13वां अंतर महाविद्यालय युवा महोत्सव 2025 के समापन समारोह में श्री टोपिन एटे, माननीय विधायक (30-आलो वेस्ट विधानसभा क्षेत्र) मुख्य अतिथि के रूप में उपस्थित रहे।

3. दिनांक 11 अप्रैल 2025

- विश्वविद्यालय की 51वीं अकादमिक परिषद (Academic Council) की बैठक ब्लेंडेड मोड में आयोजित की गई।
- हिंदी विभाग की श्रीमती असेंग अपुम को डॉ. अरुण कुमार पांडेय के निर्देशन में डॉक्टरेट उपाधि प्रदान की गई।
- हिंदी विभाग की श्रीमती एकिन बोकों को प्रो. श्याम शंकर सिंह के निर्देशन में डॉक्टरेट उपाधि प्रदान की गई।
- भूगोल विभाग के श्री उज्ज्वल दास को प्रो. निशामणि कर के निर्देशन में डॉक्टरेट उपाधि प्रदान की गई।

4. दिनांक 16-17 अप्रैल 2025

आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ (IQAC) एवं सामुदायिक विकास प्रकोष्ठ, मनोविज्ञान विभाग तथा राष्ट्रीय सुरक्षा अध्ययन विभाग के सहयोग से दो दिवसीय राष्ट्रीय सम्मेलन-सह-कार्यशाला आयोजित की गई।

विषय: "Empowering The Elderly in tribble and developing societies: challenges, Opportunities and a way forward"

5. दिनांक 16 अप्रैल 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्रीमती गेगम जिनी, वनस्पति विज्ञान विभाग - शोध निर्देशक: प्रो. आर.के. सिंह।
- श्री अमृत ज्योति लेखाठ, वाणिज्य विभाग - शोध निर्देशक: प्रो. आर.सी. परिदा।
- श्रीमती प्रीती एलेप्रा, वाणिज्य विभाग - शोध निर्देशक: डॉ. देवी बरुआ।
- श्रीमती पूना बाजा, समाज कार्य विभाग - शोध निर्देशक: डॉ. कौशलेंद्र प्रताप सिंह।

6. दिनांक 17 अप्रैल 2025

राजीव गाँधी विश्वविद्यालय की 62वीं कार्यकारी परिषद (Executive Council) की बैठक कुलपति सचिवालय में ब्लेंडेड मोड में आयोजित की गई।

7. दिनांक 23 अप्रैल 2025

- हिंदी विभाग की श्रीमती उज्ज्वल सिंह को डॉ. वी.के. मिश्रा के निर्देशन में डॉक्टरेट उपाधि प्रदान की गई।
- वनस्पति विज्ञान विभाग की श्रीमती न्याटर अडो को डॉ. अयाम विकटर सिंह के निर्देशन में डॉक्टरेट उपाधि प्रदान की गई।

8. दिनांक 28 अप्रैल 2025

हिंदी विभाग की श्रीमती असेंग अपुम को डॉ. अरुण कुमार पांडेय के निर्देशन में औपचारिक रूप से डॉक्टरेट उपाधि प्रदान की गई।

9. दिनांक 29 अप्रैल 2025

गणित विभाग और मूल विज्ञान संकाय के संयुक्त तत्वाधान में एक दिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया गया।

विषय: "Recent Advances in Mathematical and Computational Sciences"

10. दिनांक 31 अप्रैल 2025

विश्वविद्यालय की राजभाषा कार्यान्वयन समिति की वर्ष 2025 की प्रथम तिमाही बैठक कुलपति सचिवालय में संपन्न हुई।

मई 2025 : राजीव गाँधी विश्वविद्यालय की शैक्षणिक गतिविधियों की रिपोर्ट

1) दिनांक 7 मई 2025

- राजनीति विज्ञान विभाग के श्री न्यासोक गादी को प्रो. नबाम नाका हिना के निर्देशन में पीएच.डी. उपाधि प्रदान की गई।
- वनस्पति विज्ञान विभाग की श्रीमती टाइल मेगू को डॉ. तेन्या रीना के निर्देशन में पीएच.डी. उपाधि प्रदान की गई।

2) दिनांक 14 मई 2025

- राजीव गाँधी विश्वविद्यालय ने मोतीलाल देसाई राष्ट्रीय योग संस्थान, आयुष मंत्रालय (भारत सरकार), नई दिल्ली के सहयोग से अंतरराष्ट्रीय योग दिवस 2025 की 100 दिवसीय उलटी गिनती के अवसर पर कॉमन योगा प्रोटोकॉल (CYP) अभ्यास कार्यक्रम का आयोजन किया।
- इस कार्यक्रम का उद्देश्य योग के प्रति जनजागरूकता और दैनिक जीवन में योग को शामिल करने की प्रेरणा देना था।

3) दिनांक 20 मई 2025

वनस्पति विज्ञान विभाग के श्री अमांसो तायांग को डॉ. हेइखम एवेलिन के निर्देशन में पीएच.डी. उपाधि प्रदान की गई।

4) दिनांक 22 मई 2025

- इतिहास विभाग की श्रीमती गेयर अंगु को डॉ. ताजेन डाबी के निर्देशन में पीएच.डी. उपाधि प्रदान की गई।
- हिंदी विभाग की श्रीमती प्रियांका सिंह को डॉ. मोतीलाल के निर्देशन तथा सह-निर्देशक प्रो. एच.के. शर्मा के सहयोग में पीएच.डी. उपाधि प्रदान की गई।

जून 2025 : राजीव गाँधी विश्वविद्यालय की शैक्षणिक गतिविधियों की रिपोर्ट

1) दिनांक 5 जून 2025

- विश्वविद्यालय के कन्वेंशन हॉल में योग प्रतियोगिता का आयोजन किया गया।
- यह कार्यक्रम अंतरराष्ट्रीय योग दिवस 2025 की 100 दिवसीय उलटी गिनती के तहत आयोजित किया गया।
- प्रतियोगिता में छात्रों, कर्मचारियों व आमजनों की उत्साहपूर्ण भागीदारी रही।

2) दिनांक 12 जून 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्रीमती चेबी मिहु, हिंदी विभाग - निर्देशक: डॉ. अभिषेक कुमार यादव
- श्रीमती कायिन पट्टिन, हिंदी विभाग - निर्देशक: डॉ. राजीव रंजन प्रसाद
- श्रीमती प्रणया राय, मनोविज्ञान विभाग - निर्देशक: डॉ. धरेश्वरी लौरेंबम
- श्रीमती मुस्ताक एरिंग, शिक्षा विभाग - निर्देशक: प्रो. बोआ रीना टोक

