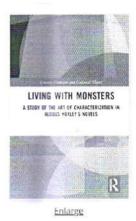
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Living with Monsters

A Study of the Art of Characterization in Aldous Huxley's Novels

By Indrani Deb

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Book Description

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characters is called, is an ancient art, which either aimed at representing the entire universe in a single individual, or the same in a variegated form through various individuals. Huxley uses the latter kind in his representation of character, and as such, a study of the characters of his novels opens up a general interpretation of the universe as a whole.

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Author(s)

Biography

Indrani Deb is the Principal of Nistarini College, Purulia, West Bengal, India, and has a teaching experience of more than 34 years. She is the author of four books – three academic books and the fourth being a collection of short stories. She has also 26 articles published in various books and journals. She is a well-known speaker at various national and international seminars and conferences. She is the recipient of 5 awards, among which is the prestigious "Shiksha Ratna" award from the West Bengal government and the "Best Principal award" from the University of Burdwan.

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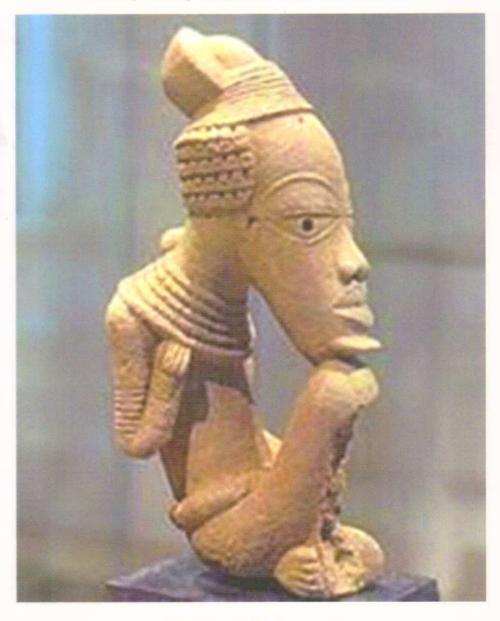
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INTERFACE

A NATIONAL RESEARCH ANTHOLOGY ON INDIGENOUS LANGUAGE, LITERATURE & CULTURE



(Edited Volume)

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CHAPTER-3

THE PASSION PLAY AND ITS INFLUENCE ON TAGORE"S DRAMA

-Dr.Indrani Deb

Rabindranath Tagore is a phenomenon in world literature and a revolution in Bengali art. Even while remaining the quintessential Bengali, the symbol of Bengali culture, the upholder of Bengali values, he still becomes the universal thinker, writer and poet, relevant to all people in all ages, in every corner of the world. This universality emerges partly from the fact that it was first he who travelled round the world with open eyes and ears, imbibed everything that caught his senses, and then assimilated them into his own writings. This assimilation is so complete, that even while being unmistakably Bengali, his works benefit from western influences and themes, expressing the breadth of the vision of this man, in concordance with the essential Indian philosophy that lies at the core of his work.

It is interesting to notice that though drama had existed in India in general, and Bengal in particular, for over two thousand years, with special characteristics of its own taken from both Sanskrit and folk traditions, modern drama following Western traditions evolved here only after British rule, and was established as a popular art form only in the nineteenth century, the pioneer of which was Michael

Madhusudan Dutt, who was the first to write plays based totally on the Western model. Several pre-nineteenth century indigenous traditions are still to be found today, and have even been cleverly used by Rabindranath Tagore. We may mention three of these traditions in this connection. First, we may mention the narrative forms of theatre, such as in dramatic narrations of epic tales from the Ramayana or the Mahabharata. The lead-narrator (gayen), who is very much like the leader of the chorus, introduces the action, plays out the characters connected with the story, and gives a third-person account of what is to come. While doing this, she or he uses all kinds of forms to get the point across - prose, poetry, and song. The choral singers, also called -dohars", assist him or her in this storytelling, and they use instruments like the Mridanga and the Mandira, and sing choral passages. The gayen uses a chamar" (yak-tail whisk) in all his recitations and singing, and sometimes dances while singing. This narrator or gayen" makes effective use of various voice modulations and physical gestures in portraying the characters. Often he changes his costume, and sometimes uses various props for offect. It must also be mentioned that in this case there was no discrimination against women regarding playing such roles.

The second tradition also emerges from the Sanskrit drama, and involves the use of certain stock characters and conventions. Among these are the use of the -sutradhar" (a kind of stage-manager; literally, -the holder of strings"), who begins with a -nandi" (a benediction or invocation, usually addressed to Ganesh or Shiva, for the well-being of the audience), and the nata and nati (the male and female

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Towards the Wasteness of The Waste Land

Indrani Deb

Principal, Nistarini College West Bengal, India

Abstract

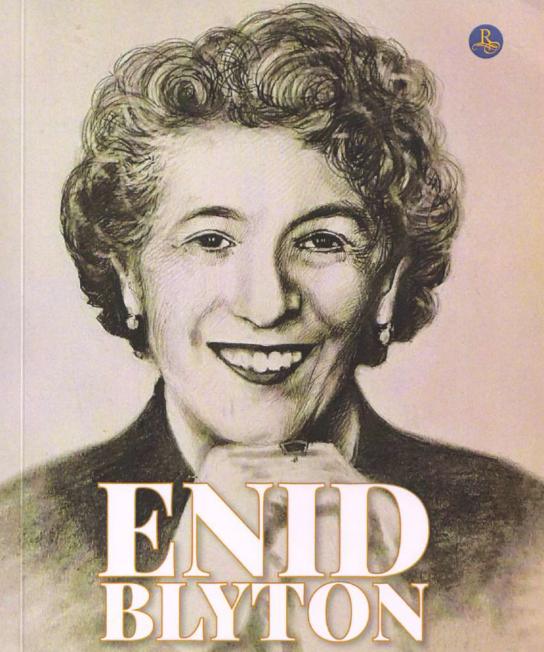
The Waste Land is a poem that is as much applicable to the present age, as it was in the year 1922, when it was first published. Embedded in the sense of meaninglessness and degeneration of the years following World War I, it projects this social and moral disintegration on various levels that are both individual and universal. To do this, the poet brings in various mythical and historical references that serve to illustrate the basic idea of futility and barrenness, and also serve to universalize the condition of waste-ness. The poem, however, does not end on a note of despair, but of hope and regeneration, and the ending is the most positive part of the poem, referring to ancient Indian texts for its philosophical basis.

Keywords: T.S. Eliot, *The Waste Land*, Tarot cards, the Fisher King, Tiresias, the Upanishads.

The Waste Land is a poem that is both embedded in the sense of despair and futility of the years following the First World War, and is universal in its projection of the barrenness and meaninglessness of modern life. Degeneration and disintegration of values is expressed on various levels of the poem – the subjective level of Eliot's own depression ("On Margate sands./ I can connect / Nothing with nothing" [The Waste Land 300-302]), the objective level of the warravaged condition of Europe; the sociological level and the political level; the intellectual level and the emotional level (witness the line "Well now that's done and I'm glad it's over" [The Waste Land 252]); the ethical and the moral levels; the past and the present. It is applicable as much to the present age, as it was a hundred years ago. The main instrument with which the poet does this is by making use

of myths and by expressing the theme through the "heap of broken images" [The Waste Land 22] of modern society.

An allegory of a world laid waste in the post-war era, The Waste Land teems with images of death from the very epigraph itself, where the Sibyl is asked "What do you want?", and she replies "I want to die". There is death in the titles of two of the five parts - "The Burial of the Dead" and "Death by Water", and death in the imagery is used throughout the poem. Even the crowds of people moving in the first part of the poem are like zombies - lifeless and ghoulish. However, the poem is not merely about death. It is also about resurrection, and new life that will emerge after the death of the king - an image dealt with in Frazer's The Golden Bough, and in the image of the Fisher King, taken from Jessie Weston's book From Ritual to Romance. There are also resurrection images in the death of the god, such as Osiris, and Christ himself. The basic method which Eliot uses is the mythical method, which consists of "manipulating a continuous parallel between contemporaneity and antiquity" [Eliot, Ulysses, Order and Myth, 483]. Through this method the poet uses ancient myths and legends in juxtaposition with contemporary life, thus bringing out a linkage between them. It is a method of "controlling, of ordering, of giving a shape and significance to the immense panorama of futility and anarchy, which is contemporary history" [Eliot, Ulysses, Order and Myth 483]. In a way, the mythical method is also connected with Illiot's famous theory of the objective correlative, which he defined as "a set of objects, a situation, a chain of events, which acts as a formula for some particular emotion of the poet, so that when the external facts are given, the emotion is immediately evoked" [Eliot, "Hamlet and his Problems" 100]. The Waste Land contains a series of impressions and emotions expressed through the objective correlatives of the mythical waste lands, both pagan and Christian. The ancient customs and rituals act as symbols for his emotions and ideas, and they also serve to universalize the feelings expressed. What is happening today is not peculiar to the present age; it is the result of a definite spiritual decay, which leads to the same results in whichever age it occurs. That is why the myths not only connect the past with the present; Eliot also connects them together, showing the surrept of waste lands in fertility rites, in Greek myths, and in I hustian myths, too. Myths also enable the poet to telescope within a



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APARAJITA HAZRA

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like goodness, kindness, morality, honesty and hard work, to name a few. This section fathoms how Blyton-works can be seminal in shaping the character of readers, thereby playing a didactic and instructive role in a very subtle but effective manner.

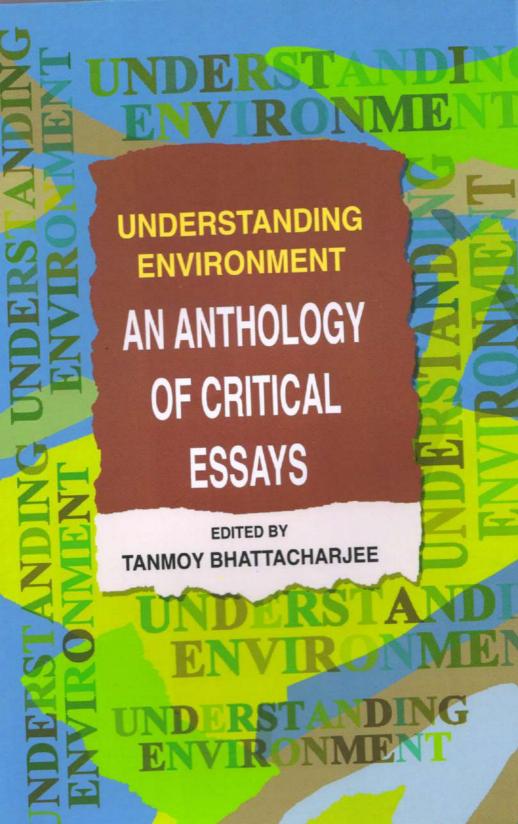
Aparajita Hazra (Editor)

ENID BLYTON: A Modernist Writer for Children

Indrani Deb

Children's fiction accounts for about a third of the sales in major book stores, and even in this age of Television and the Internet, when it is the general idea that reading as a constructive activity has taken second place to these less enlightening encroachments, books are still bought and sold in ever-increasing numbers for the younger generation. Yet, very few authors are willing to be known as children's writers only, as though it were some inferior class in the world of authorship and publishing. Child readers are shockingly underestimated, and an aspiring author can very successfully be under-rated by commenting that his books "are only fit for children"! One of the more generous reviews (in the Daily Tolograph, London) on the Harry Potter books said that "they are a series of stories adored by children and parents alike" - which is supposed to be a very flattering comment, indeed, meaning, probably, that no book is worth the paper it is printed on, unless it is endorsed by adults.

In actuality, however, it is probably more difficult to write for children than for adults, primarily because of two maiderations—one, that the author is not a child but an adult,



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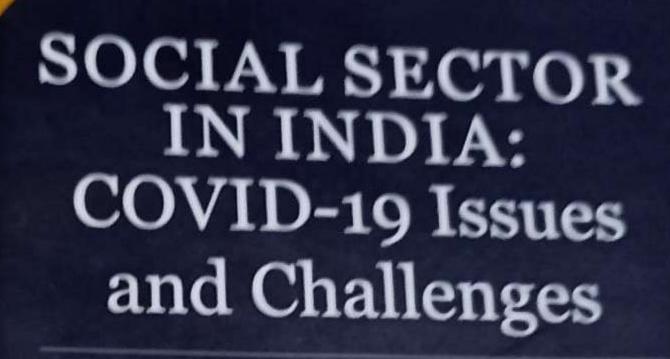
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ENVIRONMENT CONSCIOUSNESS IN ANCIENT AND MODERN LITERATURE

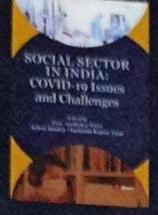
Dr. Indrani Deb

The natural environment has always played an important role in literature, and it has been through literature that man's relationship with nature has been depicted over the ages in various ways. In ancient Sanskrit literature, for example, the human being has been shown as an integral part of nature. Kalidasa's Shakuntala is a child of nature, and she gives humanoid names to every plant and animal around her, even referring to the fawn she has raised as her "son." In ancient Greek myths, the gods and goddesses themselves are anthropomorphized nature. For example, the Earth is Gaia, the sky is Uranus, and the sun is Helios. In English Romantic literature, man is shown to have suffered because of his separation from nature during the onset of the Industrial Revolution. The slogan "Back to Nature" was coined by the French philosopher Rousseau to impress upon people that human life and values will deteriorate if he is removed from nature. In various texts, as in Renaissance and Victorian literature, nature is depicted as an instrument to express human emotions. In Shakespeare's Macbeth and The Tempest, for instance, storms denote overwhelming change and turbulence in the mind of the protagonist. In Hardy's Wessex novels, nature serves not only as the background to the events unfolding in the plots but also remains as a definite presence, affecting the lives of the people living there. In contemporary times, because of an intense global awareness of the systematic undermining of nature to suit human needs and greed, there has developed a consciousness that nature is fighting back, and man's destruction will be wrought by his ruthless destruction of the natural environment. It explains the emergence of a whole body of literature that is dystopic



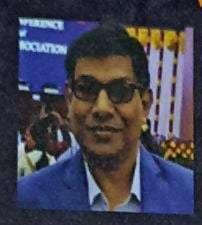
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The book "Social Sector in India: COVID-19 Issues and Challenges" is the outcome of 26 research papers contributed by Professors, Researchers and educationists in India. The book is customized into four sections, i.e. Education, Health, Drinking Water and sanitation. The research papers have focused on impact of COVID-19 on these subsectors. The book is immensely useful for the students at UG, PG and research level in India and abroad.

About the Editors



Professor Sudhakar Patra (b.1965) is Professor of Economics, Berhampur University, Odisha, India. He received his Master's degree in Economics from Utkal University, M. Phil from JawaharLal Nehru University, New Delhi and Ph.D from Utkal University, India. He has 30 years of teaching and research experience in three public Universities and Colleges. He has completed 04 major research projects and published 9 Text Books, 3 Research Books, 31 research papers in International Journals, 42 in National Journals and guided 11 research scholars for Ph.D degree. His area of research interest includes Social Sector, Development and Environmental Economics.



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Exploring Opportunities for Revival of Malls during Pandemic and Post

Introd

Dr. Maniklal Adhikary* & Dr. Chandrasekhar Hajrate

Abstract

To survive in the digital age, malls as well as big retail units need to remove the survive its ubiquity, the mall as it's been conceived for the land To survive in the aignal age, made as it's been conceived for the last half century is at a critical inflection point. Now, when consumers visit malls, they are looking for experiences that go well beyond traditional shopping. But due to continued economic slowdown and rapid advance of the digital revolution, mall industry is retracting and facing high vacancy levels. The situation has further been challenging due to present pandemic situation. Once thriving shopping centers has began to spiral backward in most part of the globe as well as in India Online shopping provides consumers with ultimate levels of convenience. Malls and big retailing points are not able to compete with the endless product selection. price comparisons and always-on nature of online. Retailers and malls should reach out to their consumers with customized offers, gift ideas and other innovative techniques based on real time intelligence and location based marketing, through a combination of technology and product delivery teams.

With existing infrastructure big shopping centers can reshape the traditional everyday shopping experiences of the neighborhood with digital technology, value added services and doorstep product delivery at a competitive price. A win-win situation can take place by creating multiple job opportunities with backward and forward linkages, new business fronts as well as safer and healthier way of availing everyday necessities by the local people which will serve the purpose during the pandemic as well as in the post pandemic period especially in the

densely populated developing countries.

Keywords: Malls, Online Shopping, Pandemic, Digital Technology, Door Siep Delivery, Developing Countries

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About the Book

The World Health Organization has declared COVID-19 situation as Pandemic Outbreak that has posed a contemporary threat to humanity. This pandemic has successfully forced global shutdown of several activities globally, including educational activities, and this has resulted in tremendous crisis-response migration of universities with online learning serving as the educational platform. The crisis-response migration methods of universities, faculty and students, challenges and opportunities were discussed and it is evident that online learning is different from emergency remote teaching; online learning will be more sustainable while instructional activities will become more hybrids provided the challenges experienced during this pandemic are well explored and transformed to opportunities.

The good-to-have narrative changed as a result of the global closure of educational institutions has part of measures to maintain social distancing in order to curb rapid transmission of COVID-19, institutions switched instructional activities to remote learning platforms and this migration came with several logistical challenges, and one major issue is that the migration has caused compulsory modification in the attitudes of education administrators, instructors and learners on the significance of online learning

Online learning in its entirety is dependent on technological devices and internet, instructors and students with bad internet connections are liable to be denied access to online learning. The dependency of online learning on technological equipment and the provision of the equipment was a big challenge for institutions.

Through this edited book volume we are aiming to have the researchers' and academicians' valuable ideas in written documents and we will be to hoping your kind cooperation.

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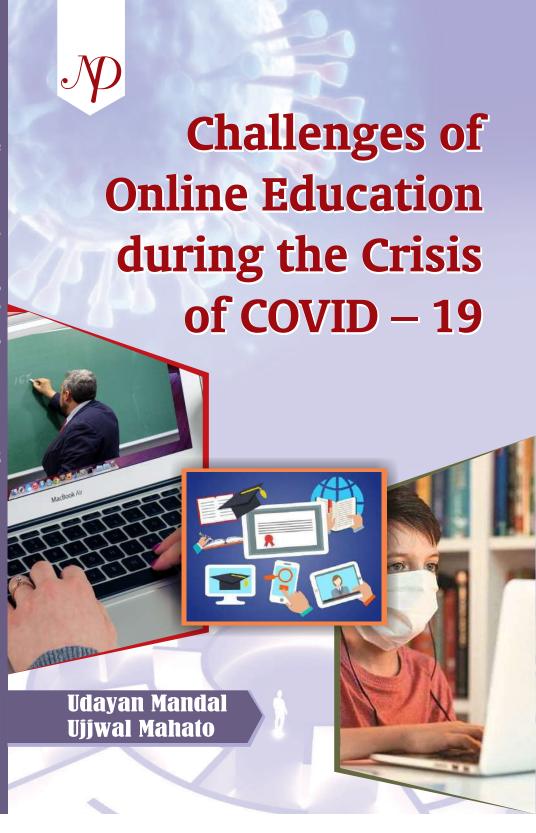
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Challenges of Online Education during the Crisis of COVID

Udayan Mandal Ujjwal Mahato



Challenges of Online Education during the Crisis of COVID – 19

Challenges of Online Education during the Crisis of COVID – 19

Edited By
Dr. Udayan Mandal
and
Mr. Ujjwal Mahato



New Delhi, Kolkata

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Preface

The Edited book entitled "Challenges of Online Education during the Crisis of COVID – 19" is an appreciable effort of the Author Dr. Udayan Mandal and Mr. Ujjwal Mahato to explore the challenges of online education specially during the Coronavirus Pandemic situation

Recent development in technology has touched upon almost every aspect of life. Education system is without any exception here. Technology has brought about a lot of changes in the teaching learning process. Many a jargon has evolved accordingly in the field of education like digital class, online learning, smart class, blended learning, classroom without walls etc. These newer terms reflect the development in recent past in the field of education and they reveal the impact of technology in modern day education system.

Technology has come up with a lot of help or the teaching learning practices. Present crisis of COVID-19 outbreak has left its serious and severe impact in every aspect of life including education system. When the world is at a standstill, all activities of life have changed their course of action; education system has also changed accordingly. And technology has been providing a great help for this smooth transition which is taking place in pedagogical aspect. This book discusses various issues in this regard in a well organized way. All the chapters in this book are very relevant in present context; and they have potential enough to maintain their relevance in future perspective as well.

The contributors to this book have left their imprint by dint of their quality writing. The content of the chapters contextualize the present crisis of the pandemic outbreak and role of technology in mitigating such challenges; the book also discusses issues and measures of how far technology can work with efficacy and where exactly there might arise some serious concerns regarding the application of technology in teaching learning process. The contributors delve into the state of

preparation, among all types of stakeholders, needed for going at par with the requirements for technology based education. Almost each and every present issue in the field of technology based education has been touched upon by the authors. This book will be able to address the requirements of the learners and academicians as well. I congratulate Dr. Swapan Kumar Maity and Dr. Pranab Barman for their laborious undertaking to bring out this book. And I wish that this book will be widely read and appreciated by the readers.

Prof. Dibyendu Bhattacharyya
Professor and Head
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University of Kalyani,
Kalyani, Nadia, West Bengal, India

Acknowledgement

We feel very honored and privileged to have had this opportunity to work on a very significant and relevant topic "Challenges of Online Education during the Crisis of COVID – 19". At the beginning we would like to express our heartiest gratitude to the Almighty for always showering His blessings on us.

We convey our heartfelt thanks to all the learned and experienced authors without whose valuable contributions, this Edited Book would not have been possible. We are indebted to each one of them for making this initiative successful.

We are very thankful to our parents for making us what we are today.

