

Curriculum Vitae

Name: SUBHASH CHANDRA DAS

Qualification: MA.

Designation : Associate Professor, B. H. College, affiliated to Gauhati University.

PUBLICATIONS

1. “Cycle of Violence and Ratan Thiyam’s *Chakravyuha*: A Girardian Reading” in *Man and Society: A Journal of North-East Studies*, Vol. XIV, Winter 2017. Published by ICSSR-NERC, Shillong. pp. 71-81.
2. “Reinventing Identity: Theatre of Roots and Ratan Thiyam.” in *The HEHU Journal*, Vol. XIV, No. 1, January-June 2016. pp. 105-116.
3. “Sankaradeva’s Philosophy and Lakshminath Bezbaroa” (Translation from Assamese) in *Lakshminath Bezbaroa: The Man and the Mission*. Ed. S. C. Das and S. A. Ahmed and published by B.H.College Prakashan Samiti. pp. 193-205. 2014.
4. Edited a collection of essays with S. A. Ahmed on Lakshminath Bezbaroa entitled in *Lakshminath Bezbaroa: The Man and the Mission*, published by B.H.College Prakashan Samiti, 2014.
5. “The Narrative of Marriage as an Institution in Tendulkar’s Plays” in *Protocol : Journal of Translation, Creative and Critical Writing* Vol. V & VI, No. 1 & 2 Spring and Winter, 2011-2012. Published by Department of English, HEHU, Tura Campus. pp. 47-59.

SEMINAR/CONFERENCES ATTENDED

1. Participated in a UGC sponsored National Seminar on “Role of Comparative Literature in Creating National Integration” organized by Dept. of Assamese and Dept. of Bengali, B. H. College, Howly on 16th and 17th Oct. 2015.

2. Participated in a UGC sponsored National Seminar on “Problems and Prospects of Inclusive Education” organized by Dept. of Education, B. H. College, Howly on 30th Sept. and 1st Oct. 2015.
3. Participated and presented a paper entitled “Reinventing Culture: Theatre of Roots and Ratan Thiyam” in an International Seminar on “Cultural Studies: Global and Local Perspectives” organized by Dept. of Cultural Studies, Tezpur University on 7th to 9th February, 2015.
4. Participated and presented a paper entitled “Changing Higher Education Scenario and Governing Bodies of Colleges.” in a UGC sponsored National Seminar on “Governance of Higher Education in the Changing Scenario.” organized by B. H. College, Howly on 4th and 5th February, 2008.
5. Participated and presented a paper entitled “Assamese Critical Response to Postmodernism.” in a UGC sponsored National Seminar on “Post-modernism in the Indian Context.” organized by Bijni College, Bijni on 27th and 28th Sept. 2007.
6. Participated and presented a paper entitled “SHGs, Rural Development and Economic Empowerment of women: A Glimpse of Barpeta District, Assam” in a UGC sponsored National Seminar on “Rural Development through Women’s Empowerment with Special Reference to the North-east” organized by B. H. College, Howly on 10th and 11th February, 2006.
7. Participated and presented a paper entitled “The Importance of Literature as a Tool of Language teaching in the Context of Teaching-Learning of English in India at UG Level” in a UGC sponsored National Seminar on “The Innovations in Teaching-Learning of Language and Literature in Colleges” organized by IQAC, Barnagar College, Sorbhog on 30th and 31st Jan. 2006.

8. Participated in a Seminar on “Vocalization of Higher Education” organized by Assam College Teachers’ Association on 29th Oct. 2004

PARTICIPATION IN TRAINING COURSES:

1. Participated in a 6 day (15-5-2017 to 20-5- 2017) National Workshop entitled “Cinema and Society: National Workshop on Film Appreciation” organized by Dept. of English, NEHU in Technical collaboration with MKDF.
2. Participated in a 7 day (21-04-2014 to 28-04-2014) “Theatre Appreciation Course” organized by National School of Drama, New Delhi in collaboration with Dept. of English, NEHU.
3. Participated in a 2 day (09-07-2009 and 10-07-2009) “Orientation Programme on Spoken English” organized by Assam Higher Secondary Education Council.
4. Participated in a 5 day (15-07-2003 to 19-07-2003) “Orientation Programme on Functional English for B.Sc” organized by Dept. of ELT and Dept. of Linguistics, Gauhati University.

INVOLVEMENT IN EXTENSION ACTIVITIES:

- Wrote two Units in the Study materials for BA course on the subject Alternative English under the Institute of Distance and Open Learning, Gauhati University.
- Edited the Study materials for B.Com course on the subject Communicative and Functional English under the Institute of Distance and Open Learning, Gauhati University.
- Wrote a module for UGC e-PG Pathsala.
- Rendered the voice in the narration of two modules for UGC e-PG Pathsala.

- Acted as a Resource person in the Orientation Programme in English subject for HS teachers organised by Assam Higher Secondary Education Council.

Declaration

I, Subhash Chandra Das, hereby declare that the information given above is true to the best of my knowledge and belief.

Place:

Date:

Subhash Chandra Das

The history of violence predates even our most likely distant ancestor, *Australopithecus afarensis*.^[1] Violence is indeed an aspect of existence itself, just as much as gentleness is. However, a mindset or motive defines violence. Violence to eat, to defend oneself and community, and violence for war and expansion are hardly the same. When the cheetah outruns and pins the gazelle, she does not do it because she hates the gazelle, but because the cheetah needs the gazelle, to feed herself and her family.^Â [12] Note: the conclusion of the larger source this comes from actually is subject to Falk and Hildebolt's counter study. (See above). Human society is dynamic, reflecting and reinforcing the material conditions surrounding it. Myth - Myth - Myth and history: Myth and history represent alternative ways of looking at the past. Defining history is hardly easier than defining myth, but a historical approach necessarily involves both establishing a chronological framework for events and comparing and contrasting rival traditions in order to produce a coherent account.^Â Since each clan's view of the mythic past has implications for the ownership of estates by persons living in the present, victory in these contests is a matter of direct practical importance to the participants. Even in societies where literacy is widespread and where a considerable body of professional historians is at work, it may still be the case that a majority of the population form their views of the past on the basis of inherited mythlike traditions.