3) दिनांक 16 जून 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्रीमती डोलोन चंपा दास, अंग्रेज़ी विभाग - निर्देशक: डॉ. धृति सुंदर गुप्ता
- श्रीमती दिलिमा सिगा, शिक्षा विभाग - निर्देशक: प्रो. पी.के. आचार्य

4) दिनांक 18 जून 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्रीमती बोंटर दीची, अंग्रेज़ी विभाग - निर्देशक: डॉ. दोयिर एते
- श्रीमती तेनज़िन डोलमा, राजनीति विज्ञान विभाग - निर्देशक: प्रो. नानी बाथ

5) दिनांक 19 जून 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्री कतेत पट्टिन, अर्थशास्त्र विभाग - निर्देशक: डॉ. लिजुम नोची

6) दिनांक 20 जून 2025

निम्नलिखित शोधार्थियों को पीएच.डी. उपाधियाँ प्रदान की गईं:

- श्रीमती ओनम नायम, भूगोल विभाग - निर्देशक: प्रो. निशामणि कर
- श्रीमती मोपे पोटोम, इतिहास विभाग - निर्देशक: प्रो. सारा हिलाली

7) दिनांक 24 जून 2025

- श्रीमती दिलिमा सिगा, प्रबंधन विभाग - निर्देशक: डॉ. ओडॉंग मारा
- श्रीमती जमकेन नीनु, हिंदी विभाग - निर्देशक: प्रो. ओकेन लेगो
- श्री तादार अमर, मनोविज्ञान विभाग - निर्देशक: डॉ. काकाली गोस्वामी

स्थानीय शिक्षा

मनुष्य की अंतर्निहित पूर्णता को अभिव्यक्त करना ही शिक्षा है। शिक्षा ज्ञान, सदाचार, उचित आचरण, तकनीकी, विद्या आदि को प्राप्त करने की प्रक्रिया को कहते हैं। शिक्षा, समाज के एक पीढ़ी द्वारा अपने से निचली पीढ़ी को अपने ज्ञान के हस्तांतरण का प्रयास है। इस विचार से शिक्षा एक संस्था के रूप में काम करती है, जो व्यक्ति विशेष को समाज से जोड़ने में महत्वपूर्ण भूमिका निभाती है, तथा समाज की संस्कृति की निरंतरता को बनाए रखती है।

यह शिक्षा शब्द संस्कृत भाषा की 'शिक्षा' धातु में 'अ' प्रत्यय लगाने से बना है। शिक्षा का अर्थ है सीखना और सिखाना। शिक्षा शब्द का अर्थ हुआ सीखने - सिखाने की क्रिया। जब हम शिक्षा शब्द के प्रयोग को देखते हैं तो मोटे तौर पर दो रूपों में प्रयोग में लाया जाता है। व्यापक रूप में तथा संकुचित रूप में। व्यापक अर्थ में शिक्षा किसी समाज में सदैव चलनेवाली सोद्देश्य सामाजिक प्रक्रिया है, जिसके द्वारा मनुष्य की जन्मजात शक्तियों का विकास, उसके ज्ञान एवं कौशल में वृद्धि एवं व्यवहार में परिवर्तन किया जाता है। महात्मा गांधी के अनुसार - 'शिक्षा से मेरा तात्पर्य बालक और मनुष्य के शरीर, मन तथा आत्मा के सर्वांगीण एवं सर्वोत्कृष्ट विकास से है।' शिक्षा समाज के विकास की आधारशिला होती है। यह व्यक्ति के बौद्धिक, सामाजिक और आर्थिक सशक्तिकरण में महत्वपूर्ण भूमिका निभाती है। भारत जैसे बहुसांस्कृतिक और बहुभाषी देश में शिक्षा की एकरूप नीति अपनाना हमेशा से चुनौतीपूर्ण रहा है। इसी परिप्रेक्ष्य में "स्थानीय शिक्षा" की अवधारणा उभरकर सामने आती है, जो किसी क्षेत्र विशेष की सांस्कृतिक, भाषाई, भौगोलिक और सामाजिक आवश्यकताओं को ध्यान में रखकर तैयार की जाती है। स्थानीय शिक्षा का उद्देश्य न केवल साक्षरता प्रदान करना होता है, बल्कि बच्चों को अपने परिवेश, भाषा, परंपराओं और जीवनशैली से जोड़ते हुए एक समावेशी शिक्षा देना भी होता है।

भारत में बहुभाषिकता उसकी सांस्कृतिक विविधता और सामाजिक समृद्धि का प्रतिबिंब है। यहाँ सैकड़ों भाषाएँ और बोलियाँ बोली जाती हैं, जो विभिन्न राज्यों, समुदायों और जनजातियों की पहचान को दर्शाती हैं। संविधान की आठवीं अनुसूची में वर्तमान में 22 भाषाओं को मान्यता प्राप्त है, जबकि वास्तविकता में भारत में 120 से अधिक प्रमुख भाषाएँ और 1500 से अधिक बोलियाँ प्रचलित हैं।

भारत की बहुभाषिकता न केवल सांस्कृतिक दृष्टि से महत्वपूर्ण है, बल्कि शिक्षा, प्रशासन, न्याय प्रणाली और मीडिया में भी इसकी गहरी छाप है। विद्यालयों में आमतौर पर त्रिभाषा फॉर्मूला अपनाया जाता है - मातृभाषा, हिंदी और अंग्रेज़ी - जिससे छात्रों को भाषिक विविधता में समरसता के साथ आगे बढ़ने का अवसर मिलता है। हालाँकि, बहुभाषिकता कई बार प्रशासनिक और शैक्षिक चुनौतियाँ भी उत्पन्न

करती है, जैसे अनुवाद की कठिनाई, पाठ्यपुस्तकें उपलब्ध न होना, या भाषाई भेदभाव की आशंका। फिर भी, भारत ने भाषा के क्षेत्र में अद्भुत सहिष्णुता और लचीलापन दिखाया है। यहाँ की बहुभाषिकता न केवल उसकी एकता में विविधता को दर्शाती है, बल्कि उसे वैश्विक मंच पर एक अनूठा राष्ट्र भी बनाती है।