We also convey are deepest heartiest thanks to our respected guides for inspiring and guiding us professional as well as academic career.

We convey our heartfelt thanks to all our teachers and well wishers who always inspired us to take such kind of activities.

We also convey our heartfelt thanks to the respected sir Prof. Dibyendu Bhattacharyya, Professor and Head, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal.

Last but not the least, we convey our special thanks from the core of our hearts to New Delhi Publishers, New Delhi for their support to print and publish this book in a very short period of time.

Dr. Udayan Mandal and Mr. Ujjwal Mahato

About the Editors



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Positive and Negative Effects of Social Media on Education during COVID-19 Situation

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Abstract: Social media is a platform for public around the World to discuss their issues and opinions. Before knowing the actual aspects of social media people must have to know what does social media mean? Social media is a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas, image, videos and many more over the internet and virtual communities. Social networking sites such as Twitter, MySpace and Facebook, Instagram which has made the social media a vital aspect of their life. Social network is transforming the behavior in which youthful people relate with their parents, peers; as well as how they make use of technology the effects of social networking are twofold. On the positive side, social networks can act as invaluable tools for professional. On the negative side, the internet is laden with number of risks associated with online communities. In this paper we cover every aspect of social media with its positive and negative effects. Focus is on the particular field like heath, business, education, society and youth. During this paper we explain how these media will influence the society in a broad way.

Keywords: Social media, business, society, Mobile Devices Education, Cyber Bullying.

Introduction

Social media is an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, and background or real-life connections. The impact of social networks on young people is significant. It is becoming increasingly clear that social networks have become part of people's lives. Many adolescent people are using

their laptops, tablet Computers and smart phones to check Tweets and status updates from their friends and family. Social networking sites can assist young different lifestyles. Social media platform allow user to have conversations, Social media has different forms, together with blogs, micro-blog, wikis, social networking sites, photo sharing sites, instant messaging, video- sharing sites, podcasts, widgets, virtual worlds, and more. Billions of people around the world use social media to share information and make connections. On an individual level, social media allow us to communicate with our friends and relatives, gain knowledge of new things, develop your interested, and are entertained. On a professional level, we can make use go social media to expand or broaden our knowledge in a particular field and build our professional network by connected with other professional in our industry.

- Google+: Google + is one of the popular social media sites in these days, Its SEO value alone makes it a must-use tool for any small business. Google+ was propelled on December 15, 2011, and has joined the major alliances enlisting 418 dynamic million clients of December 2015.
- YouTube: YouTube is the biggest and most well known video based online networking site was established on February 14, 2005, by three previous PayPal workers, it was later purchased by Google in November 2006 for \$1.65 billion. YouTube has more than 1 billion site guests for every month and is the second most well known internet searcher behind Google.
- WhatsApp: WhatsApp Messenger is a cross-platform instant messaging client for smart phones, PCs and tablets. This application needs Internet connection to send images, texts documents, audio and video messages to other users that have the app installed on their devices. Launched in January 2010, WhatsApp Inc. was purchased by Face book on February 19, 2004, for about \$19.3 billion. Today, more than 1 billion persons make use of the administration to speak with their companions, friends and family and even clients.

Impact of Social Media on Medical and Health

Social media provide Health Care professionals with tools to share information and to promote health behaviors, to engage with the public, and to educate and interact with patients, students, and colleagues. HCPs can use social media to potentially improve health outcomes, develop a professional network, increase personal awareness of news and discoveries, motivate patients, and provide health information to the community.

Positive Effects of Social media on Health

- Sharing of doctors' prescriptions to friends, relatives and colleagues.
- Consulting Doctors online anywhere and anytime.
- Sharing Suggestions among friend, relative and colleagues about various diseases and its symptoms.
- Access to information in developing regions.

Negative Effects of Social Media on Heath

- Incorrect self-diagnosis
- Potential breach of privacy

Impact of Social Media on Business

Social Media is new buzz sector in promoting that incorporates business, associations and brands which make news, influence companions, to make relations and make groups. Business utilize web-based social networking to upgrade an association's execution in different ways, for example, to achieve business targets, expanding yearly offers of the association.

Positive Effect of Social Media on Business

- Social Media helps in promoting the Business all over the World.
- Social Media builds deals and client maintenance through standard connection and auspicious client benefit.

- Social Media provides rich customer experiences.
- With Social media monitoring you can gain key information about your competitors.

Negative Effect of Social Media on Business

- Negative customer reviews are harmful.
- Highly time consuming.
- The web is crowded with more and more content.
- A mistake made on social media is hard to rectify.

Impact of Social Media on Education

Social Networking technologies also allow one to share a though with another helps a man toward one side of the world to interface and trade Thoughts with a man at the other side. With the use of social media students can other communicate or share information quickly with each other through various social networking sites like Facebook, and Instagram etc.

Positive Effect of Social Media on Education

One can adopt its benefits to gain positive results in education.

- **Socializing:** An important part of growing up, is make friend. Why this is important? It is because, it allows the children to exchange ideas and learn now things. This will invariably result in becoming more confident in life.
- **Updating Oneself:** They will have the capacity to know new things and when it happens. This causes them refresh their own particular information base.

Negative effect of Social Media on Education

- Reduced learning and research capabilities: Students are depending more on the information reachable easily on these social networking sites and the web. This reduces their learning and research capabilities.
- Reduces command over language use and creative writing skills: Student generally utilize slang words or abbreviated types

of words on long range interpersonal communication locales. They begin depending on the PC language structure and spelling cheek highlights. This decreases their charge over the dialect and their experimental writing abilities.

- Time wastage: Students while socking and concentrate on the
 web, get pulled in to utilizing online networking locales and once
 in a while they overlook why they are using internet. Sometimes
 students are not able to deliver their work in the specified time
 frame as their time wastes.
- Low grades: Students get low evaluations in school because of absence of the coveted data and composing abilities.

Impact if Social Media on Society

As we all are well aware of social media to facilitate a massive impact on our society. Some social media destinations have change the way where individuals convey and mingle on the web. Person to person communication destination render the open door for individuals to reconnect with their old companions, partners and mates.

Positive Effect of Social Media on Society

- Connectivity: The first and foremost benefit of the social media
 is connectivity. People from anywhere can connect with anyone
 regardless of the location and religion. The prettiness of social
 media is that you can attach with anyone to learn and share your
 thoughts.
- **Education:** Social networking provide various benefits to the students and teachers, it is very easy to educate from others who are experts and professionals via the social media.
- Help: You can impart your issues to the group to get help and energy. Regardless of whether it is helping in term of cash or on term of advices, you can get it from the group you are associated with.

- Noble Cause: Social media can also be used for the noble causes. The public is making use of social media for contribution for needy people and it can be a quick way to help such people.
- Helps in Building Communities: Since our world has different religions and beliefs, so people of different communities can connect to discuss and share related stuffs. Conventional marking mediums such as the radio, TV commercials and print ads are completely absolute now and demand for Thousands of dollars. With the use of social media the businesses can connect with their targeted customers for free, the cost is energy and time.

Negative Effect of Social Media on Society

- Cyber Harassing: According to a report distributed by pewCenter.org the greater part of the youngsters have progressed toward becoming casualties of the digital bulling over the past. Since anyone can make a phony record and do anything without being tailed, it has ended up being exceptionally straightforward for anyone to spook on the Internet.
- Hacking: Personal information and security can be hacked and shared on the Internet. Some twitter and Facebook accounts have been hacked in the past and the programmer had pasted materials that have influenced the person's lives.
- **Fraud and Scams:** Several cases are available where people have committed fraud and scams through the online networking.

Impact of Social Media on Kid and Teens

Media today has a huge influence on teenagers. Bet it television, computers, video games, social networking sites - it hugely impacts all aspects of teen's life. Everything is not bad with the media.

Positive Effect of Social Media on kid and teens Help Develop Lawrence

Most teens live a sheltered life. But with exposure to various media put lets, they can develop awareness about society and the world understand that there is more to the world than just what is happening in the childhood.

- **Inspire them:** When our teen watches an action flick, don't just despair about the violence.
- Help Develop Reading and Writing Skills: When a celebrity talks of her favorite book, a teenager might be tempted to grad a book too.

Positive Effect of Social Media on kid and teens

- **Distorted Body Image:** The world is full of perfect people today with the use of Photoshop the images are everywhere lead to distorted body image among a number of teenagers. Anorexia and bulimia are a fall out of this body image crisis.
- Risky Sexual Behavior: Young people are simply finding their sexuality. It is exceptionally typical for them to be occupied with everything sexual. However, the measure of sex without dutythat is by all accounts the massage being radiated at adolescents this can prompt untrustworthy sexual conduct and undesirable pregnancies.

Handling Influence of Social Media on Youth and Teens

- One the best ways to help the teens navigate the influence on media is to talk about messages. For instance, if the teen love girls, we can talk to them about female friendships, life choices, self-esteem and sexuality.
- Monitoring teen's choices does not mean we ban them from watching media. It id just making them aware of the negative influences.
- We should also choose to ban some apps, shows and games. Explain why we are doing so.

Conclusion

Online networking has expanded the quality and rate of coordinated effort for students. Business uses online networking to upgrade an

organization execution in different courses. For example, to fulfill business goals, expanding yearly offers of the organization. Youths are found in contact with theses media every day Social media has different merits yet it likewise has a few faults which influence individuals contrarily. False data can lead the training framework to disappointment, in organizations wrong promotion will the productivity, online networking on individuals' security, some pointless sites can impact youth that can end up plainly savage and can take a few wrong activities.

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2Chapter

Effectiveness of Socio-Psycho Impact of Current COVID-19 Epidemic Situation

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Abstract: Education is an important element for any kind of development in a country. Education is the main pillar in the development of civilization. At the present time, this pandemic has had a detrimental effect on the lives of people of all walks of life in our country, economically and socially, as well as in education. The benefits of science have given a lot of good things to human civilization. Similarly, the bad effects of science and people's peace of mind have been taken away. At present, as the social distance of the people has increased during the COVID-19 epidemic. So, the relationship of social brotherhood is eroding day by day. Mental exhaustion is not an exception in the field of education. During the pandemic, the world, as well as India, has been forced to close down traditional classroom-based education to protect the social distance of people from India. Online-based has emerged as an alternative to classroom-based traditional education. In a country like ours, online-based education is very one-way, Internetconnected and discriminatory, even problem-oriented. True ideal education is not limited to one-way and theoretical knowledge. Real education is seen as more important than practical interaction. It is also the cause of mental and social instability of social people. Especially in a country like ours, we really need to find a way to solve this discriminatory problem of education. In the present day, it is necessary to develop the human values and consciousness of the students so that they do not become mentally exhausted. The social and psychological aspects are really challenging to enliven education during the epidemic. So, I have presented this paper to shed light on the current situation.

Keywords: Brotherhood, Mental Exhaustion, Psychological aspects, Social aspects

Introduction

The social and psychological effects of education are inextricably linked. Psychology is a science that deals with the study of human behavior. Sociology refers to the interaction with the environment. Psychology in education: The key to social impact is that education is a social process that allows the development of a child's mind through interaction with the environment. But at present 213 countries around the world are affected by the covid-19 epidemic and because of this the lives of ordinary people around the world have come to a standstill. At the same time, the education system is not exceptional. As covid-19 has changed the way people communicate and interact in society, the epidemic has also introduced ICT-based online education as an alternative to teacher-student interaction-based classroom teaching.

Previous Overview

The human civilization of the world has long been able to overcome the setbacks and take the world forward in a new way and has gained a philosophy of healthy normal life. People have been freed from the crises that have befallen the society at different times and its detrimental effects have spread in the economic, political, social and educational fields. We do not have direct experience of previous epidemic conditions. It is possible for us to acquire a lot of knowledge by directly observing what is known in history today. In fact, all the livelihoods of the society are directly or indirectly affected by big events.

Many of us have come in contact with many people who are contemporaries of the First or Second World War. But at that time people's post-war life and social struggle was really difficult. We get his story from them. In fact, just as there is a good side to a social crisis, there is also a bad side to the public.

The coronavirus with our lives probably brought that world war today. The devastating effects of this can be gauged by the global economic downturn and the booming healthcare system. Today,

commercial transactions around the world have been affected by the crisis of tourism, air and rail services, entertainment, small and large industries and even education.

Objectives

The main objectives of this study were follows -

- To know about the concept of psychology and sociology.
- To determine the viewpoint of psychology and sociology on education.
- To determine about the social impact of covid-19 on education.
- To determine about the psychological impact of covid-19 on education.
- To find out effectiveness of socio- psycho impact of current epidemic situation.

Methodology of Study

The study was basis of descriptive method. This is a descriptive study document analysis is applied for the development of paper. This study has been conducted in following collecting of data from book and data collected from internet, collection of data from publish paper in the journal.

Concept of Psychology and Sociology

Psychology is the science of mind and behavior. Psychology includes the study of conscious and unconscious phenomena, as well as feeling and thought. It is an academic discipline of immense scope. Psychologists seek an understanding of the emergent properties of brains, and all the variety of phenomena linked to those emergent properties, joining this way the broader neuro-scientific group of researchers. As a social science it aims to understand individuals and groups by establishing general principles and researching specific case. Psychologists explore behavior and mental processes, including perception, cognition, attention, emotion, intelligence, subjective experiences, motivation, brain functioning, and personality. This

extends to interaction between people, such as interpersonal relationships, including psychological resilience, family resilience, and other areas. Psychologists of diverse orientations also consider the unconscious mind.

Sociology is the study of society, patterns of social relationships, social interaction, and culture that surrounds everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order and social change. Sociology can also be defined as the general science of society. While some sociologists conduct research that may be applied directly to social policy and welfare, others focus primarily on refining the theoretical understanding of social processes. Subject matter can range from micro-level analyses of society (i.e., of individual interaction and agency) to macro-level analyses.

Viewpoint of Psychology on Education

Psychology is the process of knowing one's body and mind to the fullest. Psychology discovers general rules by systematically discussing and experimenting with mental processes. And they give scientific explanations. Educational Psychology Perspectives What these features mean? Without knowing these features, it is not possible to know the effect of psychology on education. The topics that educational psychology discusses are-

- The subject of psychology is the various mental processes that give a person their own. And the process of analyzing one's thoughts and consciousness from different mental aspects by determining one's existence.
- 2. Psychological perspectives in education tend to focus on the individual's mind. Every person has his own entity by analyzing those qualities from a psychological point of view.
- 3. Psychological perspectives focus on the interaction of the environment or society, because it is not possible to observe the individual in isolation from the environment.

4. Educational Psychology Applied Psychology Educational Psychology Educational Psychology is the study of how to improve the subject matter of teaching and learning by applying the principles and theories of psychology in the field of human behavior.

Viewpoint of Sociology on Education

Education is a social process. Children's knowledge is developed through the interaction of the environment. Culture, logic, memory, attention, sociology are necessary for communication. It is not possible to know the effect of sociology on education without knowing these features. The aspects that educational sociology considers are-

- 1. The sociological perspective of education highlights the new problems that come from society which makes exploratory research more meaningful.
- 2. Educational sociology analyses judgment through the observation of society-centered issues and the use of spiritual rules.
- 3. Social data analyses pedagogical content in a specific situation. And the content of the discussion helps to build a comprehensible idea on the interrelationship.
- 4. The sociological approach to education preserves the interaction between the individual and makes the education of the child socialization possible.
- 5. The socialist view of education gives the right shape to the culture and customs of the people in the society.

Socio-education solves the problems of people with mixed attitudes, mixed culture, classless, selflessness which builds interaction-based coexistence and equality among people.

The Socialogical Impact of COVID-19 on Education

The current COVID-19 situation is having an impact on education as well as economic, social and political. Society is one of the influential elements in education. The subject matter in social education is the main subject where it has a detrimental effect on the society and

its effect is also inevitable in education because real education is associated with the social thought consciousness of the people. In a country like India where most people live below the poverty line, the impact is catastrophic. COVID-19 the effects of social attitudes on education in today's society are as follows-

- 1. The role of the environment is important for the development of every child. Myth-based classroom environment education is almost closed today.
- Classroom based learning environment is currently almost closed in our country where online based learning has been replaced as an alternative to education. Where the social distance-based learning method is called logic.
- 3. Learning is not only a complete acquisition of theoretical knowledge but learning also depends on the imitative and practical aspects of the teacher's behavior which is difficult to achieve in the current situation of the student.
- 4. In a country like India, where most people live below the poverty line, access to online education for the children of low-income people is in many ways problematic. Many people cannot afford to take online based education, they will not be able to join, and it will create a class distinction between capable and incapable.
- 5. Education in professional learning where there is a lot of emphasis on laboratory and practical aspects. Getting proper training there and activating activity in the laboratory online is never possible.
- 6. The current covid-19 situation faces economic losses. At this time, all the internet costs and proper management of online classes for ordinary family students, ensuring high speed net service, is really a social challenge.
- 7. The world of crime became active in the society around the socio-economic decline of human values in the state of disarray. And unknowingly when crime is born and this corona virus paves the way for the formation of a new valueless society. This

- economic crisis is seen to increase this social violence. Whose influence is felt in the field of education?
- 8. From the point of view of social sciences, the academy is a meeting place of multiculturalism. In the development of the child, it is necessary to adopt and tolerate one's own culture as well as other cultures and to help students adapt. This may stand as ideal citizens in the future. But in the current situation, the meeting place of culture is forced to stop classroom-based education today.

While pedicure has such a detrimental effect, on the other hand, it is true that the family is the first school in the child's educational life. There was no time for the parents to engage in interactive activities with the children in the family for the sake of their busy lives. But now in this pandemic situation the relationship has been strengthened which has been replaced by a lot of family education.

The Psychological Impact of COVID-19 on Education

The life we live is a combination of many thinking processes. This thought process is the correct and positive emotion of a normal healthy person. But sometimes the thought process does not go in the right direction or goes in a distorted way. Our thinking-consciousness leads to the destruction of various aspects of life. In addition to personal life, people's family, career, education, abnormal mentality is born when endangered mental thoughts. And there is an event behind this process. The effects of covid-19 on psychology from the point of view of education are as follows.

- 1. In the current situation, online based education is being introduced but many students are deprived of it which can be said to be the cause of discriminatory mentality and child anxiety.
- In a classroom-based learning environment, it is difficult for students to express their thoughts and emotions creatively through interactions with the teacher.

- 3. At present, the online based education system is a one-way education. Here it is normal for the student's stress, anxiety and lack of confidence to increase.
- 4. Education where most of the labs or observation-centric subjects are not taught properly during this covid-19 is an additional concern for the students.
- 5. Most of the students have become addicted to TV skin, computer, mobile, which is seriously affecting their mental and physical development. Due to hearing multiple languages.

Basically, starting from teaching, evaluating the right method has mentally upset all the teachers and students in the world of thinking.

Thought and Overview

Socially harmful effects of the epidemic on the education system, I discussed the previous issues. The following are the opinions that can be given priority in analyzing the mentioned issues. At the present time the global epidemic has turned the education system into a distant education.

- Prolonged exposure to quarantine or isolation can complicate a student's mental state. So, the necessary steps must be taken from the family side
- > Creating productive positive work to spend leisure time in the development of the child and their thinking-consciousness in that way with competent leadership.
- ➤ In a competitive world, we are constantly on the lookout for career and professional profits. But along with the economic development, it is necessary to improve the social position and at the same time develop the mind that is inside our people. That is why we have to develop our own way in the education system forever.
- > Today, conventional classroom-based education has been transformed into distance education. In a populous country like ours, education systems for social security are providing

- education online today. It has not been possible to provide online based education to all the students properly.
- > Students must refine the curriculum. Values should be included in the school curriculum and value education should be taught in each chapter.
- Emphasis must be placed on proper assessment in assessing students' competencies. It is important to ensure that students evaluate students accurately, taking into account their personal aspects.
- ➤ People can change by practicing all behaviors. Therefore, it is possible to develop the students' mentality of ethics through repeated practice. That is why the students have to see the teaching of values through repeated practice.
- The teacher will apply the values in practical life as well as advise the students on how to apply them in their life.
- Parents should give importance to their children's hobbies or to practice and deeply appreciate them.
- > Students need to be taught to exercise in moderation and to the best of their ability every day and to try to adapt to the situation and to impart knowledge to them in that situation so that they can protect themselv e s in a positive way and not become discouraged.

Conclusion

The education system has been severely affected socially and economically. That is why a large number of students associated with the education system are going through emotional stress. That is why students have to spend a lot of time so that they can have different types of discussions in addition to their personal and social issues or they can have comparative discussions among themselves. Along with the whole world, our India and the deadly virus are playing tricks on the quality of life of the people but one day this situation will come to an end from the world. And I wish people will win.

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3 Chapter

Impact of COVID-19 on School Level Learning

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Abstract: Today, our mother world is now in the panicky of Coronavirus named as COVID-19 pandemic. During 11 months from February 2020 to till today, we, the human civilization are always trying to exist in the world peacefully by combating against this dreadful virus. The wheel of progressive civilization has been stand still. Numerous immature painful deaths and sufferings have experienced our tender mind a panic of mental illness. Till today, no specific medicine or vaccine has yet not been invented to stop the high rate of this transmission and contamination rate. Always we are confined at home not to be affected by the virus. The world is seeking alternative ways to continue the usual life of the common people. Now-adays, the fundamental precautions regarding COVID-19 pandemic as Social Distancing, Hand Sanitization, Wearing Mask, Quarantine, Lockdown, Stay-at-home etc have become our part and parcel of life. It mostly affected our normal education system at everywhere. Now all types of educational institutions have closed during a long time. The students are at home. Now the proverb 'there is will, there is way' has been implemented very carefully as much as possible all over the world to continue the progress of civilization in almost every aspects of life. Among them normal education system is very much important for the continuation of teaching learning process through different platforms. In this respect, Online Education has been constituted by different channels like Whatsapp Group, Youtube Channels, Google Meet Group etc basically in School Level teaching learning process. The present paper envisages the problems and remedies of online education system on school level in context of Indian perspective. It reinforced to strengthen the spine of knowledge acquisition. Thousands and thousands of teachers and students are now involved in this E-Learning process.

Keywords: Coronavirus, COVID-19, alternative ways, Online Education, School level, E-Learning.

Introduction

Due to COVID-19 or Coronavirus all over the world, almost all the human organizations are passing in a unlawful situation. Trade and commerce and all educational institutions along with mass human communications are strictly controlled and managed to prevent ourselves from the rapid transmission of this very much contagious virus. Basically for the better protection of the children and kidsthe learners of our ongoing traditional teaching learning process in all educational institutions has been locked down at home since last eleven months of this year. Times became less productive not only to the learners but also to the effective teachers. Gradually we are losing to enter into the new world of knowledge. Every school level learner has been forced to stay at home. At this present condition, online learning or E-learning is growing at an unprecedented pace. The world is trying to reach its culminating success providing various modes of online learning to overcome and manage the situation and to get the continuation of knowledge acquisition. This paper on only envisages the challenges of online education system on school level learning but also highlights the benefits to train our learners into the unending scope for attaining knowledge for their future learning. Self- depending quality of an individual learner has been positively enhanced through this E-learning mode. They must have been acquainted with their self status in respect of education.

Objectives

The aim and objectives of this paper centers round to find the actual challenges and importance of E-learning or Online Education to our dearest school level learners during this immovable lockdown situation of COVID-19. Alternative new trend of online teaching learning method majorly be fruitful to eradicate mental pressure and anxieties among the school going learners. Through this paper, I am basically trying to find out some valuable objectives which are directly related to the main topic of this paper as-

To explain the concept of COVID-19.

- To discuss the present condition of human civilization.
- > To analyse the necessity of alternative education system.
- > To understand the status of E-learning
- To define Online Education and its Emergence.
- ➤ To focus the challenges of School Level Learning Process at present.
- To emphasis the merits and advantages of E-learning.
- To interpret the learners' present state of mind and mental health regarding motivation.
- To focus the need of E-learning in the 21st century.

Emergence of E-Learning

Where there is no scope to reopen an educational institution for conventional or traditional school level learning process at present, alternative educational process named E-Learning occupies a major role to the learners staying at home environment. This is smoothly continuing only by the gradual development of our esteemed technology. We have to know the origin and essence of E-learning process. E-learning means the learning through some electronic resources or devices. Long before the internet and computer was launch, students were provided different study materials only by mailing. In 1924 the Testing Machine was invented by B. F. Skinner, a Harvart Professor to allow students to test themselves. Later in 1954 Teaching Machine, In 1960 Computer Based Training (CBT), In 1966 C.I.A. in school had been formulated. In 1969 Appanet Hervrts Internet was invented. Subsequently in 1970 Computer mouse and G.U.I. and in 1980s PCs began with first MAC. In 1990s the Digital Native was common and in 2000s Business adopted E-learning to train their workers to become resource persons. Gradually, within 10 years, the rapid growth of technology based society cannot think of internet and android cell phones. Onwards 2010s, social online learning is our backbone to acquire any information at any place and any time. Today, Massive Open Online Courses (MOOCs) and Selective Open Online Courses (SOOCs) and websites like Youtube

etc are the basic social media. Apart from these, Whatsapp Group, Google Meet Group, etc became our latest device to instruct or communicate to a large group of learners. There are different types of E-Learning modes prevalent in our educational system. Such are Lesson Based Learning, Group Learning, Video Based Learning, Article Based Learning, Self- Paced Learning etc. In this COVID-19 pandemic situation, almost all these types of E-learning are used for the School Level Learning Process.

School Level Learning

School Level Learning is a definite set of face-to-face communication based on teaching learning which constitutes in a classroom environment through interactive method between teachers and learners. There are six interactive components of the learning process. They are attention, memory, and language, processing and organizing. All these process interact with each other through emotions, classroom climate, behavior, social skills, teachers, family etc. A learner's overall development depends on also co-curricular activities and application of acquired knowledge in one's individual social framework. But at present this school level usual traditional learning has been interrupted due to the fear of coronavirus. Alternative teaching process except some of these components has been forced to continue through E-learning. Though it has not same beneficial aspects as tradition has, it must enliven the light of knowledge as much as possible to our dear learners of school level. Here it is noted that laboratory based learning or learning by doing is not possible by this E-learning mode.

Challenges of Online Education on School Level Learning

E-learning, being the latest wave of education is already having a hurdle or fair to the school level learners basically in Indian perspective. It depends on a set of socio-economic and socio-cultural aspects of the learners. Daily basis subjects content and lessons are very hard to imbibe by the learners of age group 10 to16. During this lockdown period, resourceful teachers are always trying to teach

their learners through this mode, simultaneously they have to face a number of challenges in their teaching learning process. But, online learning comes as an immediate solution for the crisis of COVID-19 pandemic. Now-a-days, E-learning suffers some challenges which frequently are being faced by not only teachers but also learners as follows:

- During teaching learning process, teachers are frequently facing how to keep students to avoid their distraction from other social networking sites.
- ➤ Both teachers and learners are seldom facing internet connectivity issues in some remote areas and backward classes. Sometimes there is not any provider to avail these internet connections.
- Many rural learners along with slum learners are always facing to access online classes because they have no smart phone and internet facility at all.
- > Sometimes learners face hazards of buffering due to low quality internet frequency to attend the classes because they live in different geographical areas.
- ➤ There is no scope of laboratory based learning or learning by doing through online classes. Only theoretical classes are available in this mode of learning.
- ➤ Learners' mental health, physical health, proper motivation etc are not possible to develop through online classes. So to say learners' total development is quite impossible here.
- ➤ Learners from very merge socio-economic structure are deprived of Mid-day meal facility. They are facing basic need of food. So they are totally out of educational mood.
- > Due to proper supervision of the guardians and lack of their selfawareness, maximum learners are beyond of thinking to attend the classes in proper time.
- ➤ There is no scope of asking any question arising in the mind of the learners and its immediate solution. So they often neglect all these classes and gradually it loses its importance to them.

Some Benefits of Online Learning on School Level

Referring to the current condition of COVID-19, the education system is experiencing so much development in the field of knowledge acquisition only by clicking on internet devices. Technological advantages have placed online learning before school level learners. E-learning has given rise to hope for learners to improve individual learning experiences. It brings a new footstep in teaching learning process in which not only school level learners but also teachers are immensely benefited. There are some notable benefits of online education on school level learning.

- ➤ Online education provides notable improvement of attendance, knowledge of various educational platforms, flexible performance, and active participation etc in a grand scale.
- Online classes offer maximum flexibility to overcome hesitation in interacting with their peer learners and with their teachers in classroom situations.
- > Travelling fees, wastage of commuting time, wastage of physical tiredness etc are completely free from online education. They can get relax just after the study.
- Social distancing and self-isolation can be made through only online education system among the school learners during this COVID-19 lockdown.
- ➤ E-learning is auto remedial. A learner can attend the same class for better understanding at any time anywhere. Saved videos, lecture, program are just at their hand to reuse.
- As study materials are visually concise, stimulating and more and more interactive, school level learners are actively engaged on online classes.
- Online education offers burden free, enjoyable and fearless learning which is mostly desirable for all levels of learners. It is beyond of hard competition and there is no peer distraction at all.

Online education is easy accessible and learners can follow at their own time and space because it is out of managing school hours, checking notes and commuting etc.

Conclusion

From the progress of human civilization, the world is passing through to acquire knowledge and experiences at different levels. It is as continued as the natural element existed in the universe. No emergency can able to stop it in any way. If there is human existence, there is the pursuing of development. Today, though we are passing trough in health emergency due to Codid-19 pandemic, we are pursuing an alternative way of continuing the process of education at school level learning. Teacher, learners, guardians all are trying to achieve our ultimate goal of life giving importance the value of online education. I am very hopeful that, the readers reading this paper must understand the relevance and necessity of E-learning process at school level learners to progress our civilization. They must prepare themselves to accept any such kind of emergency in their future life. We should always be optimistic attitude to overcome any awkward situation. Thus we may conclude that this health and medical emergency due to this pandemic is not only a curse to us but also a boon to us because we learn how to accept challenge to conquer.

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The Problems of Online Education among the Girl Students at Graduate Level in West Bengal

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Abstract: The COVID-19 is a highly infectious disease originated in Wuhan city of the Republic of China caused by severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2), has already declared as a pandemic due to its severity and fierceness by WHO on 11th March, 2020. Presently, this disease is affecting the people of more than 210 countries across all the human-inhabited continents. It has significantly disrupted the education sector after the economy sector. This greatest global health crisis in human civilization challenged the education system across the world and has been forced the conventional methods of the education system to shift to an online (e-learning) mode. The pandemic compelled the human society to maintain social distancing and after considering this, most countries have shut down their all educational institutions. In these circumstances, especially the learners of the developing countries are facing challenges such as non-availability of the online device, poor internet connectivity and inadequate knowledge on the use of the Information and Communication Technology (ICT). In India, about 320 million learners stopped to move their educational institutions and all educational activities brought to an end since the first lockdown on 25th March, 2020. Despite various initiatives taken by the Higher Educational Institutions, the students of these sections especially the girl students are facing a lot of problems in India. Using a sample (n = 82), the present study high lights the impact of online teaching and find outs the challenges of girl students to continue their study in higher institutions in online learning in the era of coronavirus pandemic. The article also discusses the significance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in this crucial time.

Keywords: COVID-19, E-learning, Health crisis, Higher Educational Institutions. Pandemic

Introduction

The sudden outbreak of a deadly disease COVID-19 has almost completely devastated the all economic sector of the entire world (Aboagye *et al*, 2020). The educational system from primary level to tertiary level has been collapsed in India during the lockdown period of the COVID-19 disease. Due to no alternative option, most of the higher educational institutes have been forced to change their traditional pedagogical approach and shift entirely too e-learning mode. The students, especially the women learners have no previous experience of online learning. Because of this, they were faced a lot of problems on online education in this pandemic era. They are familiar with the traditional approach. On the other hand, girl students also have been taken additional household responsibility with their online education (Alvi and Gupta, 2020). Because of this, the students as well as teachers are facing a lot of problems which are associated with on-line education

Objectives of the Study

The main objective of the study is:

- 1. To unveil the initiatives of various higher education institutions and also the Govt. on education during COVID-19 pandemic.
- 2. To analyse the perceptions of teachers and women learners on online teaching-learning methods.
- 3. To find out the problems and discuss the overcoming challenges of online education.

Methodology

A research methodology is a specific procedure of techniques used to identify select, process and analyse information about a topic. The present study was conducted using both quantitative and qualitative methodologies to study the realizations of women learners in under graduate studies during the lockdown period. The purposive sampling technique was used to collect the data. The 'Google forms' with the questionnaire supplied to women learners by Whats App link and

82 girl students from different colleges in West Bengal have given detailed information about the research questions. The survey period was 15 days only from November 02 to 16, 2020. The secondary data has been collected from various national and international reports, research articles, news bulletin and also search engines

Data Analysis

Following the online survey, the results are as follows:

Caste-Wise Distribution of Students

The study found that 52% of students came from the marginalized sections of society due to their poor economic conditions (fig. 1). They are not properly benefited by this online education. There are only 42% of students from the General category. Otherwise, nearly 24% and 5% of girl students belong to Scheduled Caste (SC) Scheduled Tribe (ST) communities respectively. It is also observed that more than 29% of learners have come from Other Backward Category (OBC).

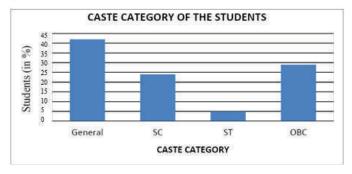


Fig. 1: Source: Online Survey, 2020)

Device for attending Online Class

Electronic gadgets are very important for students to attend e-learning classes. The students usually take classes through mobile devices (Kaisara and Bwalya, 2020). It is found that most of the girl students (77.24%) used android mobile for attending their online classes (fig. 2). But some students from the economically sound

family have used laptop (8%) and computer desktop (2%). Sadly, about 13% of students cannot buy mobile phones for attending online classes. They are forced to rent mobile phones from their neighbours.

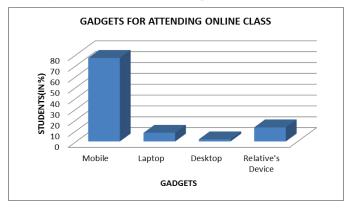


Fig. 2: Source: Online Survey, 2020

Preferable mode of Online Class

The audio-visual method of learning is very much interesting to all the students, especially who have not attended this type of class previously. None of the students and teachers were ready to study completely online education (Emmanuel, 2020). About one half (49%) of the respondents were preferred lecture with power point presentation from their teachers (fig. 3). Whereas classes with video lectures along with study materials were preferred by 31% of students. But only 16% of students were interested to attend the interactive method of teaching.

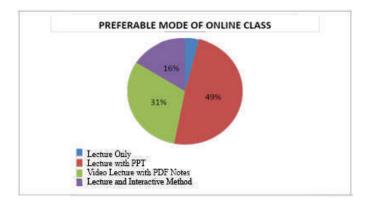


Fig. 3: Source: Online Survey, 2020

Technical Problems faced during Online Classes

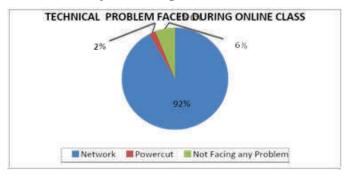


Fig. 4: Source: Online Survey, 2020

Some technical problems rose during online classes. Most of the students are lived in rural areas where internet connectivity is not good conditions. Besides this, some rural areas are not electrified at present time. For this reason, the majority of the students (92%) were facing internet connectivity problems followed by electric power cut problems (2%). Although some of learners (6%) have accessed good internet connectivity. Majority of them are lived urban areas.

Health related Problems faced during Online Classes

Due to the continuous and repetitive nature of e-learning classes, the girl students were suffered a lot of physical problems. Majority of the students (79%) were suffering from headache problem. Fig. 5 depicts that students were mostly suffering from eye-related problems (92%) followed by stress (46%), spondylitis (32%) and lack of concentration (15%). The same posture during online classes is responsible for spondylitis. On the other hand, continuously online classes for the last eight months have responsible to create stress and lack of concentration among the learners.

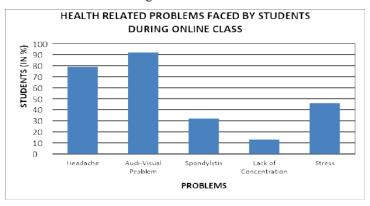


Fig. 5: Source: Online Survey, 2020

Communication gap between Teachers and Learners

In classroom education, a direct relationship is created between teachers and students. But online classes create a communication gap between them. The teachers are not able to directly supervise and criticize the student's classwork. The maximum numbers of students (52%) have given their opinion that online studying could create a communication gap between teachers and learners (fig. 6). On the other hand, 35 per cent learners believe that e-learning system has partially affected their education.

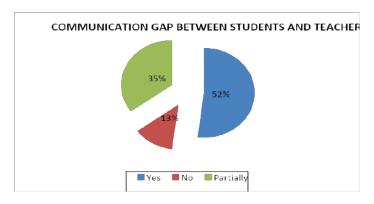


Fig. 6: Source: Online Survey, 2020

Problems Associated with Online Education

- **Technical Obstacles:** Presently India is considered as a developing country. The infrastructure of an online education system has not properly developed. The unstable network connection is the major challenge of online study (Mishra *et al*, 2020). The 4G internet connection is not spread all over the country. Because of this, both the teachers and learners are facing a lot of technical problems during online classes which destroyed the mode of online teaching.
- Lack of ICT Infrastructure: Teachers and learners are facing unique ICT based problems (Jena, 2020). Majority of the teachers are lived in town areas or Census Town areas and whereas the maximum number of students are lived in rural remote areas. As a result, the unavailability of proper digital tools, poor internet connections, or Wi-Fi connections maximum number of girl students is facing a lot of trouble which hampered their learning opportunities. Besides this, the electronic gadget which is must essential to continue the online class either non--available or not an all-time presence to all learners.
- Poor Knowledge on Digital System: Maximum women learners along with some teachers also have a piece of mere knowledge

- about ICT based learning. The mobile accessibility of Women college students is not smothering than their brothers. Because of this, they have not sufficient knowledge and skills to run the mobile system. Some senior most faculties also are faced with the same problems.
- **High Technology Cost:** To attending online class, each student needs per day at least 2 GB 4G data services. For affordable this data, the students must be spent Rs. 250/- per month which is a burden to poor students during this pandemic time. Majority of the students think that education expenditure has increased during and after the Lockdown period (Vikram, 2020).
- Create inequality between Having and Have not learners:
 Due to their backward socio-economic conditions, students from poor families are not afforded high-speed 4G internet connection as well as android mobile for online study. As far as, they are gradually back warded in terms of education facility from their privileged counterpart.
- **Digital Insecurity:** The students especially girl students are not familiar with the digital security system. Generally, most of them use android mobile phone device for attending their class. Most of the mobile phones are not installed the latest software and antivirus programmes. So, personal data of the users can be easily hacked which create a lot of financial and also personal problems.
- Lack of physical attends: Some of the students are not interested
 to continue the online classes from morning to afternoon. But
 they want to prove their presence in the online class. By turning
 on the mobile, few students are busy with other activities.
 Teachers always could not mark those students which have not
 occurred in the class room teaching.
- Grow frustration among the Learners: Students are frustrated to be able to take online classes month after month. That is why they are gradually becoming inattentive to study (Dhawan, 2020). The lack of concentration and attention towards studies

is seen among the student during this covid-19 period. There is also a lack of discipline among the learners.

- Poor Economic Condition: Lots of parents have lost their jobs during the lockdown. They are living their lives with great difficulty. This economic hardship of the family is having a huge impact on the education of their children. The students of these families are not able to concentrate on their studies very easily.
- Online Teaching is not a Substitute for Direct Teaching: The absence of face-to-face teaching is the most important disadvantage of online teaching. Students are not directly supervised by the teachers in the online mode of teaching. So far, the absence of an interactive session has directly affected the aim of the education system. Besides this, the interpersonal relationship between teachers and learners may ruin.

Overcoming Challenges

- Provide Funds to the Marginalized and Poor Students: Students from low-income families without digital devices are facing huge problems to attend their online classes. It is better for poor students to be given digital devices and subsidizes internet subscription fees by the government. Besides this, all the e-learning websites and digital textbook site can also be accessed for free to all students.
- Ensure the Safety of All: Even at the end of November 2020, the virus has not been brought under control or the vaccine has not been discovered. Already some states of India have opened all educational institutions since 1st November 2020. But all the educational institutions in West Bengal are still closed. But while college will be reopening, physical distancing should be maintained among all stockholders. Besides this use of masks and frequent hand washing should be mandatory and strictly maintained by all employees of the colleges and students.
- Criteria for reopening Class: Strictly maintaining a safe distance between education stakeholders which will be depended on teaching and non-teaching staff availability, size of the

classroom, room availability and also the number of students per class.

- Meeting should be arranged before Reopening Institutions: All educational institutions must be arranged a meeting to develop a clear protocol on physical distancing and others. All faculties, guardians, students and also the general public should have participated in this discussion. The deep understanding and collaborative efforts of these concerned people can be washed out all the worries of COVID-19 pandemic.
- Coordinate with the Health Community: Despite all the precautions, the possibility of being infected remains. So, before and after opening all educational institutions, the concerned authority must be coordinated with the health officials.
- Campaigning: All COVID-19 pandemic related precautionary must be hoarding to the institution. On the other hand, all the emergency number and especially the name and phone number of all COVID hospitals should be posted at each corner of the institution.

Conclusion

COVID-19 has greatly impacted from primary to higher education in all over India. It has also created many challenges as well as opportunities. The pedagogical approach of education has been shifted to virtual education in all levels of education sector. The digital cost of education has increased which is burden to continue the e-learning for the marginalized students. The students cannot concentrate on their studies and are facing a lot of physical and psychological problems. The Open and Distance learning (ODL) mode of education is widely accepted during covid-19 period. Digital Technology has played an important role also. Even if the COVID-19 crisis stretches longer, all educational institutions to be more strengthen their knowledge and Information Technology infrastructure for facing covid-19 situations.

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Online Education and COVID-19 in India

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Abstract: The World Health Organisation has been identified COVID-19 as the pandemic. The pandemic situation created fear among the peoples. In COVID-19 lockdown situation, the government of India has been told to stay in the house and maintain social distance to stay healthy. COVID-19 has a great effect in education. The government closed all educational institutions. All examinations of all educational institutions were suspended. All recruitments were also suspended in lockdown pandemic situation. As a result, unemployment has risen. In this situation, online education has been introduced to keep the education system intact. Online education is being conducted with various softwares (like- Google classroom, google meet, zoom, WhatsApp, etc.) through internet. Through online education, student - teachers can complete the teaching learning process at home in a timely manner. It is possible to provide information and evaluate through online education. The Government of India has also played a very important role in this regard. The use of technology during this period has taken Indian education much further and transferred our education system from traditional to a new era. Demand of ODL has grown significantly as a result pandemic situation. There have been various problems in some cases in online education. Virtual class is the only way out in this situation. Moreover, we have no choice to continue our education system. Described in this discussion and suggested software will help in online education during the pandemic situation and in the coming days.