उत्तर पूर्व भारत में बहुभाषिकता अत्यंत विशिष्ट और समृद्ध है। इस क्षेत्र में आठ राज्यों में सैकड़ों जनजातियाँ निवास करती हैं, जिनकी अपनी-अपनी भाषाएँ और बोलियाँ हैं। असमिया, मिज़ो, मणिपुरी, खासी, गारो, बोडो जैसी भाषाएँ प्रमुख हैं, लेकिन इनके अलावा दर्जनों जनजातीय भाषाएँ भी प्रचलित हैं। यहाँ की बहुभाषिकता शिक्षा, प्रशासन और सांस्कृतिक जीवन में स्पष्ट रूप से दिखाई देती है। कई राज्य मातृभाषा में प्राथमिक शिक्षा को बढ़ावा देते हैं, जबकि अंग्रेज़ी और हिंदी को संपर्क भाषाओं के रूप में अपनाया गया है। उत्तर पूर्व की भाषाई विविधता इसकी सांस्कृतिक पहचान का अभिन्न हिस्सा है।

उत्तर-पूर्व भारत, जो भारत का एक भौगोलिक, सांस्कृतिक और भाषाई दृष्टि से अनूठा क्षेत्र है, शिक्षा के क्षेत्र में भी विशेष अध्ययन का विषय बनता जा रहा है। इस क्षेत्र में आठ राज्य शामिल हैं: अरुणाचल प्रदेश, असम, मणिपुर, मेघालय, मिजोरम, नागालैंड, त्रिपुरा और सिक्किम। यहाँ की जनसंख्या में अनुसूचित जनजातियों की संख्या उल्लेखनीय है, और भाषाई विविधता, पारंपरिक जीवनशैली तथा सीमावर्ती अवस्थिति इसे भारत के अन्य भागों से भिन्न बनाती है।

स्थानीय शिक्षा का तात्पर्य उस शिक्षण प्रणाली से है जो किसी विशेष क्षेत्र की भाषा, संस्कृति, समाज और भौगोलिक आवश्यकताओं को ध्यान में रखकर तैयार की जाती है। उत्तर-पूर्व भारत की स्थानीय शिक्षा प्रणाली इन कारकों के समायोजन की स्पष्ट माँग करती है।

अरुणाचल प्रदेश भारत के उत्तर पूर्वी राज्यों में से एक है जो अपनी अनोखी जनजातीय संस्कृति, समृद्ध परंपराओं और पहाड़ी भौगोलिक संरचना के लिए जाना जाता है। अरुणाचल प्रदेश भारत का उत्तर-पूर्वी राज्य, भाषाई और सांस्कृतिक दृष्टि से अत्यंत विविध है। यहाँ 26 से अधिक प्रमुख जनजातियाँ और 100 से भी अधिक उप-जनजातियाँ निवास करती हैं, जिनकी अपनी-अपनी भाषाएँ और बोलियाँ हैं। इस बहुभाषिकता का प्रभाव राज्य की स्थानीय शिक्षा प्रणाली पर भी गहराई से पड़ता है। राज्य में शिक्षा का मुख्य माध्यम अंग्रेज़ी है, विशेष रूप से शहरी क्षेत्रों और माध्यमिक तथा उच्च शिक्षा स्तरों पर। प्राथमिक स्तर पर भी अंग्रेज़ी को माध्यम बनाकर शिक्षा दी जाती है, लेकिन कई स्थानों पर हिंदी का भी प्रयोग होता है, विशेषकर शिक्षक-छात्र संवाद में। हिंदी को एक संपर्क भाषा के रूप में अपनाया गया है, क्योंकि यह अधिकांश जनजातियों के

बीच संवाद स्थापित करने में सहायक होती है। हालाँकि, स्थानीय जनजातीय भाषाओं का उपयोग मौखिक रूप में अभी भी प्रचलित है, विशेष रूप से पूर्व-प्राथमिक और प्राथमिक शिक्षा के दौरान। सरकार द्वारा शुरू किए गए बहुभाषिक शिक्षा (Multilingual Education) कार्यक्रम के अंतर्गत कुछ जिलों में मातृभाषा आधारित शिक्षण की पहल की गई है। इस पहल का उद्देश्य छात्रों को अपनी भाषा में प्रारंभिक शिक्षा देकर उनके सीखने की नींव को मजबूत करना है। फिर भी, स्थानीय भाषाओं के लिए पाठ्यपुस्तकों की कमी, शिक्षकों का अभाव और भाषा मानकीकरण की कठिनाइयाँ इस दिशा में चुनौतियाँ प्रस्तुत करती हैं। अरुणाचल प्रदेश की शिक्षा व्यवस्था के लिए यह जरूरी है कि वह भाषाई विविधता को बनाए रखते हुए छात्रों को समावेशी और प्रभावी शिक्षा प्रदान करे।

असम की स्थानीय शिक्षा प्रणाली में भाषा की भूमिका अत्यंत महत्वपूर्ण है, क्योंकि यह राज्य अनेक भाषाओं और जनजातीय समूहों का घर है। असमिया भाषा राज्य की प्रमुख और आधिकारिक भाषा है, जिसे शिक्षा के माध्यम के रूप में बढ़े पैमाने पर अपनाया गया है। सरकारी विद्यालयों में प्राथमिक और माध्यमिक स्तर पर अधिकांशतः असमिया माध्यम से शिक्षा दी जाती है, जिससे स्थानीय छात्रों को अपनी मातृभाषा में सीखने का अवसर मिलता है। असम की बहुभाषी जनसंख्या को ध्यान में रखते हुए बंगाली, बोडो, हिंदी, संथाली, मिसिंग और अन्य जनजातीय भाषाओं को भी शिक्षा में शामिल किया गया है। बोडो को बोडोलैंड क्षेत्र में प्राथमिक शिक्षा का माध्यम बनाया गया है, वहीं बराक घाटी में बंगाली माध्यम अधिक प्रचलित है। इससे भाषाई विविधता को शिक्षा में सम्मान मिलता है और बच्चों को अपनी सांस्कृतिक जड़ों से जुड़ने का अवसर भी प्राप्त होता है। उच्च शिक्षा में अंग्रेज़ी का व्यापक उपयोग होता है, जो छात्रों को राष्ट्रीय और वैश्विक स्तर पर प्रतिस्पर्धा के लिए तैयार करता है। राज्य सरकार मातृभाषा-आधारित शिक्षा को प्रोत्साहित कर रही है ताकि भाषा के माध्यम से सीखने की गुणवत्ता बढ़े और स्थानीय भाषाओं का संरक्षण हो सके।

मणिपुर की स्थानीय शिक्षा प्रणाली में भाषा एक केंद्रीय भूमिका निभाती है। यहाँ की प्रमुख भाषाएँ मीतै (Meitei/Manipuri) और विभिन्न जनजातीय भाषाएँ हैं। मीतै भाषा, जो मणिपुर की आधिकारिक भाषा भी है, को प्राथमिक शिक्षा में माध्यम के रूप में अपनाया गया है, जिससे बच्चों को प्रारंभिक ज्ञान अपनी मातृभाषा में प्राप्त होता है। इससे उनकी सीखने की प्रक्रिया अधिक सहज और प्रभावी बनती है। मणिपुर में कई जनजातियाँ निवास करती हैं, जैसे थाडो, टांगखुल, मौओ आदि, जिनकी अपनी-अपनी भाषाएँ हैं। इन भाषाओं को भी कुछ क्षेत्रों में विद्यालयी शिक्षा में शामिल किया गया है। माध्यमिक और उच्च शिक्षा में अंग्रेज़ी प्रमुख माध्यम बन जाता है,

जबकि हिंदी को एक विषय के रूप में पढ़ाया जाता है। इस प्रकार, मणिपुर की शिक्षा प्रणाली मातृभाषा आधारित शिक्षा को प्राथमिकता देती है, साथ ही राष्ट्रीय और वैश्विक भाषाओं के प्रति भी संतुलित दृष्टिकोण अपनाती है।

मेघालय की स्थानीय शिक्षा व्यवस्था में भाषा की भूमिका विशेष महत्व रखती है, क्योंकि राज्य में खासी, गारो और जयंतिया जैसी प्रमुख जनजातियाँ निवास करती हैं, जिनकी अपनी-अपनी भाषाएँ और बोलियाँ हैं। राज्य में अंग्रेज़ी को आधिकारिक भाषा और शिक्षा का मुख्य माध्यम माना गया है, जिससे विभिन्न समुदायों के बीच संपर्क और उच्च शिक्षा में सहूलियत मिलती है। हालाँकि, प्राथमिक स्तर पर मातृभाषा में शिक्षा को बढ़ावा देने के प्रयास किए जा रहे हैं, ताकि बच्चों को प्रारंभिक शिक्षा अपनी भाषा में सहजता से मिल सके। खासी, गारो और पनार भाषाओं को विद्यालयों में पाठ्यक्रम का हिस्सा बनाने के लिए राज्य सरकार विभिन्न योजनाएँ चला रही है। यह न केवल शैक्षणिक गुणवत्ता को बेहतर बनाता है, बल्कि स्थानीय संस्कृति और भाषाई विरासत को भी संरक्षित करता है। इस तरह, मेघालय की बहुभाषी शिक्षा नीति समावेशी और सांस्कृतिक रूप से समृद्ध है।

मिजोरम में स्थानीय शिक्षा व्यवस्था में भाषा की भूमिका अत्यंत महत्वपूर्ण है। यहाँ की प्रमुख भाषा मिज़ो (लुशाई) है, जिसे अधिकांश लोग बोलते और समझते हैं। प्रारंभिक शिक्षा में मिज़ो भाषा का उपयोग विद्यार्थियों को मूलभूत ज्ञान समझाने में सहायक होता है, जिससे वे अपनी मातृभाषा में सहज रूप से सीख सकते हैं। राज्य सरकार ने प्राथमिक कक्षाओं में मातृभाषा में शिक्षण को बढ़ावा दिया है, ताकि बच्चों की सीखने की क्षमता में वृद्धि हो सके। हालाँकि, उच्च शिक्षा स्तर पर अंग्रेज़ी माध्यम को प्राथमिकता दी जाती है, क्योंकि यह प्रतियोगी परीक्षाओं और वैश्विक संपर्क के लिए आवश्यक है। हिंदी का प्रयोग सीमित है, लेकिन इसे राष्ट्रीय भाषा के रूप में पाठ्यक्रम में शामिल किया गया है। कुल मिलाकर, मिजोरम में शिक्षा प्रणाली स्थानीय भाषा को सम्मान देती है, जबकि वैश्विक भाषाओं के साथ संतुलन भी बनाए रखती है।

नागालैंड की स्थानीय शिक्षा व्यवस्था में भाषा की भूमिका अत्यंत महत्वपूर्ण और संवेदनशील है, क्योंकि यह राज्य सांस्कृतिक और भाषाई दृष्टि से अत्यंत विविध है। यहाँ 16 से अधिक मान्यता प्राप्त जनजातियाँ निवास करती हैं, जिनकी अपनी-अपनी मातृभाषाएँ हैं, जैसे Ao, Angami, Sumi, Lotha, आदि। इतनी भाषाई विविधता के कारण शिक्षा में एक समान भाषा चुनना चुनौतीपूर्ण रहा है। वर्तमान में अंग्रेज़ी को नागालैंड की आधिकारिक भाषा और शिक्षा का प्रमुख माध्यम माना गया है। अधिकांश स्कूलों और उच्च शिक्षण संस्थानों में अंग्रेज़ी के माध्यम से शिक्षा दी जाती है। हालाँकि, प्राथमिक शिक्षा में मातृभाषा के उपयोग को बढ़ावा देने के लिए प्रयास किए जा

रहे हैं, ताकि बच्चों की बुनियादी समझ मजबूत हो और वे अपनी सांस्कृतिक पहचान से जुड़े रहें। इसके अतिरिक्त, राज्य सरकार और विभिन्न शैक्षणिक संस्थान स्थानीय भाषाओं को संरक्षित रखने और शिक्षण सामग्री तैयार करने की दिशा में भी कार्यरत हैं।

त्रिपुरा की स्थानीय शिक्षा में भाषा का महत्वपूर्ण स्थान है। यहाँ की बहुभाषी संस्कृति में कोकबोरोक, बांग्ला और अंग्रेज़ी प्रमुख भाषाएँ हैं। कोकबोरोक आदिवासी समुदाय की मातृभाषा है, जिसे प्राथमिक शिक्षा में बढ़ावा दिया जा रहा है। राज्य सरकार स्थानीय भाषाओं को पाठ्यक्रम में शामिल कर बच्चों की सांस्कृतिक पहचान को बनाए रखने का प्रयास कर रही है। साथ ही, बांग्ला और अंग्रेज़ी का प्रयोग उच्च शिक्षा और प्रशासनिक कार्यों में होता है। भाषा आधारित शिक्षा न केवल साक्षरता को बढ़ावा देती है, बल्कि सामाजिक समावेशन और सांस्कृतिक विरासत की रक्षा में भी सहायक है।