Keywords: Online education, Student-teacher, technology, pandemic, software

Introduction

COVID-19 epidemic was original recognised in Wuhan, China on 31st December, 2019. The frist death was a man in Wuhan on 11th January, 2020. World Health Organization (WHO) professed On March 11, 2020 COVID -19 as a pandemic. On 30 January 2020 the

first situation of this pandemic was informed in the state of Kerala in India. The accomplished had a lightweight history from China in India. India observed one day Janata Curfew on 22th March again detected Janta Curfew on 24 March, 2020 for 14 hours to combat the Coronavirus pandemic and assess the country's ability to fight the virus. Then, the first phase of lockdown was announced for 21 days on 25 March, 2020 by the Prime Minister. On April 30 Indian government has been extending the lockdown in different phases and the lockdown 5.0 was declared and it is effective from 1st June to 30th June 2020. Various governments in the world have provisionally locked all Educational institutions to regulator the COVID - 19. According to the UNESCO statement 90% of whole world's pupil affected second week of April and it new reduced to nearly 66%. WHO advised to maintain social distance as the first prevention step after observing the corona virus pandemic situation. Then each country in progress of lockdown to dispersed the soiled people. All educational institution become locked and postponed all lessons and all educational institution also suspended their entrance tests. Thus, the pandemic devastated the all educational schedule. In this lockdown condition of COVID-19, Education can realise online mode and information can be shifted virtually via various media. During the pandemic situation online education is the best explanation. Online education is an environment that happens done by the internet. It is mentioned to like e-learning. An online instructor realizes the absence of bodily occurrence in the virtual classroom by making a kind atmosphere where all pupils feel easy to join in this available class. It achieves a very substantial role in converting our lives to technical world. During lockdown period online class provides a way to development of humanity and physical isolation due to pandemic at the time. In this structure, students practice internet technology to connect vertically with their instructors and associated through mail, Video calling, and immediate messaging or with supplementary tools. Online education is encouraged due to reasons during pandemic situation of lockdown.

- Students can gain facts remaining at home and can keep social distance or physical distance.
- It proposals reimburse communicating sustenance that allows pupils to study 24×7 and exertion at their own motion.
- It proposals supple development.
- Can use in any place by connecting internet and learner can appear with their devices (Computer, Mobile, Tablet etc.).

Objectives

- To know various online tools/ platform adopted by the educational institutions during the COVID -19 pandemic situations.
- How to Government of India support online learning process in COVID -19 pandemic conditions.
- Point out few merits and demerits of online education and casting ideas for development.
- To know the impact of COVID -19 on educational system.

Methodology

Various journals, e-contents and some national, international agencies report on online education system are studied to find out the necessary data. It is implausible to go outdoor for information gathering due to present situation, the necessary data or information are collected from various authentic website, journal, article, e- content related to COVID-19. The author has occupied some online classes and led online instruction meetings with different semester students under Basirhat College. Online classes and meeting are conducting using video With Google Meet software. The accumulated informations are analysed to learning merits and demerits of online education system during this situation.

Emerging Methods to Government of India for Online Education

On March 21, 2020 MHRD release a press conference and shared many digital available platforms for pupils to stay their

education during lockdown period educational institute closure. Indian government shared emerging approaches are as listed below.

- DIKSHA: This portal contains are that online education content for students and teachers organize to the syllabus, with questionnaires, workbooks and valuations. Under the direction of National Board of Education and National Council of Educational Research and Training, the content has been originated by more than 265 instructors who communicate in many disciplines and languages. The app is offered to practice offline in any Mobile, computer or tablet.
- **E-Pathshala:** It is an online learning app developed by NCERT and CIET. It was launched in November 2015. It hosts educational resources for classes 1 to 12 and it is multiple languages and various disciplines. The app offers books, videos, audio, teacher training module etc.
- NROER: NROER is developed by NCERT and CIET. It was launched on August 13, 2013 in New Delhi in collaboration with MHRD (Now renamed as Ministry of Education). This portal provides to students and teachers a large number of educational resources in several languages. Content is planned to the syllabus for class I XII.
- SWAYAM: SWAYAM is an online platform initiated by Govt. of India. This platform hosts 1900 complete courses, taught in classrooms from class 9 to till post graduate to be accessed by anyone. The courses hosted on SWAYAM are in four quadrants-A. Video lectures, B. Online discuss for cleaning the doubt, C. Self assessment through quizzes and tests and D. Provide reading material that can be printed or downloaded.
- **Swayam Prabha:** Swayam Prabha is a widely common online platform. 32 DTHs are given high quality education. These channels are used in GSAT-15 Satellite for Telecast. Through these channels, the content of 24 × 7 is expanded. The new topic is discussed in the same day, and these are referral. Through this, students take free education. Students may accept happy

education when according to their time. The current situation is a very acceptable online platform. It is impact school education to higher education, and different streams or brunch of education systems.

- **E-PG Pathshala:** e- PG Pathshala is an online portal developed by MHRD. The main focus here is on physics. The emphasis here is on self-learning and self-assessment. There are more than 22 thousand models in more than 70 subjects. There is also the facility of e-content video content, audio content for students.
- E-Content courseware in UG subjects: e- content this platform is easy to provide e-content on 87 topics. It is offered completely free. The CEC has developed this e-content for 87 subjects under MHRD. There are about 24,000 e-content models and about 20,000 video programs
- **CEC-UGC YouTube channel:** This is an educational YouTube channel. There are 24000 video programs that students can watch and this service is provided completely free of charge.
- National Digital Library: MHRD, Government of India has also done NDL web portal development. IIT Kharagpur has played an undeniable role in this. Various books are provided here in PDF format, audio clips, video clips, as well as many e-contents. Students at the hotel are required to create a National Digital Library account with a band email ID. Then by logging in to that account, students can view different content and download it if necessary. And this service is given to the students completely free of cost. In the current situation students can use it from anywhere according to their time.
- Shodhganga: Shodhganga is a digital platform of Indian Electronic Theses and Dissertations for research students and they can deposit their Ph.D. theses. It is under maintained of INFLIBNET centre. It is an autonomous inter University centre of UGC. Shodhganga is an important and will facilitate open access for all. Link- https://shodhganaa.inflibnetac.in

• E-Shodh Sindhu: e-Shodh Sindhu has formed by MHRD (Now renamed as Ministry of Education). E-Shodh Sindhu is a collection of more then 15,000 core peer reviewed e- content like e- journal, e-books. Its aims to provide e-resources.

Some Free Online Platforms that Support Live-Video Communication

There is various live-video communication platforms are offered in web, but many of the free online platforms are as itemized under which can be used by pupils of all categories:

- Zoom: Zoom is a significant online platform. This allows up to 100 people to join an audio-video conference. Here others are connected using the ID and password provided by the host. This is a very good instruction platform. It plays a very significant role in online learning. Students can ask their questions through messages during any lesson. We can use it for free.
- Google Meet: Google Meet is one of Google's contributions. This is a platform in widely common. Through this Google Meet Software, we can establish Face-to-face relationships with 100 students. Here are two types of opportunities in audio-video and the meeting can be recorded in the meeting or class. The host or teacher gave his meeting link to others and others are joined through this meeting link. Here we can add maximum 100 people. If some students ask, they can tell them through the message box. It does not have to pay any money.
- **Skype:** It is a telecommunications platform that specializes provides video chat and voice calls between computers, tablets, mobile devices, using the Internet. It also provides messaging services. Users can transmit text, images, video, and audio.
- Facebook Live: Facebook is a popular social media. The
 contribution of Facebook not only the entertainment, have
 densified role in education. With the Facebook team we can
 reach our text content to numerous people. Here is a Facebook
 live link for host and provides it to it and join the participants

- through links. They can make a message box if participants have a question. It is also provided to be completed free.
- YouTube Live is an online platform. It is an easy and most powerful platform to reach community in real time. It is used for online class, hosting workshop or webinar etc. Anyone can create a free YouTube channel with connecting their internet. It also follows multiple was communication model.
- Uber Conference is an Unlimited Video and audio calling media.
 We can share our screen and file.
- Free Conference: Free Conference is one of the most popular online platforms. Through this we can do audio video conferencing. The speaker can share the screen of need. 100 participants can participate through this online platform. The interaction between the speaker and the participants is very good through this online doctor. You do not have to spend money to use it only if you have an internet connection.
- **Dingtalk:** Dingtalk is an online communication platform. This online platform developed by Alibaba Group. It is one of the largest online platforms in the world. 300 participants can join audio conferencing through this online platform. Participants can message if needed.
- Teams: Teams is an online chat based communicating platform.
 This allows us to have audio conferencing, video calls, screen sharing, content sharing and online meetings. In this case you have to use Microsoft Office software.
- True Conf: True Conf is a very valuable online platform. Video calls through the online platform, video conferencing can be done. The participant to use it has to have a Valid Mail ID. This online platform may be associated with the highest one hundred twenty-four participants. Participants can chat group chat or personal chatting. Participants will be able to connect through 3G or 4G Internet connections. There is no cost to use it to use it only if there is an internet connection.

Positive Impact on Education of COVID-19

COVID-19 lockdown has made various negative impressions on education system of Indian. Education system of India have accredited the challenges and trying to deliver smart support services to the learners during COVID-19 period. Indian education system got the chance for change from current traditional method to a new era. The following issues are considered to have positively affected the education system during lockdown period.

- Increase the benefit of soft copy of study materials: In the lockdown period learner were no opportunity to get the hard copies of notes and a major part of the students' use of this type of materials for study.
- Enhanced digital literacy: In the lockdown period-initiated peoples to study using mobile, computer, tablet connecting with digital world and its outcome is increasing the digital literacy.
- Develop the use of digital technology for distribution study materials: Study material are distributed among the learner and easily solved their problems through mail, telephone calls, SMS and different video/audio conferencing software.
- World-wide experience: Teacher and students are getting chance to communicate with certain area from everywhere the whole world. Established a new approach to international community.
- Increase requirement of open and distance learning: During the lockdown period biggest part of the students favored ODL mode and get opportunities as per their necessity.

Negative Impact on Education of COVID-19

The situation has affected Indian education. This pandemic has made few negative impressions on Indian education system. These are:

 Educational activity hampered: In this situation all classes have been postponed. All boards' examination and annual examination or semester examination ware suspended. In this lockdown period all students are suffered few months of the academic year of 2020-2021. But the present situation all educational institutions try to conduct pending examination during unlock period.

- Impact on employment: Much recruitment got postponed during the pandemic situation. Unemployment rate first increasing during this pandemic and no recruitment in Government of India. Many have lost their jobs in lockdowns in both public and private sectors. When the unemployment increases, the demand for education to people decreased and the demand for food was increasing.
- Passive learning by students: The suddenly transfer traditional learning to online learning without any preparation. Specifically, in country like India where online education was not ready and the educational programs was not planned for such a ordering. Online learning has created the hazard of many of our learners becoming passive learners.
- Payment of schools, colleges' fee got delayed: Many parents have lost their jobs due to the lockdown, which has led to delays in paying fees for their children's education in private schools, and there are many who have not been able to pay their fees properly.
- Access to digital world: There are many students who have limited access to the Internet or no internet access. Many students cannot afford the materials needed for online classes such as laptop computers or mobile phones. Online education has posed a big problem to all these students in lockdown. As a result, not all types of students can access to digital world.

Conclusion

This study has mark out various effect of COVID-19 on Indian education system. Present education system is facing many problems in lockdown pandemic situation. In this situation, the education system has been severely hampered. Online education is the only

platform to continue Education system and keep students engaged with education by maintaining physical distance. Through online education, students are able to establish face-to-face communication with their teachers. In this case, the teacher can inform the students if there have any problem and the teacher can answer the questions. UGC and MHRD have mentioned a number of online platforms for learning and exchanging information, eBooks and other necessary online materials through this online education. Although there are some problems, online education is the only option in the current situation. It is possible to complete the curriculum by giving regular lessons at specific times through online education. Online education has advanced us a little further in terms of technology. Online education will help students find the information they need and develop their knowledge base; this is called self-learning. Teachers should realize the needs of the students and provide the necessary information to the students through online education. There are many difficulties in online education like low-speed internet; lack of necessary electronic device (mobile, computer, laptop, and tablet) Despite These difficulties, in my view, online education is the only way for the COVID-19 pandemic. This is also true that the role of online education in the current education system is undeniable.

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Online Education and the Digital Divide in India

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Abstract: A democratic society, committing itself to the welfare of the citizens, necessitates the guarantees of certain rights. These rights, either negative in scope forbid unnecessary hindrances in the life choices of an individual or guarantee certain positive emoluments towards bettering of the same. Education is considered as one of the fundamental necessities of mankind. Recognizing the importance of education both at the level of individual growth and community progress, and the dismal state of elementary education in India, the Indian state guaranteed the Right to Education as a fundamental right in 2002 (Art. 21-A) via the Eighty Sixth Constitutional Amendment Act. While all rights are important, fundamental rights do have a special significance as the Indian state itself becomes the guarantor of such rights. The COVID -19 pandemic came as a rude jolt to everyone particularly the administrators and not excluding those entrusted to educate the populace. As education must go on, the modern India, imagining herself as a digital bigwig in information technology soon opted for online teaching. However, has this online method of teaching reached everyone, particularly those leaving in the remotest corners of the country? Or has it, in the wake of a neo-liberal India, got increasingly commoditized and thus failed to benefit the greater sections of the society? This is what this paper seeks to find out.

Keywords: Digital Divide, Education, Pandemic, Lockdown, Welfare.

Introduction

No matter how much a state plans for exigencies, there comes situations against which immediate and, if need be, unprecedented actions become necessary. Despite making great inroads in futuristic technological developments and applying the same in all walks of life as far as possible, nature, at times, still appears to be triumphant over human expeditions. The ongoing global pandemic could be

cited as one instance corroborating this assertion. A viral infection, caused by COVID-19 brought the whole world under lockdown to arrest contagion. Though many hoped in the initial stages that such a pandemic-lockdown would be a short-lived one, their hopes were belied and the crisis continued and still continues for months on end wreaking havoc on lives and livelihoods of millions.

India, with a huge and not necessarily extremely aware and privileged population, emerged as one of the worst sufferers. While Indian economy reached a record low, other sectors of life has not remained unscathed either. Education is one such field where, in the wake of locking down the classrooms, alternative methods of teaching-learning had to be innovated hastily. This translated into switching to digital education, which though underway for quite some time had, hitherto, played a parallel rather than central role in India's education scenario. In the following segments, the various aspects related to such electronic learning would be discussed.

India, in the immediate aftermath of independence, despite wanting to guarantee the best realization of personhood for her citizens, was severely restrained in actualization of the said desire owing both to her fragile economic health and her unstable political conditions. Hence the incorporation of Fundamental Rights and the Directive Principles; the former, guaranteeing civil and political rights mainly in the form of negative rights, i.e. eliminating unnecessary restraints in the freedoms of the individuals while the latter trying to act as a guide to the paths capable of leading to the avenues of material and spiritual well-being. Accordingly while the former was an obligation and was in the nature of justiciable legal codes, the latter were nonjusticiable recommendations reflecting the spirit of the Constitution. Influenced by the Constitution of Irish Republic, who in turn had been inspired from other liberal democratic states like France and the United States of America, alongside other doctrines like the United Nations Charter, the Universal Declaration of Human Rights and of course Mahatma Gandhi's preaching, the framers of the Indian Constitution felt it prudent to include the principles as a means of providing some degree of a social security net. In the Constitution of India Act, 1935, these directives were to act as 'Instruments of Instructions' with a view to ensure that the ruling incumbent does not act arbitrarily. In the republican India, they took the form of Directive Principles consisting of sixteen articles from Art 36 to Art. 51 in Part IV of the Constitution. Of them, Art 45 desired the state of India "to provide, within ten years from the commencement of the Constitution, free and compulsory education to all children up to the age of 14 years (Pylee, 1999, 2014, pp101-103). It was this Principle that was made into a Fundamental Right in 2002 as Art. 21-A in 2002 and implemented via The Right of Children to Free and Compulsory Education Act, 2009.

The Directive Principles and the Fundamental Right under Art 21-A place the Indian state under both ethical and legal obligation to turn the society into an educated and enlightened society. The onus is to be shared by the public and the private institutions with the latter being required reserving 25% of their seats as a measure of their corporate social responsibility (Sindhu, 2014, p 94). The realization of the vision of providing free and compulsory education to every child of India was to take place via the *Sarva Shiksha Abhiyan* which is a flagship programme undertaken by the Government of India which seeks to attract and retain students to schools both by removing hindrances as far as possible, especially in geographically remote areas, and provision of positive emoluments like inclusive education (and making adequate arrangements towards the same particularly for children with special needs), modes of transportation, mid-day meals and the like (All India Council for Technical Education, n.d.).

Challenges of Online Education in India

The onslaught of the COVID -19 situations created a strange situation where the suddenness of the situation confounded all like, the citizens and the statesmen. As physical distancing, initially known by the misnomer social distancing is thought to be the best guarantee of keeping the contagious and infectious virus at bay, places of large

congregation, particularly schools and colleges and major modes of transportation particularly local trains came to be shut down. With no clear plan of how to proceed with imparting education to the students and not to jeopardize the health of the community especially young people, one option in the way of solution was to shut down the schools and colleges. Since learning can never stop, and with no time or a comprehensive vision to chart out a stable long-term roadmap in the educational sector, a quick-fix solution came in the form of digital education or online learning. Such a shift to e-learning was considered prudent as it offered some form of an immediate remedy and was also in tune with the idea of transforming India into Digital India as is being declared with considerable drum roll over the last few years. It is not that before the pandemic, India had remained unfamiliar to online learning. However, such e-learning had been confined mainly to higher and professional education, meant primarily for people who had some access to technology required for such higher studies and, needless to say people who could bear the brunt of the additional expense. Now, with the forced closure of schools, they too had to shift their bases to virtual platforms. So, in-keeping with the new necessity, a number of such virtual platforms spawned up; PM e-Vidya, television and radio channels (Singh, 2020, free access to digitized books, various mobile applications just to name a few, all dedicated to dissemination of knowledge to students forced to stay at home. Of the various modes used, greatest utilization has been made of smart-phones with internet connection.

However, is such education reaching everybody? Is this arrangement really an equitable method for all concerned, particularly those coming from the marginalized sections of the society, those who are first generation learners, and most importantly to those living in the remote more underdeveloped parts of the country where access to even the most rudiments of technology appears to be difficult? The Union Ministry in July 2020 launched a report to gauge the impact of such e-learning in India as practiced since the outbreak of the pandemic and the subsequent lockdown that followed. The statement noted the

various platforms who have partnered in the endeavor to facilitate the process of learning to students. The report also noted that as there are many areas in India where net connectivity or even electricity supply is poor, the schools in the states and Union Territories of Odisha, Madhya Pradesh, Dadra and Nagar Haveli and Daman and Diu have distributed textbooks to children. Some other regional units have provided students with electronic gadgets and e-materials (Deka, 2020) while some others, West Bengal for example, have provided students with textbooks and continue to provide them with assignment sheets to continuously monitor the progress of the students on the one hand and also to keep the learning motivation intact as far as possible. In the wake of such transition, there has also emerged a common perception among both teachers and students that this virtual mode of imparting lessons cannot replace classroom learning. To start with, such a mode of learning would require a minimum of resources, at least a 'smart-phone' per student with uninterrupted net connectivity. This cannot be taken for granted in India. Though some alternatives to smart-phone necessity have been proposed, their effectiveness remains more on paper than in reality (Dhankar, 2020). Given India's less than perfect economic scenario and the steady degradation of the same over the last few months since, maintaining a phone has become a luxury, leaving alone the expensive net charges. Presently, about 25% of Indian households have access to internet and in rural area this number drops down to 15% (Pitroda, 2020). Thus we often come across incidents where one has to sell off his meager resources to provide for the education of their children. Though stray, yet reports of students committing suicide on account of failing to avail such e-learning is also not unheard of (Stalin, JSD, 2020).

While education is undoubtedly essential, isn't it also the responsibility of the state to ensure the Right to Life and dignified life of her citizens? One basic problem is the new media of imparting education is unfamiliar to both the teachers and the students. Not all of them, (referring to both the categories) are technologically savvy enough to make best advantage of the digital platforms provided to

them. This is because not everyone in India is technology literate. As a large part of the effort is expended to grapple the technical difficulties that come in the way of teaching-learning, education becomes a sufferer. One obvious side-effect of this arrangement has been, in the initial stage of dissemination of digital learning at least, harassing of teachers by their students or in some cases uncalled for interference by guardians. As this mode of teaching became part of the 'new normal', teachers had little choice but to learn how to cope with such 'smart' method of teaching. While apparently it might look like as an evidence of the resilience of both the teachers and the students to adjust to new challenges, which it undoubtedly is, one major issue with over-dependence on technology is that the latter is ever-changing and ever-progressing, forcing the user to update and upgrade herself continuously. And, if the greater part of time and energy is expended in such self-improvement, is it possible that the main aim, that of educating and developing both the teacher and the student (as learning is always a two way process, leading to the qualitative improvement of both the instructor and the candidate) somehow missing the focus and attention that it requires? Added to such problems, comes the absence of laboratories, considered as essential for acquiring knowledge in many disciplines, right from the higher classes of school. Even when the technological difficulties are overcome or are not required as wearisome, as they could be done more easily in urban elitist settings, where computers and internet are more commonplace, the discipline needed to monitor and control the decorum of the class and attentivity lacks severely in an online class. To begin with, talking to a group of eager learners is just not the same as talking to a computer screen where in many cases the teacher has no way of ascertaining for sure that the student is present on the other end, both physically and psychologically. Given the situation in India, it would be simplistic to believe that all students, cutting across class barriers are equally keen to acquire knowledge. In a physical class, face-to-face contact between the learner and the teacher makes communication more effective. The feedback received from students via their body-language and/or facial expressions are

extremely needed for a teacher to modify her teaching during the class which is impossible in an online one. Maintaining discipline and controlling the students in order to ensure that they are actually behaving in a socially appropriate manner also becomes hard as often there is no way to determine their full concentration or even their actual presence as students are often turn off the devices on their end. On part of the students, classrooms also provided a chance to socialize; it provided them with a platform that served as the first arena on the way to the civil society. Holistic development of the child, which is often aided by extra-curricular activities undertaken by the school, might be challenging to achieve with individualistic learning. In a study conducted in Bangladesh, it was found that from 82.4% -87.7% university students have started suffering from mild to severe depression and anxiety issues during the lockdown period (Islam, Barna, Raihan, Khan and Hossain, 2020). If university students, despite having reached some degree of maturity could suffer from such mental health issues, there is no reason to presume that unless India is very careful in handling young tender and vulnerable people with extreme caution; her own children would not suffer from such similar mental afflictions. For university level students it is but natural to feel natural to experience anxiety issues in the face of severe job cuts which the pandemic has brought in as a rather unfortunate consequence. As of August 2020, India's unemployment rate has spiked upwards by 27.1% (Nair, 2020) and with India's economic output dropping by almost 24 % (Slater, 2020), the younger students and /or job seekers are not having it easy either, at least in the near future as India's economy might take a long time to recover. While such economic downturn has been a direct consequence of the pandemic and subsequent lockdown, here it should be mentioned that even in the pre-Corona state, India's Gross Domestic Product (GDP hereafter) had been spiraling downwards steadily (Kishore, 2020). And, alongside, the Indian state has steadily embarked down the neoliberal path ever since the 1991 restructuring of the Indian economy, divesting one public sector enterprise after the other particularly in the recent years.