सिक्किम की स्थानीय शिक्षा में भाषा का विशेष महत्व है, क्योंकि यह राज्य सांस्कृतिक और भाषाई दृष्टि से अत्यंत विविध है। यहाँ नेपाली, लेपचा, भूटिया और लिम्बू जैसी भाषाएँ प्रमुख रूप से बोली जाती हैं। सिक्किम में अंग्रेज़ी को शिक्षा का मुख्य माध्यम बनाया गया है, विशेषकर माध्यमिक और उच्च शिक्षा में, जिससे छात्रों को राष्ट्रीय और वैश्विक स्तर पर प्रतिस्पर्धा करने में सुविधा होती है। हालाँकि, प्राथमिक शिक्षा में मातृभाषा के महत्व को समझते हुए राज्य सरकार ने नेपाली, लेपचा और भूटिया भाषाओं को विद्यालयों के पाठ्यक्रम में शामिल किया है। इससे बच्चों को अपनी भाषा और संस्कृति के साथ गहरा जुड़ाव बनता है। भाषा के इस बहुलतावादी दृष्टिकोण ने न केवल शिक्षा की गुणवत्ता को बेहतर बनाया है, बल्कि स्थानीय भाषाओं के संरक्षण और संवर्धन में भी महत्वपूर्ण भूमिका निभाई है। सिक्किम की यह बहुभाषी शिक्षा नीति सामाजिक समावेशन का एक सशक्त माध्यम है।

निष्कर्षतः उत्तर-पूर्व भारत में स्थानीय शिक्षा व्यवस्था को समझे बिना वहाँ की भाषायी जटिलताओं और सांस्कृतिक विविधता को नहीं समझा जा सकता। भाषा केवल संप्रेषण का माध्यम नहीं है, वह समाज की आत्मा है। यदि शिक्षा मातृभाषा में होगी, तो यह न केवल बच्चों को बेहतर ढंग से सीखने में मदद करेगी, बल्कि भाषाओं के संरक्षण और सांस्कृतिक उत्तराधिकार को भी सुनिश्चित करेगी।

स्थानीय भाषा में शिक्षा को प्राथमिकता देकर ही हम उत्तर-पूर्व भारत को सशक्त, शिक्षित और संस्कृति-संवेदनशील समाज बना सकते हैं। इसके लिए नीति-निर्माताओं, शिक्षकों, अभिभावकों और समुदायों को मिलकर काम करना होगा - ताकि कोई भी बच्चा अपनी भाषा में पढ़ने से वंचित न रहे।

काश्मीरी शइकीया

शोधार्थी

राजीव गांधी विश्वविद्यालय

विभागीय अकादमिक रिपोर्ट (पिछले तीन महीनों का) हिंदी विभाग, राजीव गाँधी विश्वविद्यालय, अरुणाचल प्रदेश।

पीएच.डी. मौखिकी रिपोर्ट

राजीव गांधी विश्वविद्यालय के हिन्दी में अनुसंधान हेतु प्रस्तुत विषयों पर विगत तीन महीनों में मौखिकी परीक्षाएँ (PhD Viva Voce) सफलतापूर्वक सम्पन्न हुईं। विश्वविद्यालय में विविध सामाजिक, साहित्यिक और सांस्कृतिक विषयों पर शोधकर्ताओं द्वारा प्रस्तुत गहन विश्लेषणात्मक कार्यों का मूल्यांकन विशेषज्ञों की उपस्थिति में किया गया। विवरण निम्नलिखित है:

1. Ms. Kayin Pertin

शोध विषय: अरुणाचली हिन्दी साहित्य में स्त्री जीवन : एक विवेचनात्मक अध्ययन

शोध निर्देशक: डॉ. राजीव रंजन प्रसाद

मौखिकी तिथि: 6 जून 2025

समय: दोपहर 2:30 बजे

इस शोध में अरुणाचल प्रदेश में रचित हिन्दी साहित्य में स्त्री जीवन की विभिन्न दशाओं, भूमिकाओं और संघर्षों का विवेचन किया गया है। स्त्री संवेदना और सामाजिक भूमिका का चित्रण इस शोध का प्रमुख आधार रहा।

2. Ms. Asseng Apum

शोध विषय: अरुणाचल प्रदेश की वांचो जनजाति के लोक साहित्य का सामाजिक एवं सांस्कृतिक अध्ययन

शोध निर्देशक: डॉ. अरुण कुमार पाण्डेय

मौखिकी तिथि: 24 मार्च 2025

समय: दोपहर 12:30 बजे

इस शोधकार्य में वांचो जनजाति की परंपराओं, लोक गाथाओं, मान्यताओं एवं सांस्कृतिक मूल्यों का साहित्यिक दृष्टिकोण से विश्लेषण किया गया। शोध में जनजातीय जीवन की विविधता और समृद्ध सांस्कृतिक विरासत पर प्रकाश डाला गया।

3. Ms. Ujjwal Singh

शोध विषय: हिन्दी कथा साहित्य में वृद्ध विमर्श के विविध परिदृश्य

शोध निर्देशक: डॉ. विश्वजीत कुमार मिश्र

मौखिकी तिथि: 11 अप्रैल 2025

समय: सुबह 9:30 बजे

वृद्धजन से जुड़े मुद्दों, उनकी मनोवैज्ञानिक स्थितियों, पारिवारिक स्थान और सामाजिक परिवेश में उनके अनुभवों का हिन्दी कथा साहित्य में कैसे चित्रण हुआ है, इस पर यह शोध केन्द्रित रहा।

4. Ms. Chebi Mihu

शोध विषय: अरुणाचल प्रदेश के हिन्दी साहित्य में अभिव्यक्त सामाजिक सांस्कृतिक

परिप्रेक्ष्य, समस्याएं और चुनौतियाँ

अनुसंधान निर्देशक: डॉ. अभिषेक कुमार यादव

मौखिकी तिथि: 4 जून 2025

समय: सुबह 11:30 बजे

शोध में अरुणाचल प्रदेश के हिन्दी लेखन में समाज की विविध परतों, सांस्कृतिक संघर्षों तथा विकासात्मक चुनौतियों का समग्र विश्लेषण प्रस्तुत किया गया है।

5. Ms. Jumken Ninu

शोध विषय: हिन्दी उपन्यासों में किन्नर विमर्श

अनुसंधान निर्देशक: प्रो. ओकेन लेगो

मौखिकी तिथि: 26 मई 2025

समय: दोपहर 12:00 बजे

इस शोध में हिन्दी उपन्यासों में किन्नर समुदाय की पहचान, संघर्ष, सामाजिक स्थान और साहित्यिक प्रस्तुति को विमर्श के रूप में गहराई से विश्लेषित किया गया है।

निष्कर्ष:

इन सभी शोधकार्यों ने हिन्दी साहित्य के विविध और समकालीन विमर्शों को नई दृष्टि प्रदान की है। क्षेत्रीय, सामाजिक, लिंग और आयु आधारित विमर्शों पर आधारित ये शोध न केवल अकादमिक दृष्टि से महत्वपूर्ण हैं, बल्कि भारतीय समाज की जटिलताओं और विविधताओं को समझने के लिए भी उपयोगी सिद्ध होंगे। विश्वविद्यालय द्वारा इन शोधार्थियों की सफल मौखिकी पर हार्दिक बधाई और उनके उज्वल भविष्य की कामना की जाती है।

साथ ही विभाग के शोधार्थी समूह 'साहित्य अभिज्ञान मंच' ने भी विभाग के साथ मिलकर विभागीय शोधार्थी संगोष्ठी का आयोजन किया, जिसका विवरण निम्नलिखित है-

1. वक्ता: शिल्पा दत्त और सांतिमो निमासो
तिथि: 30 मई 2025
स्थान: सम्मेलन कक्ष, हिन्दी विभाग

2. वक्ता: पूजा पॉल और देवा बासफोर
तिथि: 16 मई 2025
स्थान: सम्मेलन कक्ष हिन्दी विभाग

पल्लवी दास (शोधार्थी, हिन्दी विभाग)

'तामीअ त्रिजिग' कविता संग्रह की समीक्षा

आज की नारी पढ़ी-लिखी नारी है, हर क्षेत्र में अपना नाम रोशन कर रहे हैं। यह इसलिए कहना पड़ रहा है क्योंकि इतिहास गवाह है इस बात का कि, समाज स्त्रियों के प्रति निराधार का भाव लिए आगे बढ़ी है।

रुढ़िग्रस्त परंपराएं, सामाजिक मान्यताएं, पितृसत्तात्मक विचारों से ग्रस्त समाज इत्यादि। स्त्री अधिकार की लड़ाई काफी पुरानी नहीं है। 1848 में शुरू हुई एलिजाबेथ कैंडी स्टैण्टन, लुकेसिया काफिन मोर और कुछ अन्य ने स्त्री जीवन के महत्वपूर्ण चुनौतियाँ जैसे स्त्री अधिकार, कानूनी सम्मान, वोटिंग अधिकार आदि समस्याओं पर आंदोलन किया। यह इस बात की पुष्टि भी करता है कि, हमें अपने हक के लिए स्वयं ही जागरूक होना है और हमारा कर्तव्य भी यही होना चाहिए कि हम अपने आसपास के लोगों को भी जागरूक करें।

स्त्री जागरूकता को लेकर हाल ही में हमारे समक्ष एक ऐसी कविता संग्रह प्रकाश में आई है, जो न केवल आदिवासी स्त्रियों के लिए, बल्कि समस्त नारियों को संबोधित कर अपने कर्तव्य के प्रति जागरूक रहने का आवाहन करती है। अमूमन ऐसा होता है कि, समाज के शिक्षित पढ़े-लिखे लोग अक्सर समाज से दूर निकल जाते हैं। अपने में सिमटकर स्वकेंद्रित हो जाते हैं। समाज, अपने आसपास से उन्हें कोई सरोकार नहीं होता। यह एक गंभीर समस्या है। इस पर बात होनी चाहिए। डॉ. बाबासाहेब अंबेडकर भी मानते हैं कि "यदि समाज के लिए कुछ नहीं किया जाए तो जीवन व्यर्थ है।" ऐसी शिक्षित एवं जागरूक स्त्रियों को अपने कर्तव्यों के प्रति सजगता का एहसास करवाना इस कविता संग्रह का मुख्य उद्देश्य है। यह कविता संग्रह अरुणाचल

प्रदेश के वेस्ट सियांग जिले के योमचा गांव में जन्मी सुश्री रबोम बेलो द्वारा रचित है। इस कविता संग्रह का शीर्षक है 'तामीअ त्रिजिग'। यह शीर्षक ही अपने अंदर एक व्यापक अर्थ समेटे हुए है। इस शीर्षक का अर्थ स्पष्ट करते हुए स्वयं भूमिका में कवयित्री ने कहा है कि, 'तामीअ' शब्द का अर्थ है-' लड़की, स्त्री, महिला' और 'त्रिजिग' शब्द का अर्थ है-' वह व्यक्ति से जो पारंपरिक ज्ञान और विचारों को स्पष्टता से व्यक्त करने की क्षमता रखता है।' अर्थात् कवयित्री उन तमाम आदिवासी स्त्रियों के लिए कह रही है जो शिक्षित एवं जागरूक हैं, उनके अंदर स्त्रियों के सामूहिक अस्तित्व के जिम्मेदारी को बचाने का एहसास होना चाहिए।

इस कविता संग्रह की पहली कविता 'तामीअ त्रिजिग' स्त्रियों के सामूहिक अस्तित्व के जिम्मेदारी को बचाने की बात करती है। चेतवनी के साथ आगाह करती है कि अगर तुम पुरानी हो गई बेड़ियों को नहीं तोड़ना चाहती हो तो एक दिन बड़ी आसानी से फूल की तरह तुम भी तोड़े जाओगे।

"अगर तुम केवल फूलों की तरह खेलना चाहोगे

या खुद को कोमल फुईमुई समझोगी तो बड़ी आसानी से तोड़ी जाओगी"

इसी तरह 'बोधिनी', 'भरी सभा में' में भी ऐसे बेड़ियों को तोड़ने की बात करती है, जो स्त्रियों को हर बार पीछे खड़े रहने में मजबूर करती है। निडर रहकर आगे बढ़ाने की बात करती है, ताकि आने वाली पीढ़ियों के लिए परदे से निकलकर अपना वजूद पहचानने में आसानी हो। आज भी स्त्रियों की इज्जत, पीड़ा, उनके अधिकार कहीं न कहीं बेबुनियाद एवं खारिज कर