Neo-Liberalism in India and its impact on Education

It is not easy to make the best choice to maximize economic efficiency and well-being of the citizens with no unanimity existing among scholars and policy-makers, both being divided into some favoring welfare driven state economy, or allowing more room to the market or a midway between the two. When it comes to taking a call between the state and the free- market, the debate dates back to the days of laissez-faire, when the 'natural order' of the day appeared to be non-interference by the government in the operations of the market allowing more 'freedom of choice' on part of the producers and consumers and assuming an inherent self-regulatory mechanism within the system. The idea of laissez-faire is intertwined with the ideas of classical liberalism. The latter, starting out as a political doctrine in the hands of liberal political theorist John Locke, emphasizing man as a rational actor and therefore deserving liberty and autonomy from the coercion of state eventually evolved into a doctrine championing liberty from tyranny as far as practicable, not only from political authority but unreasonable social sanctions as well. (Heywood, 2013, p 31) Liberalism found many takers from the then rising industrial and merchant class. With so much importance being placed upon individual freedom, it was but a matter of time to warrant an unfettered market in the form of laissez-faire. In essence, laissez-faire meant a market, untampered by governmental interference, such noninterference being imperative for the economic health of the nation unless the meddling is justifiable for promoting perfect competition in free market societies (Heywood, 2013, p 132). The euphoria about the liberating potential of laissez-faire was but short-lived and was replaced by some form of social welfarism allowing the state a greater role in the economic relations of the system. This form of welfarelibealism continued for some decades of the last century and then the economic ideas traditionally associated with classical liberal analysts of economics and politics made a comeback in the form of neoliberalism. Neo-liberalism accuses government intervention as having ruinous impact on human enterprise and thus condemns the former.

Hence, this school of thought eulogizes rolling back the state and promoting individual endeavor in promoting economic development. (Heywood, 2013, p 37). In the post Cold War world order, three quintessential components of neo-liberalism are liberalization, privatization and globalization standing for, (respectively) opening up of the national economy to foreign capital, diminished role of the state and simultaneous rising role of the private sector and finally integration with global markets (Chakrabarty and Chand, 2017, pp 487-490). All three principles have been embraced by India in greater or lesser degree. It is in the light of such reformation of the Indian economy that this digitization of education has to be contextualized. In recent years, there has been a mushrooming of private educational institutions. Such private entities have certainly relieved the Indian state of some of its load. In these campuses, cyber-learning is not uncommon. While this latest model of digitalization of education and its advantages like affording flexible timing, reduced conveyance cost etc are propagated with much fanfare, the other side of the story, that of increased commercialization of education driven by a neo-liberal agenda on part of the state, with continuous rolling back of the state and utilization of the cleared space for the operation of the market forces is conveniently not highlighted adequately. Hence though one gets to know about many modern and sophisticated equipments like smart boards, projectors or laptops being used, but information as to whether such information-technology driven knowledge has been all pervasive is not so easily obtainable. Is such technology easily available to the affluent student equally accessible to the student from a humble background? Is there actually any reason to presume that this lockdown which has already taken more toll on women will not further jeopardize education of the girl child in case of limited technological resources within the household? (Modi and Postaria, 2020) Such questions need pondering as, in the event of failure to ensuring equality of education to all, the whole spirit guiding the idea of Sarva Siksha Mission, aiming at inclusive education, as well as that of Art. 14 and Art. 21(A) of the Indian Constitution, that of promising equality and universalizing primary education would be negated. This is because over-dependence on privatized education has the potential of arresting the entry of meritorious but needy candidates, particularly in fields of higher scientific and other specialized fields of knowledge. In a recent survey, it has been seen that while 80% to 100% parents of children attending government schools have complained about non-deliverance of education, the figure stands at 59% for private school students (Malik, 2020). If such predicaments are not seriously addressed, could meritocracy then really be preserved in the long run? Additionally, it could lead to shrinkage in the demands for teachers as well, with one teacher teaching via the digital media acting as the substitute of many needed in actual brick and mortar institutions. While that would surely be a welcome change for the giant information technology corporations, will it be actually beneficial for the community of learners

Conclusion

From the above analysis, it could be said that, digital learning undoubtedly has the potential to reach out to a large number of students when they have been locked out of classroom learning. Yet, that opportunity has not been realized judiciously in India and a divide has been witnessed between students who have been able to benefit out of imparting of digital education and those who haven't been that fortunate. As it is the promises of the rights to education and *Sarva Shiksha Abhiyan* have not been fully translated into reality. In addition to the already existing chasm, this digital divide is, in reality, reflective of the great socio-economic gulf that exists in India. Unless that gulf is narrowed, reaping the greatest benefit out of digital education for the greatest number of students would remain difficult

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Impact of COVID-19 Pandemic on Students' Life

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Abstract: As we already know that the COVID-19 pandemic has shaken the whole world. So, a great impact has fallen to every sector all over India. Hence, this chapter tries to discuss mainly the effect of this crisis on education and learners. Particularly the education sector in India has been affected very badly by the global pandemic. Many students life was much hampered and has fallen a very bad effect on student life. When students heard that all educational institution will be closed temporarily due to the spreading of such virus, around 320 million students face many problems because they are not able to attend school, college and university. Many students also shared their feeling of depression, stress, and anxiety as they are not able to contact with their school community. So, this piece of work considers that the sole responsibility of education is to build capacity of young minds to face the crisis effectively and to equip the learners with skills that will drive their knowledge, productivity & well-being in the decades to come and ensure the overall progress of our nation.

Keywords: COVID-19, Pandemic, Educational Sector, Depression, Stress, Anxiety.

Introduction

Due to the spreading of COVID-19, several measures have been taken which affected the educational sector very much in India, because the state government has declared lockdown and began to follow physical distancing. For this reason, all educational institution has shifted to online learning to continue their studies at home. In India, over 1.5 million schools have been closed due to COVID-19. Approximately 1.077 billion students across the country are now affected due to the

closure of educational institutions. When all educational institutions have started online education, it is found that many students who were engaging in, online education, their attention has shifted away from this pandemic situation. Primary school's students were mostly hampered in this pandemic. As school students mostly depended upon their school teachers only. They are well habituated to follow their school routine. So, it is very difficult for school going students to stay at home all the time. Because every day they spent most of the time with their peers and teachers only. It is really appears to be very shocking news for them. Social skills are also affected by this. One most important point is that Pre-Primary students are not well comfortable to continue their studies for long hours in front of their laptops, computer, and mobile phone. It is very difficult for kids to understand a lesson through online learning, as they understand better in a face to face learning. In that age, student's brain is not so matured, that they can acquire all things in virtual learning. Many students who are appeared for the board exam, don't even know when the tests exam will be held and how they will be prepared for the main exam. Many schools have reduced the syllabus, as it give a negative impact on the student's future because they are not able to learn the whole syllabus properly. In the rural area of India, a severe impact has fallen on disadvantaged students - causing interrupted learning and child care problems. The learning gap has occurred on COVID-19 in middle and low-income families and children who were from economically disadvantaged families (Jadhav, V.R., Bagul, T.D., Aswale, S.R. 2020) [1]. Many girls living in rural isolated areas and transgender children were dropping out before they complete their studies, due to economic hardship caused by this crisis, that their parents are not able to educate their daughters. The dropout rates among SCs, STs, and OBCs are very high, especially in secondary education. It has found from a recent survey in west Bengal that child labour among school-going children has been increased by 105% due to closure of schools, as because to support their parents' earning. Many parents have lost their work in COVID-19. Due to the closure of schools, remote learning is very challenging for many students in

India. Most of the marginalized children are not able to access the opportunities of e-learning. They do not have a proper mobile phone, electricity, and proper internet connection. For this reason, they do not get a proper interest in their studies. Another important thing is that, Mid-Day Meal, a very significant part of Indian children. As the school is closed the students will not get Mid-Day Meal. Most of the Indian children come to school from rural areas for getting this Mid-Day Meal. Now in this time students are no longer have an interest in going to schools.

Objectives of the Study

The objectives of the study are as follows –

- i. To realize how COVID-19 has effected on the education system in India.
- ii. To understand the Student's Stress during Pandemic Situation.
- iii. To realise the Students Life on Post COVID-19 Situation.

Review of related literature

Duraku, Z. H. & Hoxha, L. (2020)^[2], conducted the study on the i. impact of COVID-19 on higher education: a study of interaction among the students' mental health, attitudes toward the online learning, their study skills, and changes in students' life. The researcher(s) tries to highlight that how online learning has effected on higher education due to such pandemic situation. In this study, it has found that many students were feeling stress and anxiety towards online mode of learning. The researcher(s) used an exploratory mixed method design and set a questionnaire about student's life, skills of a student and what was the exact levels of stress and anxiety regarding online learning. In this current study a convenience sample of (n=78) students were involved. Most of them were women student (n=71, 91%) who were pursuing their bachelor's degrees (n=72, 92.3%); the average age of them was about 19.5 years (SD = 1.45). From the above report it has found that many students are feeling stress and anxiety and also have some mild psychological problems. Due to pandemic situation, many students' attention has been hampered but also an online learning has brought many changes on their attention also. And in such situation the teachers has given support to their students so that they can cope up with such situation. During such lockdown period, some major problems has been faced by the students that are — many students does not give their proper attention towards studies, the motivation of their studies plan is also decrease, in rural area many students does not have proper space or place at their houses for continue their online learning and students has to do a lot of assignments or project work through online.

Grubic, N., Badovinac, S. & Johri, A. M. (2020)^[3], conducted a ii. study on 'Student mental health in the midst of the COVID-19 pandemic: A call for further research and immediate solutions'. With the new extraordinary global development of the coronavirus disease (COVID-19) outbreak, the growing issues of mental health which accompany this pandemic have rapidly compounded its burden of public wellbeing (Torales et al., 2020). In this study, it is found that in post-covid situation many general people are very depressed and anxious (Wang et al., 2020), many of them are in a fear at their health related problems also. Thus the researcher(s) intended to study that how to aware the individual life and a daily life routine of a student during such pandemic situation. The population was taken on the college students and their psychological stress and low academic performance. The findings of this study highlighted that there are different causes for student's stress in post-covid situation. A proper proof must help the students for student-centered programs and also helps to relieve from negative impacts on students mental health and education. The researcher(s) also declared here that no potential conflicts of the interests are regarding the further research, authorship, and publication of this study.

iii. Mukhtar, K., Javed, K., Arooj, M. & Sethi, A. (2020)^[4], conducted a study on the advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. During this crisis of COVID-19 pandemic, the institutions in Pakistan have started the online learning. This study tried to explore that what was the merits, demerits and various recommendation regarding online learning according to all teachers and students during COVID-19. From March to April 2020 has started its survey. The sample was collected from the University College of Medicine and University College of Dentistry, Lahore. About 12 faculty members and also along with their 12 students from these two university. For taking interview four focus groups were called and there were two each teacher's members and students. The collected data were transcribed in verbatim and then thematically analyzed by using Atlas Ti. It was found in the course of study that there were some advantages regarding the remote and distance learning, accessibility, and comfort, while the limitations were involved inefficiency and difficulty in maintaining the overall academic integrity. In universities, it should have to encourage all teachers to create an easy lesson plan which would reduce the load of the students in the cognitive thinking and there should be always increased in interactivities of a student in such pandemic situation. In this study it has seen that the dental university and medical university has support to this online education and they also consider the different advantages on online mode of learning. And these two universities always support this type of learning and the students can easily cope up with such type of online mode of learning in such pandemic situation

Impact on Higher Education Students

Due to the outbreak of COVID-19, a great impact has fallen on higher Education in India. Students did not even know when colleges and universities will open. It has created a very bad effect on students' life. As the educational institutions are closed, many challenges

have to face by the stakeholders of an institution. Because in an educational institution there were various activities like examinations. admissions, and entrance tests are postponed. As entrance tests have been cancelled, many student's life gets hampered, they are not able to take admission for higher studies in any institution. Another important challenge faced by the students is how they continue their studies on this pandemic situation, as they are no longer to be present physically in the institutions. On that situation, all Higher Education Institution has decided to continue their studies by online learning. In a very short time, all institutions have provided an online mode of education through different e-conferencing tools like Google-Meet, Skype, Zoom, Teamlink, YouTube live and WebEx, etc; to give support to students. Many Post-Graduate students face problems in doing their dissertation work. They are not able to collect proper data from any place in such COVID-19 situation. It is very difficult for many students to collect data from 'Google Forms', as it may not give proper data unless they go to collect data to be physically present in that place only. In remote areas, the students are not able to submit their assignment work through e-mail because of very poor network connection and most of the student does not have a proper mobile phone also. The COVID-19 also affects the educational assessment system of students. Both internal and external assessments of all institutions have been cancelled. This cancellation of internal and external assessments has given a very negative impact on student's life. Most of the institutions have arranged an internal assessment in online mode by using different e-conferencing tools. But it is not possible to arrange external assessment through online. So, it hampers student's life very much for their future. This has also created anxiety among students. Similarly, many students are not able to apply for higher studies in other countries due to lockdown. In job recruitments many entrance tests have been cancelled which has created a very bad effect on students' life. The pass-out students also may not get their jobs outside India, because now there was more restriction due to the COVID-19 pandemic. For this reason, the unemployment rate will increase. Now the interest in education may decrease because most people are struggling for getting food only.

Students Stress during Pandemic Situation

The COVID-19 pandemic has caused significant distress around the world. As the universities have suspended the classes and closure the campuses for safety reasons and sudden changes in students' academic life and social life have to increase the mental stress of students. Students are not getting value from their education also. Social distancing and social isolation or quarantine have also increased the stress levels of students. These students who have financial problems due to COVID-19 are having some psychological problems. Many educational institutions have conducted online classes; this has created a very stressful life for students because of a certain transmission of a teaching-learning process. And it is very difficult for slow learners and economically disadvantaged students.

Students Life on Post COVID-19 Situation

COVID-19 has taught us how to adapt new norms, innovations, and tools faster in such a critical situation. Due to this pandemic, social distancing has forced to close down the universities and colleges and has resorted to virtual platforms. As all educational institutions have changed their ways of the teaching-learning process, there will be some impact on students.

So, some post-COVID-19 trends in Higher Education are as follows:-

Firstly, as all the educational institutions have been closed, so that they provide online learning, to continue their studies in the lockdown period. But these trends (online learning) is likely to be to continue in post-COVID-19 also. COVID-19 has learned all to accelerate the adoption of digital technologies. Now many students can handle technology very easily and learn many things about technology. All institution has now accepted both face-to-face learning and online learning.

Secondly, personalized learning enables students to learn of their own choice. They are not confined to any specific area. The students can learn different contents from various sources and material to fulfil their demands and needs.

Thirdly, due to lockdown, many parents have lost their job. So it is difficult for them to afford money for education for their children. They cannot able to send their children to school anymore, so the students' attendance will be decreased in the post-COVID-19 situation.

Fourthly, to maintain social distancing in educational Institutions may have lesser students in the classroom. That's why most institutions will run on different shifts each day. It will create more pressure on teachers and administrative staff to handle the institutions.

Fifthly, there may arise a gap between rural students and urban students. Because rural students cannot afford high-speed internet and proper gadgets for doing the online class. They are likely to suffer more than urban students

Sixthly, due to the pandemic, there may be reduced mobility of National and International students. Many parents were happy that their son/daughter may continue their studies at home. Parents did not want for going to another country for studies in such a pandemic situation. Most of the International University has to deliver all educational activities online. So, it may decrease the movement of National and International students.

Seventhly, due to COVID-19, there will be more demand for Open and Distance Learning and Online learning, because to maintain a social distancing.

Eighthly, in India, most of the students take educational loans for doing Higher Education. If the employment market falls, then the students face a lot of problems and there will be an increase in stress, anxiety, and depression among students on how to take their loans.

Ninthly, due to COVID-19, the unemployment rate may be increased. Many Indians have lost their jobs and returned home due to this situation. Now there is no recruitment in Government jobs and fresh graduates are in the face of fear to lose their jobs from a private firm. The fresh students may face a problem for getting into the job market.

Conclusion

As we have seen, COVID-19 has created a great problem for many students' life in India. The first time the students are quite getting in trouble and didn't understand how to cope up with this situation in the educational activities. We know that many students are not able to access e-learning opportunities. In remote areas, the students are not usually familiar with this technology. They have to face many problems during learning. The MHRD has taken different initiatives for students like – opening of various online sites, so that the students can learn on their home. Also provisions of some educational channels, to those students who did not know to access online portals, so they can continue their studies from home TV and Radio. This pandemic situation has given us a lesson that how to use a technology to introduce virtual learning in such situation.

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S Chapter

The Problems of Online Education among the Students

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Abstract: The country is currently engaged in a fight against the novel corona virus (COVID-19). School college and university education are being adversely affected due to the lockdown implemented to curb the growing impact of the COVID-19 epidemic. In such a time, the only resource that educational institutions across the country are resorting to is that of functioning online education. The COVID-19 crisis resulted that the traditional classroom has a shift in online classes. Starting of online education is a big initiative and great job to our teacher and education administrator. But maximum students do not have e-device and some section of society have no capability to purchase it. The exact technique of using technology for e-education is unknown to many. Those who are able to take advantage of these online classes are also facing various difficulties during classes. Teachers and students had no training received for online classes before the online classes started. Students are not able to download their study materials due to lack of connectivity. Internet network and electricity problem is a big issue for online education in India. Rural students are facing the most difficulties. Subject difficulty is one more problem for the student's on online education. Students do not understand subjects like math and science properly in e-education. The student is having trouble adapting to new technology-based learning. They are not able to pay proper attention to new online education. Students are unable to manage their new online time schedule for e-classes from home. They have no study plans for e-learning. Students are facing online abuse during online classes. Hackers are posted obscene images during the classes. Another new problem is arising among students after the online study started. The students are facing eye problems. Not only eye strain even students are affected mentally due to excess use of e- device.

Keywords: COVID-19, digital infrastructure, e-device, Internet connectivity, online education, problem of online education.

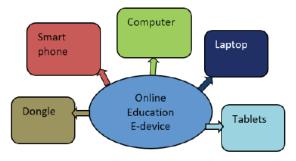
Introduction

Online Education is completely depended on the Internet system for teachers and students interaction and helps them basically. Online education helps a student as he or she wishes. He can turn anywhere with internet access. Online education is defined as a form of distance education that uses computer and the internet. In 1991, the World Wide Web (WWW) unveiled, and the University of Phoenix becomes one of the first to offer online education programs through the internet. The definition of online learning is when we can learn our experience synchronous and asynchronous differently. The definition of online learning is when we can learn our experience in synchronous and asynchronous differently. In India online education is also started and booming in current times. Indira Gandhi National Open University (IGNOU) in India is the largest university in the world with around 4 million students enrolled, most of whom currently receive education via online methods. Online learning is no longer just limited to colleges and universities. Right since primary and secondary school, online learning is gradually being incorporated into the curriculum. The recent COVID-19 pandemic further illustrates the importance of online learning in today's school system. All of us are now experiencing a critical time which we never thought before. There will be tremendous impact of the COVID-19 pandemic on health, education and economy all over the world including India. Educational institution across the country remain closed in the wake of corona virus pandemic. It has been over 6 months that all the schools, colleges, and universities are closed its doors due to COVID-19 threat. With closer of educational institutions, they have now turned to online classes. Online classes are now providing students a way to catch up on the lost classes due to prolonged lock down. However, attending classes on online has given rise to a host of problem, which most of the students are now facing.

Discussion

There are many problems faced by students during online classes. Such as-

Adaptability:- Not everyone has the ability to adapt the new things. Students are facing a problem to adapting home based online learning which is far different from their normal school life. Students are lacking the atmosphere of the traditional classroom where their beautiful memories are kept. Students who have been always studying in the traditional classroom mindset are not able to focus on online platforms. It is important for them to accept the new learning environment with an open mind. Some e-device that students frequently used are Mobile phone, Laptop, Computer, Microphone & Dongle etc.



Computer Literacy:- Lack of student's computer literacy is a major concern in online education in India. Many students have no basic idea about computer operation. They face difficulties with live classes, searching websites, and browsing study materials etc. As a result, they cannot communicate with their teacher properly. According to a survey conducted by the National Statistical Office (NSO) reports revealed that just 4% of the rural households and 23% in urban area having access to computer. Having access to computers in government schools will give school children a chance to adapt better and face the digital world, but most government schools are not equipped with such facilities. According to an ASER study conducted in 2018 in 596 government schools of 619 districts overall,

only 21.3% of the students have access to computers in their school. (ASER, 2018)

 $Table \ I$ Population (aged 14 years and above) able to operate a computer (%)

Gender	Age Group (in Years)							
	Rural				Urban			
	14-29	30-45	46-60	>60	14-29	30-45	46-60	>60
Male	22.70	6.40	2.20	0.60	53.60	30.90	20.90	10.60
Female	13.50	1.90	0.50	0.10	43.80	17.30	8.70	2.80
Persons	18.30	4.10	1.40	0.30	48.90	24.30	14.80	6.80

Source NSS KI (Report No. 575/71/25.2) (2015). Key Indicators of Social Consumption in India: Education, Ministry of Statistics and Programme Implementation, Government of India.

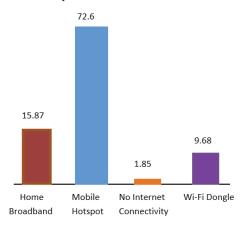
Table 1 clearly indicates the urgent need for a digital literacy program in the country. National digital literacy mission (NDLM) has been updated with the vision to empower at least one person per household with crucial digital literacy skills by 2020. But the national digital literacy mission (NDLM)has barely touch 1.67 % of the population.

Time Management:- In traditional classes every school has proper time schedule. But in online classes there is no fixed time schedule. Students are unable to manage their new time schedule for online classes. They have no proper study plan for online education.

Student Engagement:- Most of the time students are not able to participate properly in online education compare two face to face classes. In online education specially lecture based classes feedback is missing. Many students are do not even approach teacher to clear their doubts. Classroom interaction is missing. There are some requirement to achieve online education through a good concentration and self motivation.

Lack of Connectivity:- Suitable high-speed internet service is required for online classes. Overall efforts of online education are being hampered due to lack of internet or weak internet services. Students are become disconnected from the running classes due to network speed or out of network services. As a result, attention is being disrupted. Anxiety and annoying are being created among the students. We found about 72.60% respondents use mobile hotspots,

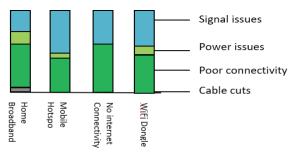
15.87% broadband, 9.68% Wi-Fi dongle at home respectively and about 1.85% had poor to no internet connectivity other hand 22 % of the respondents used multiple connections.



Source: http://www.igauge.in

Fig 1: Mode of internet services used by students in India

There is a problem plugging of connectivity among students in internet access. The information reveals that there are 3.02% cable cuts and 53.42% poor connectivity, 11.47% power cut issues, 32.09% signal issues faced in home broadband, and another in mobile hotspots 40.18% faced poor connectivity, 3.19% faced power issues and 56.63% faced signal issues.



Source: http://www.igauge.in

Fig 2: Problems plaguing connectivity for students in India

According to respondents who used internet 53.49% faced poor connectivity and 46.51% faced signal issues. And Wi-Fi dongle user 43.3.% faced poor connectivity, 9.23% faced power issues and 47.47% faced signal issues. Lack of access of internet connectivity and other signal issues problems the respondents faced major trouble.

Electricity Facilities:- There are many houses and schools where electricity has not reached till now. As a result, online education is not possible in those houses and schools. The 7th and 8thsurvey of AISHE (All India School Education Survey) regarding the percentage of electricity connection in primary, upper primary, secondary, higher secondary schools are shown in the chart given below. From the chart it can be found that electricity connection in schools in rural areas is very poor.

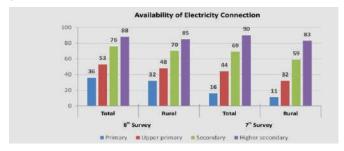
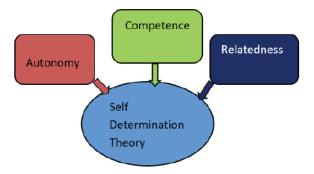


Fig 3: Availability of Electricity Connection

Source: 8th AISES Concise Report from: ncert.nic.in

Subject Difficulties:- Not all subjects are equally easy or difficult for everyone. In most cases subjects like math or science cannot be understood clearly unless they are doing practically. What is easily understood through student teacher face-to-face interaction in the classroom that is not clearly understood in the online learning? Absence of opportunities of collaborative learning and teacher-supervision sometime it makes complicated even easy subjects. Students are failed to access of learning science and performing art with online education. As it is a screen based learning type so some restriction will occur to perform practical classes.

Self-Determination:- Students start losing interest once they find difficulty in learning. Without self-discipline or motivation students can fall behind in studies on online education mode. Sometimes students can feel lonely without school environment situation. It requires motivation to complete tasks and engage students with their learning. In online classes students are missing basic three human needs autonomy, competence, and relatedness. Students are more likely to learn and succeed in school when they are intrinsically motivated by their need for competence then when they are extrinsically motivated by teacher parents or the grading system. Self-determination is doubly important for children in special education and those with disabilities. Self-determination is generally the goal for individuals. Both intrinsic and extrinsic motivation is highly influential of our behavior and both drive us to meet the three basic needs identified by the self-determination theory (SDT) mode.



Lack of trained Teacher:- As education is going online teachers are being asked to teach their students from home. Some teachers are not aware of online learning. They are not familiar with the new format of education. They are not well trained for online learning. Actually, this pandemic situation came in suddenly. Training for online classes are not provide by government before this COVID-19 crisis. As online education is basically technology based learning so special training is needed for better learning activities. Many students are proficient in using various apps and websites very well.

But in many cases, they are not able to fathom the potential of the app. For example, children use WhatsApp, Instagram or Facebook to post images or videos but never think of using it for their projects. It is the responsibility of the teacher to help students use their digital knowledge appropriately. Now government is taking some initiative to online teachers training for online learning. West Bengal school education department has published their training model of online education on their website. DIKSHA and SWAYAM both platforms can helps a students properly and others structure of e-learning platforms will be updated.

Student Engagement:- Most of the time students are do not able to participate properly in online education. Some students are foundto be less engaged in online classes compared to traditional classes. In online education specially lecture based classes feedback is missing. Many schools are in a hurry to complete the syllabus. They have no importance to student's engagement in learning process. Students are not proper communicating with their teacher to understanding subject's complexity. Many students are do not even approach teacher to clear their doubts. Classroom interaction is totally missing in online education process.

Assessment Problem:- There is a limited number of resources available to conduct and online examination in India. The online education system is nothing but a type of screen based learning system which limited the students' activity. NIOS, NITs, IGNOU, CIET, NEFT such type of institution are doing well for digital learning in India. Some government bodies, school board andNTA (National Testing Agency) will work on designing a new assessment framework. The new Framework will design to examine the performance of the students as per the updated standard of online education. But these are all national or state level projects. At the moment it is still a matter of concern how all the school and college level student's academic progress will be assessed online.

Family Disturbance and Violence Against Children:- As daily lives and communities are upended by COVID - 19, concern is

mounting that violence against children may increase. Children with a history of abuse may find themselves even more vulnerable, both at home and online and many experience more frequent and severe acts of violence. Others may be victimized for the first time. Many have lost their present job due to covid-19 situation. The economic condition of many families has become very badly affected due to the pandemic crisis. Family unrest is increasing day by day. It is becoming impossible for students to study online from home. During the current crisis of covid-19 domestic violence and violence against children are increasing. The UNICEF report is alarming to us. 1.8 billion Children live in the 104 countries where violence prevention and response services have been disrupted due to COVID-19.

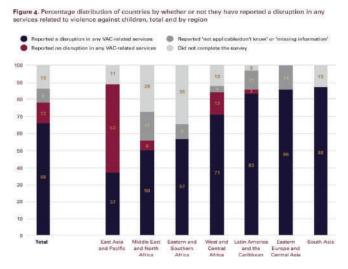


Fig 4: Percentage distribution of countries by whether or not they have reported a disruption in any services related to violence against children, total and by region

Percentage distribution of countries by whether or not they have reported a description in any services related to violence against children (VAC) total and by region. South Asia has the highest proportion of countries reporting service disruptions, followed by Eastern Europe and Central Asia.It is important to call attention to immediate and long-term measures that need to be put in place to ensure the safety and well-being of children are amidst the pandemic's socio-economic fallout.

Online Abuse:- Online classes have become vulnerable to cyber criminals who open post obscene, vulgar and abusive content during lectures. Hackers sneaked online classes and video - conferencing software and displayed obscene videos on the screen and threatened the students and teachers. This type of cyber-crime is increasing day by day. As a result, teachers had to suspend the online classes. A renowned school in Kolkata was recently facing by this type of hacking. Karnataka government issued an order banning live online classes up to class 5. Some apps are not safe and secure for video - conferencing. Recently government of India had banned some unsafe apps.

Physical Problems:- Students are facing eye problem and online classes are even affecting themmentally. Parents have complained of their children facing strain in their eyes as they spent hours in front of laptops or mobile phones. Many children have complained of increased eyestrain after online classes started. Parents are now left helpless as this is the only way their children can be educated in the current situation. Eye strain is not only the problem which arising due to online classes. Health complications including obesity, back pain and lack of social skills could be the other long-term effects of excessive screen time.

Conclusion

If we increase the infrastructure in terms of technology in India then we ensure sound delivery of online classes to students across the country. We cannot ignore all these problems. Education is children right, so all students need to ensure their education. Government and educational institutions need to play a positive role in the COVID-19 situation. We need to be more responsible during this pandemic crisis so that there is no educational crisis and no inequality is created among the students. Without denying the importance of online education it

is necessary to make arrangements so that all students have equal access to online education.

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Impact of Online Education during COVID-19 Pandemic Situation

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Abstract: COVID-19 has direct or indirect effects on the global economy and every sectors around the world like agriculture sector, industrial sector, trade and transport sector, tourism sector and badly effects on education sector. During the lockdown phase students are very hampered due to schools, colleges and universities become closed, class suspended and examination and entrance test were postponed in every educational institutions. COVID 19 has paralyzed every area of daily life. During this pandemic situation education sector has been fighting to survive for overcome the critical period. Every challenge open a new opportunity. Higher education has many possibilities and challenges during the COVID 19. The main objective this paper is finding out or highlights the positive and negative impact of online education; to enlighten various steps taken by the government of India for smoothly running the education and some appropriate or valid suggestions to improve accessibility of online education in the remote area in India.

Keywords: COVID-19, Economy, Education, Pandemic, Tourism.

Introduction

We are passing through a very tough and unpredictable phase in our life causes of COVID-19 pandemic. COVID-19 has paralyzed every area of daily life. COVID-19 has change substantially, the way we live. The impact of covid19 pandemic is observed in every sector around the world. The education sector of India as well as world is badly affected by this. If we look at COVID19 in India, the first case was reported on 30 January 2020 in state of Kerala, Thrissur district and the affected has a travel history from Wuhan China (Rawat and mukesh, 2020). March 11 2020 WHO declared covid 19 as a pandemic. The first death due to COVID-19 was reported in India on march 12 2020. After the observing the corona virus pandemic situation the WHO advices to maintain social distances as first prevention step. (ET Health world.com on march 13, 2020 and Times of India. com March 20.2020), so every country started the action of lockdown to separated the containment people. The education sectors including Schools, colleges and universities become closed, class suspended and Examination of School, college, university including entrances test were postponed indefinitely. Thus the lockdown destroyed the schedules of every student, more then 32 corer student suffer from lockdown to causes of covid19 pandemic in India and 14crores of primary and 13 crores of secondary student very much suffer from covid19 pandemic(UNESCO). Many newly emerged bushing issue start at us. Attempts are being made to deal with pandemic situation in other way over the country as well as the world. In live with covid era many alternatives will be forced to develop to substitute the old style of functioning of man machine and knowledge. Field of education too cannot insulate itself from such alternatives and drastic change is taking places. The year 1985 heralded the digitalising of education in India by the central government. Digital India project have been supporting Education in a big way. Though being the most literate state and the has beinges of many change in Education. Every challenge opens up a new opportunity. Higher Education has many possibility and challenge during the keep social distance period.

India is one of the largest nations with many geographical variations which make the leasing process a difficult proposition in the period but online classes using various platform offer big opportunity to reach out student in remote location. Virtual class room have already become a popular reality, But online education has its own limitation too. Thus COVID-19 has created many challenge and opportunities for education Institution.

Objectives

- 1. To highlights various positive, It is impacts on online education during COVID-19 pandemic situation.
- 2. To find out some negative impacts on online education during COVID-19 pandemic situation.
- 3. To enlighten various steps taken by Govt. of India for education sector during this pandemic.
- 4. To give some suggestions to Improve Accessibility of online Education in remote area in India.

Methodology

This study is based on secondary data. Data and information collected from Ministry of Education, Govt. of India, Digital Education Report, June 2020, Govt. Of India and various papers, Articles, journals, Reports etc.

Discussion

Positive impact on online education during covid19 pandemic situation

Blended Learning Approached: During Lockdown, mode
of learning is Blended learning. It encouraged all teachers and
students to become more technology expertises and may want
to continue online pedagogies as a result of all this, that's really
exciting. It is rebalancing the mixture between face to face and
online learning. This learning process gives access large number
of learners at a time.

- Quality Teaching and Widely used Teaching Learning Material: Situation of COVID 19 reflect on Education sector.
 Teachers prepared there Learning Design by different types of Morden technology and methods. During this situation, students and parents have to access to that large world.
- This crisis will help us come together across boundaries:
 Unity is the true identity of power in the country. It is an opportunity for the education sector to united, better connection across countries and continents and truly share what work in a global way, any work through together from this crisis.
- **Increasing Digital Literacy:** The COVID 19 situation forcing the learners and educators adopt digital technology and parallels increasing the digital literacy.
- Perfect time management: In this pandemic situation students are able to freely mange their daily learning scheduled in a perfect manner.
- World Wide Experience: Educators and learners are getting opportunities to interact with peers from around the world. Learners adapted to an international community.
- Increasing the demand for Open and Distance Learning (ODL): During the COVID 19 situation most of the students demand for ODL mode because it built self learning and access more opportunities to learn from different resources.

Negative impact on online education during COVID-19 pandemic situation

1. Limited feedback of student: In traditional class rooms, teacher's can give students immediate face-to-face feedback. Students who are experiencing problems in the curriculum can resolve them quickly and directly either during the lecture or during the dedicated office hours. Personalized feedback has a positive impact to students, as it makes learning processes easier, richer, and more significant all the while raising the motivation levels of the students. E-learning, on the other hand, still tends to struggle with student feedback; students completing

regular assessments become dissatisfied when they experience a lack of personalized feedback. The traditional methods of providing students feedback don't always work in an E-learning environment and because of this, online education providers are forced to look towards alternative methods for providing feedback, providing students feedback in an online settling is still a relatively unresearched topic area, and it might take a while for any specific strategies to become filly research-based and proven to be effective.

- 2. Social Isolation: The e-learning methods currently practiced in education trend to make participating students. Under go contemplation, remoteness and a lack of interaction. As a result many of the students and teachers who inevitably spend much of their thyme online can start experiencing signs of social isolation, due to the lack of human communication in their lives. Student faces the gap of communication, due to this causes they also chances to attack several mental issues like stress, anxiety and negative thoughts.
- 3. Online instructors tend to focus on theory rather than practice: One of the mostly Negative impacts on online education is, actually focus on theory based education. Student very much deprived on their practice in this education system. Basically, students are not fulfilling their practical work in this education system.
- 4. Unprepared for online education: Online education is the one of the special kind of methodology in education system. But in Indian education system, the some teacher and student both not ready to online education system better the face-to-face learning. Thus, most of the teachers are just conducting lectures on video platforms such as Zoom, Google meet, which may not be real online learning in the absence of a dedicated online platform specifically designed for the purpose.
- **5. Not assessable for online class:** The student of Backward region in India not asses or poorly asses online class because internet

facility vary much poor to other area, so student of in this area does not online class facility.

Initiatives of central government on education during COVID-19

To the present covid-19 situation Union government and State Governments are taken major initiatives for continue the education during lockdown period. The union government announced a countrywide lock-down of all educational institutions on 16 March 2020. The Central government postponed different types of examination related to Secondary and higher Secondary. Due to COVID out brake the education sector including schools, colleges and universities became closed. Online learning is the best solution during this pandemic COVID-19 situation (Pravat, 2020b). So, the digital India vision of the government is play vital tool for solving the present situation due to COVID-19. In the Crisis situation Government of India and states Government adopted different types of Programme and technology including online portals and educational channels through Direct to Home TV, Radios for students to continue learning. During lockdown students are using e-platforms or e-medium like Zoom, Google meet, WhatsApp, Telegram, Youtube live etc for online teaching learning system.

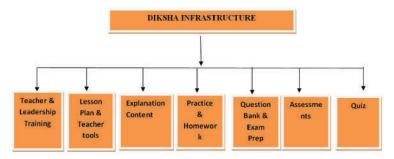
Diksha is a mobile application or web-portal which is made in India and made for India. It is the 'One Nation, One Digital Platform' for school education in India. The Diksha portal launched by the honourable Vice-President of India Shri M Venkaiah Naidu on Sept 5th, 2017. It is the national platform for school education available from all states and central

DIKSHA (Digital Infrastructure for Knowledge Sharing):

including Worksheets, Textbooks and Video lessons and assessments etc. Diksha can be accessed by learners and teachers across the country and currently supports 18 languages and the various curricula of NCERT, CBSC and SCERTs across India. This portal has more than 80000 e-books for class 1 to 12 created

government for class 1 to 12. This is the web portal useful for Students, Teachers and Parents aligned to the curriculum

by CBSC, NCERT is multiple Languages. During the lockdown period these contents have been accessed nearly 215 million times.



Source: India Report, Digital Education, June 2020

- ➤ E-Pathshala: The e-textbooks can be accessed using e-pathshala web portal or mobile application. The e-pathshala using by teachers, students, teacher educators and parents. It including more than 377 e-text books(class 1 to 12) and 3500 pieces of audio and 2000 videos developed by NCERT in the public domain in various language like Hindi, English, Sanskrit and Urdu.
- National Repository of Open Educational Resources (NROER): NROER is open storehouse of e-content for teachers, students, parents and teacher educators. Its curriculum made for learners' grade 1 to 12. It has nearly 17500 pieces of e-contents of NCERT including401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages.
- ➤ SWAYAM: SWAYAM stand for "Study Webs of Active-Learning for Young Aspiring Minds" is an Indian Massive Open Online Course (MOOC) platform. SWAYAM is an initiative of Ministry Of Education, Government of India under Digital India for Online free web course. It was launched on 9th July, 2017 by the Honourable President of India. SWAYAM has been collaboration of MHRD (Ministry Of Human Resource

Development) and AICTE (All India Council for Technical Education) with the help of Microsoft. This Online web course is available for Class 9 till post-graduation in all subjects including engineering, humanities and social sciences, law and management courses. The faculties of this Platform are centrally funded institutes like IITs, IIMs, and IISERs etc to teach students. According to SWAYAM there are 203 partnering institutes, 2,748 completed courses, 12,541,992 student enrollment, 915,538 exam registrations, and 654,664 successful certificates (Wikipedia).

- Swayam Prabha is significant learning tools for those who do not access the internet connect at home. According to Ministry of Human Resource Development (MHED), SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. It is applicable for school students (9 to 12 grade) and Higher Education including Under Graduation, Post Graduation, Engineering, Law, Agriculture etc. The channels are uplinked from BISAG, Gandhinagar. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS. The INFLIBNET Centre maintains the web portal.
- > ON AIR: Radio broadcasting is useful to those students are lived in remote area and no access the internet cost. It is especially for students of class 1 to 5 grade. For NIOS 9 to 12 classes more than 250 Community Radio Stations have also been used to broadcast content. Shiksha Vani is a radio broadcasting effectively learning platform by CBSC (Central Board of Secondary Education) for the students of 9 to 12 grades. Shiksha Vani contains over 430 pieces audio for the all subjects of class 1 to 12.
- For The Differently-Abled: One DTH channel is effectively learning tool for specifically for hearing impaired students in sign language. For visually and hearing impaired students, study material has been developed in Digitally Accessible Information

System (DAISY) and in sign language; both are available on NIOS website/ YouTube.

Suggestions

- Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003).
- Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions (Kim & Bonk, 2006).
- Lack of shortage internet connectivity, no electricity, poor infrastructure and other related problems are still needed to be addressed in remote village areas for a convenient access of quality education to students.(author's view)
- In the remote area where internet accessibility is very poor that effects on each and every student cannot attend the online class in the same time. So, government taken steps for balanced between synchronous and asynchronous learning in this region.
- Government take necessary steps to development the computer knowledge in back word region, basically in school, college, and university level student in India, It is help to the connected online class, virtual meeting, webinar etc.
- Government give free off cost Android mobile phone basically poor students and those students are no mobile phone or other android devices.
- Create a technical tem, they improve the use of android mobile
 phone or other android devices to the backward student, How to
 connected the online class. In primary level student, If they not
 use the android mobile phone then try to improve use of android
 phone of there parent in back word region.
- Improve the network accessibility and provide the free of cost internet facility to remote area.

• Development to the online educational instrument of village level educational institution.

Conclusion

Every sector of India is effected by the COVID-19. Mostly Education Institutes are badly affected during lockdown. In this critical situation Government of India and different stakeholders of education have taken Open and Distance learning (ODL) by adopting different digital technologies to cope up with the present crisis of COVID-19. The main focus of educational Institutes is to strengthen their knowledge and Information Technology infrastructure to be ready for facing like the situation COVID-19.

If the COVID-19 situation is longer then urgent need to take efforts on maximum utilisation of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. As online education is benefiting learners immediately and it should be continued after lockdown.