दिए जा रहे हैं। इन्हीं परिस्थितियों को समझाते हुए कवयित्री समाज को स्त्रियों के प्रति हो रहे अत्याचार का दर्पण दिखा रही है। और तो और कवयित्री उन तमाम स्त्रियों के प्रति भी उदासीन है, जो सत्ता के लोलुप में अपनी कर्तव्य भूल गई है। 'भरी सभा में' कविता में कवयित्री कहती है कि--

"मर्दों की उस फौज के बीच,
सत्ता में बैठी देवियां भी मौन थीं।
इसलिए तो पलड़ा भारी पड़ गया।"

यह सच है कि स्त्रियाँ चाहे तो घर बसा भी सकती हैं और उजाड़ भी सकती हैं, लेकिन वह अपनी शक्ति भूल गई हैं, कई सारि जिम्मेदारियों को निभाते-निभाते, कभी माँ की जिम्मेदारी, तो कभी बेटी की, तो कभी दीदी की। कवयित्री ऐसी ही स्त्रियों को प्रोत्साहित करने की कोशिश कर रही है, उन्हें अपने अंदर की ऊर्जा को पहचानने की गुहार लगा रही है। 'मुलाकात कर लिया करो' कविता इसी बात का वर्णन करता है।

स्त्रियों को संबोधित और भी कई सारी कविताएँ इस संग्रह में हैं, जैसे 'स्त्री और आजादी', 'कवयित्री के सपने', 'हां स्वीकार है मुझे' जैसे कविताएँ जहां स्त्रियाँ खुलकर और निडर होकर जी पाए। चाहे समाज को गलत लगे लेकिन तुम अपने स्वाभिमान अपनी स्वतंत्रता के लिए ऐसी गलती को स्वीकार करो और आगे बढ़ो का संदेश देती है।

पीरियड एक ऐसी शारीरिक पीड़ा है, जिससे हर नारी को इस स्थिति से गुजरना पड़ता है। 'वह हर महीने आती है' कविता में पीरियड तकलीफों का मार्मिक वर्णन किया गया है। मानसिक पीड़ा के साथ-साथ शारीरिक पीड़ा का भी बखूबी

जिक्र किया गया है।

हालांकि कवयित्री ने अपने अंदर के प्रकृति प्रेम को भी इस कविता संग्रह में जगह दिया है। काव्य शीर्षक 'वृक्ष', 'धीरे-धीरे', 'छोड़ी ना' जैसे कविताएँ कवयित्री के प्रकृति प्रेम के प्रति का झुकाव मुखर रूप से सामने आता है। प्रकृति का हनन, आधुनिक बदलाव के भयावहपन का भी वर्णन किया है। आज की सच्चाई, भ्रष्टाचार समाज में हो रहे अनैतिक मुद्दों पर भी चोट करती है। सच बोलने से डरने वालों को धिक्कारा है। बेरोजगारी की भीड़ बढ़ती जा रही है। यह दुर्भाग्य की बात है कि भ्रष्ट समाज में भीड़ का बढ़ना स्वाभाविक ही है। जो मशीन यह सोचकर बनाई गई थी की फैक्ट्री में भीड़ कम होगी और काम ज्यादा, लेकिन यही मशीने समाज में लोगों की भीड़ जमा करने का कारण बन गई है।

कवयित्री स्त्री जीवन, समाज, भ्रष्टाचार पर विचार करते-करते अपने में खो जाती है। 'मैं और मेरा कमरा' कविता में अपने ज़िंदगी के मार्मिक पहलुओं को बटोरने लग जाती है। साहित्यकार जितना शांत होता है, उतना ही वह गंभीर चिंतन मनन अपने सृजनात्मक कलाओं से बाहर लाते हैं। 'मैं और मेरा कमरा' भी कवयित्री के गंभीर चिंतन मनन का ही परिणाम है।

'शराब' कविता में उन शराब प्रेमियों को आईना दिखाया है, जो शराब पीने के लिए अनेक बहाने ढूँढते हैं। कवयित्री बिल्कुल अभिधा में संदेश देकर कहती है कि--

"लेकिन अंत में
मौत का पैगाम लाती है शराब
यही करती है शराब।"

'सो रहे हैं', 'सिस्टम और परीक्षा', जैसी कविताएँ कवयित्री की बारीकी निरीक्षण, सृजनात्मक कला कौशल का अच्छा उदाहरण है।

यह कविता संग्रह विशेष रूप से आदिवासी स्त्रियों को जागरूक करने हेतु इसका मुख्य उद्देश्य रहा है। बहुत ही सहज, सजग रूप से कविताओं का क्रम भी रखा गया है। समस्त आदिवासी स्त्रियों को समर्पित यह काव्य संग्रह न केवल अपनी उद्देश्यों की पूर्ति करता है, बल्कि समाज के समस्याओं को भी अपने अंदर समेट लिया है। सामाजिक, राजनीतिक भ्रष्टाचार पर भी गंभीर रूप से चर्चा की गई है। कवयित्री अपने को सीमित नहीं कर पाई। उनकी अभिव्यक्ति समाज के हर पहलू, हर समस्याओं को छूने का एक सफल प्रयास है। इस प्रयास में प्रकृति के प्रति प्रेम भी अछूता नहीं रह पाया। अपनी भावनाओं को शब्दों में बहुत बारीकी से पिरोना कवयित्री की सृजनात्मक परिपूर्णता को दर्शाता है।

यह काव्य संग्रह वाकई में, हमें समाज के हर परिस्थितियों पर बार-बार प्रश्न चिन्ह लगाने में मजबूर करता है। हमें खुद पर सवाल करने पर मजबूर करता है। और यह प्रश्न लाज़मी भी है। वास्तव में यह जागरूकता हर व्यक्ति के अंदर आनी चाहिए। केवल शिक्षित और जागरूक स्त्रियाँ ही नहीं शिक्षित एवं जागरूक पुरुषों को भी यह समझना चाहिए, उन्हें भी स्त्रियों के प्रति संवेदनशील होने की जरूरत है। पुरुषों को भी अपने कर्तव्यों के पथ पर चलना चाहिए। साहित्य प्रेमी पाठकों को इस काव्य संग्रह से परिचित होने की जरूरत है। ऐसा मुझे लगता है।