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Health Awareness is the Best Suppressant of Pandemic in Activity of COVID-19

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Abstract: The state of complete emotion and physical well-being is health. WHO (1948) state 'health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. The broad type of health is physical that mean physical or bodily functions or activity of working in peak level and mental health is denoted as well while emotional, social and psychological activity are well being. The virus means poisons contain nucleic acid DNA or RNA and an envelope of protein coat. The viruses also grow in only host cell while their living activities are noted. The corona virus disease -19 or COVID -19 is a viral infectious disease by corona virus spreads by droplet of mouth and nose of infected persons, and it's grow in throat and infects the target organ lungs including alveoli cells. The infected persons characterized by fever, dry cough, tiredness, sore throat, diarrhea, conjunctivitis, headache, loss of taste or smell and serious symptoms are shortness of breath, chest pain, loss of speech or movement and death may occurs. Total death recorded approximately 71,642 in India, in West Bengal this number is approximately 3,562, and the number of death in Purba Medinipur district is 11 till the early month of September, 2020. There is no proper treatment with co-vaccine, vaccine or medicine till now. There is best treatment is health awareness, at that time the simple some factors or process can prevent this pandemic situation as well as prevent the spreading of infections of corona virus. These are maintain of social distance or physical distance (at least 1 meter), use of clean musk, hand sanitizer repeatedly, use of shop and water for hand wash, avoid the touch your hand in mouth and nose, avoid smoking, etc. If any mention symptoms are found must be appointed with Physician. The lockdown can stop the spread this infections, but it can hampered the others activities of human lifestyle, the health awareness include maintain social distance and use of shop, hand sanitizer depress the spread the infections that must

may be best suppressant of pandemic. This article surrounds about cause, symptoms, immunity and preventive measure of COVID-19 and there health awareness is the best keyword.

Keywords: COVID-19, Health awareness, Treatment, Symptom, Social distance.

Introduction

The virus composed by nucleoprotein and capsid of protein envelope, while the virus contain nucleic acid DNA then it is called DNA virus, similarly virus contain nucleic acid RNA then it called RNA virus. The virus has both characters while in host or in living body then they only can replicate their nucleic acid and forms new virus cells but when they in outside of living body there is no replication process is noted. In last 2019, a respiratory disease has been first identify in Wuhan city of China that cause a virus known as coronavirus has symptoms similar to severe acute respiratory syndrome (SARS) and middle east respiratory syndrome. The virus infections rapidly spread in different countries through droplet of moth or nose and in early March 2020 the number of infected persons more than 90000 in world and death approximately 3100, the WHO declare pandemic situation for COVID-19 or SARS-coV-2 (U.S. Department of Health & Human Services, 2020). The coronavirus which contain RNA and its target organ for infection in lung include alveoilar cells of human. The corona virus can produce four proteins by their genome are nucleocapsid, membrane, spike, envelop protein, out of the nucleocapsid protein very active, attached to RNA of the virus, helps in replication process of the virus by which the no of the virus is rapidly increase (Viral Zone, 2020). The target organ of the virus is lung include type 2 bronchiolar cell, there reduced the activity of ACE -2 or angiotensin converting enzyme 2 which is important for treatment of severe acute respiratory syndrome or SARS. The large numbers of virions are released from the infected cells by exocytosis and attack the neighboring cells that results the infected cells as well as infected lung loss the functional activity as well as gaseous

exchange, oxygen deliver to tissues are decrease then fever, shortness of breath, cough etc common symptoms may appear ultimately death occurs.

Symptoms of COVID-19

The symptoms of COVID-19 may appear within 2 – 14 days after entering the virus into in to body. There is large numbers of symptoms e.g. fever, cough, tiredness, shortness of breath etc are common, others symptoms are sore throat, headache, chest pain, weakness, etc. The physiologically or clinically illness persons e.g. cancer, COPD, coronary heart disease or CHD, obesity, type-2 diabetes, low immunity etc has more trends for infections by COVID-19 and there is more death rate is recorded. In China, 4% children are severely suffering with COVID – 19. Most of infected patients show the fever, cough and then others clinical symptoms appear. WHO reported over 30.6 million peoples is infected with COVID – 19 and 950000 people death in world (CDC, 2020).

Immunity with COVID-19

The immunity is protection system against the antigen or foreign particles, due to cause of low immunity, there is more chance infections or diseases in body. The in born type immunity or innate immunity and after born the developed immunity is acquired immunity, the acquired immunity dividing into cell mediated and humeral immunity is developed by T and B lymphocyte respectively. The T cell or T lymphocyte is of two types are CD8+ T-cell or cytotoxic T-cell and CD4+ T-cell or helper T-ell. The experimental report shows that COVID-19 infected person is recover while CD4+ T-cell and CD8+ T-cell number 100% and 70% respectively (WHO, August 2020). The hard immunity persons have fewer tendencies to infect with COVID-19.

Food stuffs with COVID-19

The immunity can be increased by intake of fresh foods, food stuffs contain vitamin - C, E and zinc enriched e.g. food lemon, green

vegetables, orange, cabbage, tomato, guava, food egg, fish, milk, cod-liver oil, butter, cereals etc and Zn contain food wheat germ, meats, shellfish, pumpkin seeds, fruits, vegetables, mushroom, spinach, dark chocolate etc. For the good health intake of appropriate energy with fresh vegetables, fresh food and regular exercise is very important, there is tendency of disease is decreased, immunity is high though maintain of plasma cholesterol level, sugar level, lipid profile etc (Narayana Health, 2nd April 2020). There is large numbers of food stuffs which increase immunity as well as may preventive the infections by corona virus.

Management of COVID-19

There is most powerful way for prevention of spread of COVID-19 is lockdown, through which it is possible to prevention of spread performed in Indian and other some countries, but there are so many problems in populations that are more economical problem, social problem, educational problem etc. The pandemic situation by COVID 19 in 2020 has effects in socio-economic-education problem. There is large numbers of production house, plant are close that results many numbers of labors or stuffs are discharge from job, their family members are suffering with starvation. The maintain of social distance or physical distance in outdoor of home for every individual is important that prevent the rapid spread of the infections. Now time use of musk and hand sanitizer is latest preventive way and with wash hand by use of shop and water. When the co-vaccine or vaccine will success able acting in human in prevention of COVID-19 available in health center then the condition totally recover but socioeconomic-education problem recover time is more long able get the previous in all condition. There is require for prevention of infection from affected person to healthy individual health awareness, health education e.g. know about immunity enhancing foods, intake of vitamin and mineral enriched food stuffs, symptoms, preventive ways e.g. use of musk and hand sanitizer, maintain physical distance in outdoor etc for COVID-19

Health awareness with COVID - 19

There are two major types of disease in a community e.g. communicable disease which is spread from infected person to healthy individual such as 2019-nCoV, ebola, hepatitis – B & A, sexually transmitted disease (STD), rabies, tuberculosis etc cause of pathogen viruses, bacteria, fungi and non-communicable which are not spread form one person to another such as cardiovascular disease, coronary heart disease, thalassemia, anemia, hemophilia, cancer, diabetes etc which can cause of unhealthy lifestyle, genetically disturbance etc (ACPHD, 2020 & Judith Marcin, 2018). The known disease has more preventive way that is awareness e.g. if the cause of disease and prevention is already discover then it can be more preventable via social awareness. The corona virus is rapidly spread via touch, droplets of nose and mouth cavity, by maintain social distance (Minimum 1 meter) it is not spreadable. There must be requiring treatment in home isolation with normal or medium symptoms with COVID -19 so that the infection not spread to others members of the family or persons of the community.

Conclusion

There are so many hazards of the COVID-19 infected persons and large number of death is record. The pandemic situation caused by COVID -19 has not proper treatment as well as proper medicine, vaccine till now, it is treated by parallel like the treatment of pneumonia, fever, malaria etc, now a day's plasma therapy which contain specific antibody against corona virus is present, in severe situation oxygen therapy is mandatory, but the spread of the infection is prevented only by some awareness and maintain the some points e.g. use of musk, sanitizer, shop with water and maintain physical distance.

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E-learning in India in Times of Pandemic: Current Status, Emerging Issues and Measures

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Abstract: Background: The global COVID-19 pandemic caused by SARS-Cov-2 has unprecedentedly brought an irreversible crisis in all walks of life. It has clutched the education sector and overthrown around 1.52 billion students to a new learning crisis. Purposes: The focus of the study is to examine the current status of online education in India. It intends to underscore the emerging issues and concerns of e-learning across the country. Besides, the study also purports to suffice certain crucial steps and managerial strategies for better online learning. Design and Methods: This is a qualitative study in approach and different newspapers and pertinent views and findings were analyzed and presented in thematic sequences. Results: The results showed that shifting to online education got momentum in India amidst the pandemic. Both central and state governments have taken several initiatives and strategies such as Swayam Prabha, e-pathshala, VidyaDaan, SMILE, KITE's Victors TV channel, and Ghar Se Padhao Abhiya, etc. to boost online education across the country. Educational institutions are endeavoring to enable students to access online education using various online networking applications e.g. WhatsApp, Zoom, Microsoft Teams, Google Classroom, and Skype, etc. Nevertheless, the study has revealed some general as well as teachers and teachingrelated issues of online education i.e. digital outreach, lack of digital infrastructure, issue of digital immigrants, poor learning engagement, drift in student-teacher relationships, issue of all-round development of students' personality, and the lack of educative parental supports at home, etc. Besides, to minimize the issues, the study has also sufficed details on certain measures include stimulus economic packages for rural institutions, building locality-based management systems, developing content communication skills, preparing enriched course designs, connected presentation style, helping slow learners, developing students' socioemotional aspects, and establishing home-school online partnerships, etc. Conclusion: In closing, it is convinced that digital learning has emerged as the most effective alternative to ensure the "learning never stop" amidst the on-going isolation crisis. So, governments and educational stakeholders

must be collaborated to address all those emerging issues and concerns of online education. They must try to employ all types of available technologies and resources to ensure effective online education during pandemic times.

Keywords: COVID-19, Digital Outreach, Home-School Online Partnerships, North-East India, Online Teaching, Students' Online Engagement.

Introduction

The global COVID-19 pandemic caused by SARS-Cov-2 has brought an irreversible learning crisis in the educational sector. According to UNESCO, the outbreak has wreaked havoc to conventional face-toface classroom learning in more than 165 countries and stranded over 1.52 billion students at home (UNSDG, 2020). In a bid to adjust to the crisis and to ensure classes to remain continued to students, the digital classroom has emerged as the most significant alternative option before the academic stakeholders. On the flip side, India has one of the world's largest educational sectors. The All India Educational Survey (AIES, 2002) revealed that the country has over 1.3 million recognized schools including primary, upper primary, secondary, and senior secondary schools (DESDP-NCERT, 2006). Also, the UGC reports (2017) that the country has over 789 universities, 37,204 colleges, and 11,443 stand-alone institutions. As per the report of UNESCO, the coronavirus crisis has put over 320 million Indian students into unfortunate adversity (Jain, 2020). Following the endorsement from the international body like UNESCO to the national body like the Ministry of HRD, the millions of schools and higher educational institutions have shifted their physical classrooms online to ensure 'learning never get disrupted' for the learners amidst the isolation crisis. The country's endeavor to switching off the offline classroom to digital space with its supportive systems has caused a paradigm shift in the formal education systems. The digital enabling online teaching is democratic and can be accessible even beyond geographical barriers. It edges over the traditional classroom especially in aspects of facilitating home-based learning

opportunities for learners in times of the country-wide lockdown. It is now playing a crucial role in building fundamental life skills and providing learning experiences to young adolescence at home.

India is relatively a young nation with more than 50% of the total population is youth. It has about 243 million adolescents aged between 14 and 19 years (UNICEF, 2011). This is a stage of great importance for students as it is critical for personality development. Education being an incredible pillar of the nation is fostering students' human capital to social capital to psychological capital. The pro-ICT-based initiatives taken by both central and state governments for teaching and learning are appreciable amidst this coronavirus pandemic. However, these steps seem to fail to ensure learning 'anytime from anywhere'. The experts those work at UNESCO and WHO have also expressed concerns over the digital elimination of economically disadvantaged student communities. Besides, the inferences from secondary data have also revealed certain intrinsic limitations of online teaching like issues related to digital equity, internet penetration, digital infrastructures, instructional designs, students' online discipline, learning engagement, teacher-taught relationships, online assessment, non-cognitive developments of students, and so on. Many questions have also aroused in teachers' minds, from how to start online classes to make use of available e-resources to creating a supportive learning environment. In this context, the present study endeavors to address all these emerging issues in education in the times of the pandemic and to suffice certain necessary steps to cope with the problems.

Objectives of the Study

The focus of the present study is to examine the current status of online teaching in India. It aims to understand the different issues and concerns about online education. Besides, the present study also intends to suffice certain steps and strategies required to make the ongoing digital classrooms effective during pandemic times.

Methods of the Study

The present study is descriptive in approach. It used twenty-two references ranging from different newspapers, pertinent views to the various findings of existing studies. The articles that are pertinent to the inclusion-exclusion criteria set following the objectives of the study have only been included. The analysis was completed and presented in thematic sequences.

Results

In the present study, more than twenty studies were reviewed focusing on three major themes i.e. current status quo of e-learning in India, the emerging issues of online education, and certain measures and strategies to make online learning effective. The results of the reviewed articles and studies were thematically analyzed and presented sequentially as per the stated objectives of the present study as such -

Current Status of E-learning in India

Digital learning has emerged as the most significant alternative to conventional face-to-face classroom teaching. It enables teachers as well as students to access a plethora of learning opportunities. In India, around the second week of March 2020, the central and state governments began shutting down all the educational institutions as a precautionary measure to contain the further spread of the coronavirus. As days pass by, there was no measure to ensure learning amid this isolation crisis. Following the endorsements from the international bodies like UNESCO to WHO and the HRD Ministry, the educational institutions across the country have started using different digital platforms and applications to ensure learning. At the time, the educational stakeholders are using WhatsApp, Zoom, Microsoft Teams, Google Classroom, etc to continue the academic calendar so that digital learning can compensate for the absence of physical classroom experience.

Furthermore, in a bid to provide e-learning facilities, the central government has taken several strategies to boost online education in India. The initiatives such as Swayam Prabha, PM e-Vidya, and Diksha portal (e-pathshala) are incredibly helping learners to access e-learning contents across the country. The government of India has also launched massive campaigns like 'Bharat Padhe Online' and 'VidyaDaan 2.0' for boosting online education. Besides, SCERT's YouTube channel, free educational TV channel, and Virtual labs, etc. are some of the important steps towards e-learning. Further, many state governments have also taken several programs to boost e-learning in their respective states. The initiatives and programs like SMILE (Social Media Interface for Learning Engagement) in Rajasthan, KOOL e-learning platform, 'Avadikaala Santhoshangal' (Happy Holidays), 'Akshara Vrikshams' (Tree of Letters), and KITE's Victers TV channel in Kerala, 'Abhiasa' in Andhra Pradesh, 'Ghar Se Padhao Abhiya' in Haryana, ABP Ananda, and DD Bangla in WEST Bengal, 'Unnayan-Mera Mobile Mera Vidyalaya' in Bihar, etc. are some of the most incredible initiatives taken by different state governments. These platforms are providing e-learning through different media and social applications such as WhatsApp, Zoom, Microsoft Teams, Google Classroom, and Skype, etc.

Similarly, the north-eastern states' governments have also taken a few initiatives to overcome these barriers to suffice e-ducation to students across the poor and marginal sections of the society. The state like Sikkim is enabling students to access online education using online networking applications like WhatsApp and Zoom. Similarly, the state of Assam is also using individual calls and WhatsApp for sharing e-contents and study-related assignments with students. Besides, in the rural areas of the states like Arunachal Pradesh and Manipur, the governments are planning to use radio broadcast and Doordarshan as means to outreach e-ducation to those areas having no internet establishments. Again, the educational institutions especially in the different cities of Northeast India have shown an accomplished portrayal of online teaching. For example, Mahatma

Gandhi University (MGU) in Ri-Bhoi district of Meghalaya, has taken several initiatives to teach its students online using its own developed Learning Management System (LMS) and using Zoom app (NorthEastIndia24, 2020). Similarly, Assam Down Town University (AdtU), Guwahati, Assam has established a connection with its students over virtual platforms amid the crisis (Incidence, 2020).

E-learning in India: The Emerging Issues

The shifting from the physical classroom to digital learning is a mammoth task and facing several problems related to institutions, teachers, students, and digital divide, and internet penetration across the country. The pertinent findings have been rectified from different secondary sources and grouped thematically into general issues as well as teachers and teaching-related issues.

A. General Issues

Issues of digital divides

Online teaching has different problems and those problems are varied across the different geographical regions of India. The states like Himachal Pradesh (mountainous areas), Rajasthan (sparsely deserted areas), and Madhya Pradesh (forested areas) have poor enabling internet establishments that cause grave concern for the countryside outreach of e-learning. Further, accessibility to the internet is a big concern for kids in rural areas. Almost 70 percent of its population lives in rural areas. The World Bank report showed that about 200 million people still lack access to electricity. The students from poor economic backgrounds and remote villages in the states like Uttar Pradesh, Maharashtra, Bihar, and Chhattisgarh, etc. have also been crippled with the shifting from schoolrooms to virtual classrooms

Further, amid this crisis students across large swathes of marginalized urban ghettos and rural areas of Northeast India are devoid of hope for online education. The parents are mostly daily wage laborers, small farmers, vegetable vendors, and small traders and most of them find it difficult to avail expensive smart gadgets for their children (Ngashangva, 2020). Besides, internet penetration in this region is also critical as compared to the rest of Indian states. The region (included Assam & other northeastern states) has 38 percent internet penetration against the mainland states Delhi NCT (69%), Kerala (54%), Punjab (49%), and Maharastra (43%), etc (Diwanji, 2020). The states like Arunachal Pradesh and Manipur are in critical situations in terms of internet accessibility and digital outreach which raise another disheartening concern of outreaching digital learning amid the COVID-19 crisis.

Lack of supportive infrastructures in institutions

The educational institutions in India are in critical need of the resources necessary to support digital learning. According to DISE data, overall, only 53 percent of the total government schools in rural areas have access to electricity whereas 47 percent of schools do not have electricity. Further, almost 76 percent of schools do not have computers while the schools having both computer and electricity is less than 2 percent of the total (NUEPA, 2015-16). The available computers are used for only data recording and hardly a few percent of schools that use the computer for classroom teaching-learning process. Teachers work on computers mostly without the internet. The DISE data reports that out of the total government schools only 4 percent have internet connection whereas 96 percent of schools do not have an internet connection at all. In such a situation, we are expecting these educational institutions to make use of e-Learning platforms and enable e-learning access for the students would be a ridiculous tragedy.

B. Teachers and teaching-related issues

The problem of digital immigrants

As educational institutions are being prompted to embrace e-learning amidst the lockdown, a question raised about the readiness for adopting ICT-based learning options. The information and communication technology (ICT) based online education completely

created a new world for both teachers and students. There had no training intervention to empower teachers with digital skills before or immediately after the hastened nation-wide lockdown. So, teachers who have parallel skills in teaching in the face-to-face classroom are unfortunately crippled in this process of the on-going digital shift. They are now struggling to learn new techno-pedagogies to teach in online classes. Many teachers are 'digital immigrants' who feel awkward with the digital ecosystem of online classes which induced new concerns about online teaching. They are having trouble operating electronic devices, referring to different academic links, information processing, and even establishing a connection over the virtual classroom.

Poor learning engagement

Many teachers have expressed deep worry about the effectiveness of online teaching in digital classes. Meghna Saxena, a teacher from Delhi told Quartz, "kids don't understand half our activities even in the real classroom. A teacher on a computer screen would hardly make sense to them" (Punit, 2020). Similarly, Saloni Kumar, a school teacher in Gurugram, Delhi, told that "during the classes, I have no way of knowing who is paying attention and who is not" (Punit, 2020). While, Navraj Tiwari, Principal of Neel Tara Academy, Sikkim, said "we want to conduct regular online classes but most of our students are from marginal families and they don't have internet connection" (Pradhan, 2020).

Drift in student-teacher relationships

The teacher-student relationship is concretely embedded in the physical classroom that left out to a greater extent in online classes. The online ecosystem ensuring physical distancing and has wreaked human contact and socio-emotional proximity between teachers and students.

Issue of 'banking system of instruction'

The critics of online teaching often argue on the overwhelmed emphasis of online teaching on cognitive development and leftover its undue focus on the socio-emotional development of children. Also, they argue that online teaching promotes the 'banking system of education' which is the deposition of knowledge-based instructions in children's minds (Freire, 1993). In education, we know something called 3-H that is Head-on, Hand-on, and Heart-on. Due to the intrinsic limitation of online teaching, it finds difficult to meet these arguments.

Lack of educative parental support for first-generation learners at home

In India, there are a significant proportion of students who are first-generation learners from illiterate family backgrounds. They face severe hardships and challenges at home. Like the second and third generation learners, they do not get sustained support and motivation from family. These children also face problems like adjustment, low self-esteem, and online bullying. The National Policy on Education (NPE), 1986 has stated that 'first-generation learners should be allowed to set own pace and to be given supplementary remedial instruction'. However, the institutions in rural areas do not have such kinds of academic support for first-generation students. Besides, due to the poor economic state of the family, they are also deprived of tuition facilities on a regular basis.

Measures

Technology-enabled digital learning has thus induced several serious concerns. It escalates problems like digital alienation of the poor students, lack of internet penetration in rural areas, issue of digital immigrants, quality learning engagement, teacher-student relationships, and holistic development of students. Hence, it is very crucial to consider different multi-stage management systems to make e-learning most effective amid this coronavirus pandemic. In the present study, the investigator has come up with the following certain general as well as teachers and teaching-related mitigation strategies to maximize the students' learning outcome in digital classrooms –

A. General Measures

Stimulus micro-economic package

As the government institutions and the institutions, those located in rural areas have been suffering from a shortage of e-learning supportive resources, hence, the immediate intervention of stimulus micro-economic packages must be extended to these educational institutions.