तेजी तागुड
शोधार्थी, हिन्दी विभाग

लोककथा

प्रस्तावना:

अरुणाचल प्रदेश पूर्ण रूप से एक जनजातीय प्रदेश है। यहाँ छब्बीस प्रमुख जनजातियाँ तथा सौ से अधिक उपजनजातियों का निवास है। आका जनजाति छब्बीस प्रमुख जनजातियों में एक है। आका एक असमिया शब्द है। इसका अर्थ 'चित्रित' होता है। आका जनजाति के लोग शरीर में गोदना करते हैं। संभवतः शरीर में गोदने को देखकर ही यह नाम दिया गया होगा। गिबजी निमचो ने अपने ग्रंथ 'द आकाज लैण्ड एण्ड पीपल' की भूमिका में लिखा है—“In fact, the name Aka has been given by the people of the plains in Assam, which means painted”. इस समुदाय के लोग मुख्य रूप से प्रदेश के पश्चिम कामेंग एवं बीचोम जिलों में रहते हैं। पश्चिम कामेंग में रहने वाले हुससो भाषा का प्रयोग करते हैं तो बीचोम के रहने वाले कोरो

भाषा। प्रस्तुत है हुससो भाषा की एक लोककथा।

जंगली बिल्ली और ऊदबिलाओ की कथा

हुससो भाषा में जंगली बिल्ली को मुफऊसा कहा जाता है और ऊदबीलाओ को हुगो श्रीआ कहते हैं। इस आका लोककथा के अनुसार जंगली बिल्ली और ऊदबीलाओ में खूब अच्छी दोस्ती थी। जंगली बिल्ली और ऊदबीलाओ सभी काम एक साथ मिलकर करते थे। जंगली बिल्ली को पानी से डर लगता था इसलिए वह ऊदबीलाओ के साथ नहीं जा पाता था और डर के मारे वह अक्सर ऊदबिलाओ को ही अपने पास बुला लेता था। जंगली बिल्ली बहुत ही चालाक था। वह इंसानों के घरों से मुर्गी चुरा कर लाता था और

जंगल से भी कई छोटे जानवरों का शिकार करता था और अपने मित्र को खिलाता था। जंगली बिल्ली अपने दोस्त को घर कभी भी खाली हाथ जाने नहीं देता था। उसका दोस्त जब भी उसके घर आता था वह उसे मांस खिलाकर ही वापस भेजता था।

एक दिन ऊदबीलाओ ने अपने मित्र से कहा कि आप रोज मुझे मांस खिलाते हो, एक दिन मुझे भी मेहमान नवाजी का अवसर दीजिए। ऊदबीलाओ आगे कहता है कि वह अपने मित्र को मछली खिलाना चाहता है। जंगली बिल्ली ने अपने मित्र की बात को सुनने के बाद यह कहा कि उसे पानी से बहुत डर लगता है। उसने नदी की ओर इशारा करते हुए कहा कि यह तो बहुत बड़ी नदी है इसलिए मुझे बहुत डर लग रहा है। ऊदबिलाओ कहता है कि इसमें डरने की कोई बात नहीं है। वह अपने दोस्त से पानी में उसके पूँछ को पकड़ने

को कहता है। अपने मित्र की बातों से अस्वस्त होकर जंगली बिल्ली पानी में जाने के लिए तैयार हो गया।

दोनों मित्र पानी में कूदने के लिए तैयार हो गया। पानी में कूदते ही जंगली बिल्ली ने अपने मित्र का पूँछ अपने दांतों से पकड़ लिया। ऊदबिलाओ पानी में मछली पकड़ने के लिए गहराई तक गोता लगाता है। अपनी पूँछ में अपने मित्र को लेकर तैरने के कारण ऊदबिलाओ की गति धीमी पर रही थी। वह मछली पकड़ने में असमर्थ हो रहा था। अपने मित्र के वजन से उसकी तैरने की गति कम होती जा रही थी। ऐसा करते हुए पूरा दिन बीत गया। अंत में जब थक-हारकर ऊदबिलाओ नदी के किनारे निकला तो उसने पाया कि उसके मित्र का शरीर सख्त हो गया था। उसके मित्र के दांत उसकी पूँछ में गहराई तक गड़ गया था। वह अपने पूँछ से अपने मित्र को छुड़ाना चाहते थे परंतु

उसके मित्र के पकड़ बहुत मजबूत थी। उसके लाख कोशिश के बावजूद वह अपनी पूँछ से मित्र को छुड़ा नहीं पाया। उसके इस प्रयास को देखकर लोगों ने कहा कि उसका मित्र तो मर चुका है इसलिए उसका शरीर सख्त हो गया है। लोगों की बातों पर वह यकीन नहीं करता है और यह कहता है कि उसका दोस्त मछली खाने की खुशी में हँस रहा है। यह कहते हुए उसने फिरसे अपनी पूँछ को छुड़ाना चाहा परंतु ऐसा नहीं हुआ क्योंकि उसका दोस्त वास्तव में मर चुका था। अपने मित्र को पानी में डूबकर मरते देख उसको यह पछतावा हुआ कि उसने अपने दोस्त की बात क्यों नहीं माना। उस दिन के बाद वह बिल्कुल अकेला रह जाता है।

सांतिमो निमासो
शोधार्थी, हिन्दी विभाग

THE FINE ARTS REGISTRY



Unbound

Akash Ratan, BFA 8th Semester



Childhood Fragments

Harsh Shakay, BFA 8th Semester



Shunned-Solitary-Solitaire

Chukhu Jirdum, BFA 8th Semester

2025 IN REVIEW

A Year of Milestones, Momentum, and Meaningful Progress



Republic Day Celebrations 2025



42nd Foundation Day



2nd Edition of Borderland Narratives: Festival of Films from Contemporary North-East India



13th Inter College Youth Festival



Sanskrit orientation workshop titled "Sanskrit and Sanskriti"



RGU signs MoU with the Research and Information System (RIS)



RGU Common Entrance Test 2025



Curtain Raiser of APLA@50 Outreach Connect: Celebrating Democracy and Inspiring Future Leaders



Swachhata Pakhwada 2025



4th Edition of University Football Championship 2025



Ashtalakshmi Darshan Youth Exchange Programme (Batch 1)



Workshop on Administrative Reforms in Arunachal Pradesh