Building a locality-based management system

At the time, a locality-based management system needs to be built up for effective monitoring of students' learning progress at home especially in rural and remotely located hilly, forested, and desert areas. It will help to locate students from the first-generation and the financially weaker section having poor economic backgrounds and to provide short-time or time-bounded welfare schemes to the needy ones.

Multi-stage planning system

Like the inter-university loan, an inter-school library management system must be developed for exchange over the e-learning materials. It can be proven as an effective step to mobilize the e-contents to the destined students at the village, block, district, and state levels. Similarly, the e-learning platform application like WhatsApp can be used as a constructive learning platform in rural areas. Like, the SMILE (Social Media Interface for Learning Engagement) in Rajasthan where WhatsApp is being used as a media to share e-contents to students. It helps to establish good coordination between teachers and parents too.

Establishing strong coordination among institutional regulators

Amidst the pandemic, the HRD Ministry and other institutional regulators such as AICTE, NCERT, SCERT, and Telecom operators must work together in coordination with different government and private educational institutions at state and national levels to ensure e-learning at digital platforms. Also, governments need to

boost their existing e-learning platforms such as DIKSHA platform (e-pathshala), Doordarshan, NIOS's courses, SCERT's YouTube channel, DTH TV channels, Radio communication platforms (AIR) and need to promote e-learning through VidyaDaan and Bharat Padhe Online programs. Further, 'the use of community radio and television broadcast' can be recommended as urged by UNESCO to use as an alternative to ensure 'learning never stops'.

B. Teachers and teaching-related measures

Short-term training interventions for teachers

As e-learning is something new to most of the students and teachers, so, both central, as well as state governments, need to prioritize their strategic plans for executing training intervention programs for the development of digital skills such as operating different digital applications, establishing a connection over the virtual classroom, creating enriched e-contents, and uploading them at different digital platforms. The training programs can be conducted at virtual platforms such as Microsoft Teams and Jitsi Meet or else other depending on convenience for all.

Use of digital platforms and social apps

Teachers must be encouraged to think of having different ways, maybe one recorded video-lectures, and other uploading e-contents in the forms of PPTs, word or pdf files, etc to continue online classes. The video lectures may be presented either using synchronous or asynchronous streaming modes. Different online platforms like Microsoft Teams, Skype, Google classroom, and Zoom, etc. can be used for online classes. Teachers can also use different social applications such as telegram and WhatsApp to share e-contents with their students in groups. Besides, for teachers who are working in rural schools, due to the internet problem, the use of WhatsApp and mobile phones may be proven as effective ways to share learning materials with their students.

Setting optimal class size

For the digital classroom, there has no established guideline to frame class size. According to a research study, a large size online class with 40 or more students' enrolment is ideal for 'foundational and factual knowledge acquisition'. On the flip side, a small class size with 15 or even fewer is better 'to develop higher-order thinking, mastery of complex knowledge, and student skill development' (Schaffhauser, 2019).

Contents communicating skills

In the traditional classroom, a teacher acts as an instructor and a guide but this role of the teacher has incredibly changed in online teaching. A teacher is now no longer acting just as an instructor but a content developer and a designer of online curriculums. The teacher needs a good content-communicating skill too in virtual teaching.

Enriched course designs

The virtual teaching demands innovative approaches from teachers in curriculum reconstruction and teaching content designs. Teachers' utmost priority must be underscored as providers of different enriched 'human and non-human resources' and the pertinent 'animated and unanimated' study-materials to students. A teacher should keep in mind that the prepared digital contents must have explicit texts and improved contents with detailed facts and explanations. The use of language must be simple and formal and must be well-designed with the use of graphic themes and gaming features with various templates.

Optimal lecture duration

For making a video-lecture ideal, it should be kept in mind that the lecture should be around 30-45 minutes (UNICEF, 2020), from introducing the topic to justify the need and main themes of the presentation to recapitulation at the end. The teachers should also uphold the utmost accountability to ensure video and voice qualities or the enrichment of the content before sharing them with students.

Presentation styles

Good teaching always requires teachers' full-engagement in students' learning through explanations, illustrations, and question-answer sessions or group discussions. In online teaching, a teacher must ensure his or her strong presence in the virtual classroom. It is inevitable for teachers to make students feel connected to the classroom lectures. A teacher must avoid monotonous presentations including repetition of words, use of jargon, and abstracts terminologies while teaching online. Besides, the abstract concepts must be explained using various analogies and place-based examples to students.

Use of incentives and humor

A teacher should also blend his or her lectures with thoughtevoking incentives and humor. Facilitating the structured knowledgebased instructions will only encourage spoon-feeding habits and weaken students' interests in classroom lectures, so, attempts must be taken to make students rational about why they need to listen to the lectures. Teachers should make students feel empowered in the virtual classroom. Besides, a teacher must give space for virtual interactions and provide collaborative learning assignments to students for meaningful participatory learning.

Monitoring students' engagement

Some of the effective ways that teachers can use to monitor students' engagement during lectures are video attendance, a muted-audio management system, performance, and check-in-based attendance. Teachers can think of using an 'attendance-cum feedback' form daily where students can be asked 3 to 5 questions to answers in brief based on the pertinent lecture. Besides, teachers may use other applications such as Attendance taker, Fedena, Fekara, TS School, Chalk Attendance, MyClass Attendance, SchoolTool, K12 Attendance, MyAttendance Tracker, SchoolTime, Gibbon, etc. to monitor students' online engagement.

Use of existing e-resources

Developing e-contents is not a simple task. Many teachers have difficulties in computer-based preparation of PPT or other verbally-structured contents. In this context, teachers can take advantage of various non-government e-learning platforms such as Byju's, Vedantu, Toppr, Khan Academy, Unacademy, Udemy, GradeUp, SoloLearn, Adda 247, Jigsaw Academy, etc. Teachers can use several other content providers like NCERT YouTube channel, Diksha portal, and Swayam Prabha to access e-contents to respond to students' requirements.

Helping slow learners

In online classes, there is nothing called backbenchers versus frontbenchers, like traditional schoolrooms. In online classes, we have about 10% slow-learners who grasp things at their own pace and do not understand teachers' lectures at the first attempt (Borah, 2013). So, teachers need to ensure the availability of video-lectures online immediately after classes are over. Teachers may think of repeating some of the taught topics or think of organizing remedial sessions for slow learners. Besides, an 'institution-based 24×7' live chat-box must be availed to all learners to clarify doubts and get detailed explanations of their queries from teachers.

Ensuring teacher-student relationships

In a bid to develop socio-emotional propinquity, teachers may use some tips such as sharing personal learning-experiences with learners, providing quick learning feedback, and creating a comfortable communication aura besides boosting learners to share their learning experiences, etc. Teachers' responsive behavior and accountability towards learners are need of the hour to revive the teacher-taught relationships in the virtual classroom.

Developing students' socio-emotional aspects

The use of 'group-based tasks' and encourage 'collaborative learning' are imperatives to develop students' social-emotional skills in virtual settings. Various incentives, creating opportunities for play-based activities, listening to students' feelings, and valuing their opinions may be underscored as plaudits tips for teachers to foster learners' progressive development in the digital classrooms.

Online tests

In the virtual classroom, as teachers are not physically there to ensure invigilation therefore, there is a high chance of copying books or excerpting relevant information from the internet. To avoid such uncertainty and unethical practices, teachers need to change the ways to assess students' learned knowledge and experiences. Instead of MCQ and short-answer type questions, the focus may be directed to theories- and themes-based queries where an individual learner has no option but to express his/her experience-based creative thoughts and critical thinking on exam papers. Besides, teachers should also have an understanding and collaborative supports from parents to ensure parenting supervision at home during exams.

Establishing home-school online partnerships

As the learners go for online classes sitting at home, so, teachers need to ensure every family with all kinds of supports required for effective delivering course contents. The role of parents must be prioritized in creating home-based learning environments for students. Both teachers and parents should work together through the 'home-school online partnerships' to ensure better learning opportunities, creative experiences, better time management, and safe learning (Sarif, 2020). They should establish 'spontaneous collaboration' and 'hands-on supports' with parents to regulate online classes for students. Also, teachers should help in better parenting the learners to stay positive, creating a daily routine, avoiding health-risk behaviors, and managing stress in the time of isolation crisis (WHO, 2020).

Discussion

As evidenced, digital learning so far has emerged as the most significant alternative to conventional face-to-face classroom teaching amid the coronavirus lockdown crisis. E-learning enables teachers as well as students to access a plethora of learning platforms

and study materials to ensure 'learning never stop'. It was observed that the shutting down of all the educational institutions and the subsequent endorsements from different international bodies to national have boosted responsible stakeholders to continue education for students through different digital platforms. Different e-platforms such as WhatsApp, Zoom, Microsoft Teams, and Google Classroom, etc have been extensively using to teach students online. In a bid to facilitate e-learning, both the central and state governments have also taken several strategies. However, the students from the poor and marginal sections of society are in desperate destiny.

The present study has sufficed different emerging issues and concerns of online teaching in India. It was found that different general, as well as teachers and teaching-related issues of online education in India, include digital outreach, access to online education in remote areas, lack of digital infrastructure in the institutions, issue of digital immigrant teachers, poor learning engagement, drift in student-teacher relationships, issue of all-round development of students' personality, and the lack of educative parental supports at home, etc. The responsible stakeholders must consider these challenges while understanding the current status quo of online education in India before undertaking any constructive initiatives.

As it was found that technology-enabled e-learning has induced several serious problems that need to be resolved immediately with different interventions. The present study has provided both general as well as teachers and teaching-related certain strategies and steps to make e-learning accessible to all and to make the teaching online effective. The general measures as the study highlighted such as various stimulus economic packages for rural institutions, building locality-based management systems in remote areas, providing time-bounded welfare schemes to the needy ones, developing inter-school library management systems, and establishing strong coordination among different apex educational regulators. On the flip side, the teachers and teaching-related measures as the study highlighted are short-term training interventions for teachers, encouraging teachers

to use different digital platforms and social apps, setting optimal class size, developing content communication skills, preparing enriched course designs, optimal lecture duration, connected presentation style, use of various incentives and senses of humor, monitoring students' online learning engagement, use of existing e-resources, helping slow learners, ensuring student-teacher relationships, developing students' socio-emotional aspects, online testing, and establishing home-school online partnerships, etc. These steps and strategies may be proven useful to educational stakeholders in terms of both understanding the outlets as well as the possible benchmarks to take constructive interventions in the educational institutions with different settings

Conclusion

The shifting from the physical classroom to digital learning is a mammoth task and it is not something that is going to replace conventional classroom education. Also, it cannot be a sustained solution during and after the COVID-19 crisis due to the existing digital divide and the lack of internet penetration across the country. However, as it is the most effective alternative to ensure the "learning never stop" so, it can be said that governments and educational stakeholders must be collaborated to address all those emerging issues and concerns of online education. They must try to employ all types of strategies and available technologies and resources to ensure effective online education during pandemic times.

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Online Teaching and Learning in Higher Education during COVID 19 Circumstances - Benefits and Drawbacks

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Abstract: The unpredicted outburst of COVID 19 pandemic affected the education system of whole country poorly. Schools, colleges, universities were completely closed during this time period to eliminate the spread of this disease. Students became anxious for their classes, syllabi, examinations; admission to next higher stage of studies became uncertain and delayed. The harsh situation then forced academicians and students to find out technology which supported new way to carry out the educational system and as a result of that online mode of teaching learning were commenced. Large numbers of students were immensely benefited in this method but there were a number of shortcomings also. Present paper made an effort to assess the benefits as well as the drawbacks of online system of education during this adverse situation.

Keywords: COVID 19, Education, Online Learning, Online teaching, Technology

Introduction

Online mode of education is not a new concept although most of the educational institutions still now run on the platform of conventional system and follow the class room teaching learning method that is based on the face to face lectures (Dhawan, 2020). Online learning is defined as "learning that takes place partially or entirely over the Internet" (US Department of education, 2010). Online learning is generally based on three groups or categories- (a) fully web based in which manner courses are being conducted completely on the internet excluding the chance of classroom face to face interaction;

(b) blended or hybrid system where courses follow web-based as well as classroom session and (c) traditional or conventional courses where courses can use online technology as a means for presenting course related study material for traditional classroom study (Gilbert, 2015).

Nguyen (2015), realized that the monopoly of physical classroom may be replaced by online teaching learning mode. Online learning is possible through the use of internet. A good number of academicians are becoming interested to online learning to enhance and improve the educational system through increasing student learning outcomes as well as combating the decline in resources, mainly in higher education.

Online education provides wide range of scope or opportunity for higher education institutions. Many learners especially adult learners can execute their learning laterally with their work and family responsibilities. Massive Open Online Course (MOOC) was introduced in the year 2008 to augment the accessibility to higher education by larger sections of the public (Sun and Chen, 2016). Blackmon and Major (2012), experienced from their investigation on online courses that some students became satisfied with their online courses whereas for other students their job related online courses became very much advantageous.

The current situation compelled academicians and students of the whole world to find out a new path to carry out the educational system. Unexpected outbreak of COVID 19 pandemic and as a result of that sudden declaration of countrywide lockdown for a long duration put the people in cage at their home to follow the guideline 'stay home stay safe'. This global pandemic COVID 19 shook the entire world and made the people to be silent spectator of the destructive dance of this disease. Lockdown was highly essential at the time of the onset of this disease in our country to maintain social distancing; to avoid mass gathering as well as to break the chain of the disease. During this time period, a notable decline in industrial activities, transportation, tourism, mining operations; and sudden

stoppage on construction works, restaurants, cinemas, shopping complexes, market places made a big number of people jobless. Schools, colleges, universities were also closed. Demand of the situation forced a major number of people to keep on their work and official duties from home through online means. This necessity gave birth to a new culture; a new way of progression towards goal during the pandemic period. Students of schools, colleges and universities learnt the art to fulfil the requirement of their study through online teaching learning mode and gradually they became skilled to use the new system.

Benefits and Drawbacks

A number of research works are being conducted to inspect the complete status, advantages and disadvantages of online teaching learning system during the pandemic time period. Mishra *et al*, (2020), studied the facts of online teaching learning manner followed by the Mizoram University to carry out classes and semester examinations. He depicted in his paper the requisite essentialities of online teaching-learning system in education in the midst of the COVID 19 pandemic. He also portrayed the processes to use the existing resources of educational institutions efficiently to convert traditional education into online education system by the use of virtual classes and other essential online equipments.

Like other segments education sectors of India as well as whole world were poorly affected by the pandemic situation. All educational activities were hampered in India. Jena, (2020) highlighted the methods adopted by Govt. of India to give flawless education in our country in his paper. He discussed both the positive and negative impacts of COVID 19 on education system and also discussed some necessary suggestion to perform educational activities successfully and smoothly during the pandemic situation (Jena, 2020).

It is well known to all of us that 'necessity is the mother of invention' and we can keep in mind one more proverb 'if there is will, there is a way'. From this point of view it can be said that no one

can raise barrier in front of the mission of will-force. So the suddenly emerged pandemic situation induced both the educators and students to involve themselves in online learning process, webinars and online examinations to successfully fulfil the demand of their course curriculum. Like every activity or phenomenon this online teachinglearning system in this COVID 19 pandemic situation also had both the positive and negative sides. Ghoshal, (2020) in her paper made an effort to find out the advantages and disadvantages of online teaching learning and her positive opinion about this means was "Online methods are less costly, easily accessible, various courses and freedom for everyone". O'Donoghue et al. (2004) also established the advantages and disadvantages of online learning faced by students in his paper. As per his findings, online mode of learning can offer a number of benefits to students and staff. This method is fruitful for introvert students who hesitate to share their views or to ask their questions in front of other classmates. Joshi et al. (2020) observed that teachers were facing four kinds of difficulties during online teaching. Home environment settings, lack of basic amenities, outside interruption as well as family disturbances at the time of teaching and conducting assessments were major issues experienced by him. Practical experiences, self-realization and information obtained from research articles, news papers, television, social medias during this long time period assisted me to share my opinion to focus on the benefits and drawbacks of this online education.

Benefits

1. The COVID 19 circumstances encouraged learners to become familiar with digital technology and digital literacy. They came to know the use of electronic media for sharing information, learning materials; topic related necessary queries through e-mail, SMS, phone calls and through different digital platforms like Zoom, Google Duo, WhatsApp Group, Facebook Live, Messenger, Skype, Google Meet, YouTube etc. The electronic gadgets like Smart phone, Laptop, Desktop, Radio, Television helped a giant number of pupils to carry on their learning

processes in this hard situation. Internal assessments and final Semester Examinations in this pandemic period were also conducted through this online mode.

 A large number of students could actively participate in online teaching learning process from their home or from the places of their own choice, without coming into physical classroom and thus they maintained the health guidelines to combat with pandemic situation. This increased the attendance of students in virtual classes.

From my personal experience it can be stated that most of our students showed good effort to participate in the online classes on a regular basis even they did not fail to join the session of class tests, viva and group presentation by e-learning method. NSS volunteers also regularly used to perform their duties and responsibilities like spread of awareness about pandemic COVID 19 among common people through social media and by uploading video in YouTube under the supervision of their programme officers. Students having project work or term paper or dissertation in their syllabus, used to send the written form of their work to their supervisors through email and following same way the teachers used to verify their writing on a regular basis. Students celebrated world environment day this year by posting the appropriate videos, posters, paintings in social media to make aware a good number of people about current environmental problems in addition to that probable solution of those.

- 3. Both students and teachers could enjoy the online teaching learning process besides performing their domestic responsibilities as well as other works.
- 4. Both educators and learners who are physically disabled or physically weak; ill health people, aged educators, mother of new born baby, easily participated in this programme during this tenure; so it was beneficial to them.

- 5. Students of remote area were benefitted from this mode. They often become irregular in physical classroom due to lack of sufficient transportation. In online mode, they could save their time of journey and enjoyed the scope of becoming more attentive to their study.
- 6. As students could join the classes from their home so they could save their money. The expenses of hostel, boarding house, transportation, meals and tiffins were reduced. They used to pay only for their internet connection or data pack. Thus learning facility became more affordable to them.
- 7. Students had no scope to acquire hard copies of study materials and hence most of them used soft copies of materials for reference. Students became internet savvy and accustomed to download their requisite study materials from Google search; they could access vast store of resources to improve their knowledge level.
- 8. Online learning was beneficial both to fast and slow learners. Students had the scope to study in their own way and at their own speed. If anyone required more time to understand the concept of a particular topic, he or she easily and without any shy could go through the matter repeatedly using the recording of virtual classes as well as the soft copy of the study material. Teachers also became more skilled to use different types of online education supporting tools. They could send topic related necessary PDF, videos, PPTs, voice recording to their students.
- 9. In reality, most of the physical classrooms in large number of institutions are not equipped with required technology to treat as dedicated ICT classrooms, so students cannot obtain the scope to see the power point presentation on a particular topic but in online mode they got the facility to see slide share that helped them to realize the concept properly.
- 10. The courses having large number of enrolled students sometimes become unmanageable in physical classroom due to limited space and lack of microphones. Online mode of education can provide equal facility to a large number of students at a time.

- 11. Both students and teachers could participate in a number of webinar and web conferences, teleconferencing from home without any wastage of time and money. The organizers of webinar also could reduce unnecessary waste of time and money; rather the process became easier. Resource persons could also manage their time and could join the academic programmes as speaker to provide knowledge resources from their home. Educators could join a number of virtual meetings both with authority of institutions as well as with their students from their home to set decisions regarding online classes, examinations etc. in addition to inform the students the necessary message using different online mode.
- 12. Besides students, a large number of female teachers of nuclear families having kids had the opportunity to do their regular classes through online mode without compromising the duties and responsibilities to their dependent family members; they used to get enough time to look after their kids and old members in their family during this pandemic time period.
- 13. Besides online teaching learning, academicians could participate in a number of webinars, web conferences for personal academic progression. Simultaneously they got the scope to write a number of full length research papers, Ph.D thesis, review articles, books and book chapters on their fields. Thus they could manage as well as rightly used time for their academic enrichment simultaneously with the online teaching-learning process without conflicting each other and at the least cost of their student's classes. Moreover, a good number of teachers completed their Orientation Programme, Refreshers Course, Short Term Courses and Faculty Development Programmes from their home, maintaining good communication with their students. These are the good sides of online education.

Drawbacks

1. There is no scope of eye to eye contact with educators as well as no scope of physical interaction with other classmates like

in traditional classroom. Due to lack of proper interaction with others, students often used to become socially isolated and might feel aloneness. Students, in addition with their subject matter can share their every kind of problems, happiness, sadness with their mentors but in online mode they might feel shy to express their problems in presence of others and they might also be hesitate to contact with their teachers personally over phone call or through WhatsApp. Besides topic related lectures, educators often present the precious motivational talk to their children like beloved students; that speech inspire them to be prepared for long run; but online mode of education reduced the possibility of this motivational lectures as well as value education.

- 2. COVID 19 circumstances affected badly the economically poor students of our country. The major problem in online mode of learning was that a big number of students from economically weaker section had no laptop, computer or at least a smart phone. So they could not enjoy the facility of online classes. These students even could not use the necessary reference books from library of their institutions during this pandemic time period. Besides, regular recharging of phone with internet package was a difficult job for many poor students. From this point of view, big gap between economically rich and poor as well as digitally advantaged and disadvantaged were created.
- 3. Both teachers and students of remote areas having poor network connection were the worst suffers. To join or to conduct classes, either they used to travel a long distance to reach a suitable area of strong network connection or they used to fail to join as well as continue the classes. Sometimes due to poor network problem huge gap was generated between senders and receivers, that is, students often could not hear the lectures of their teachers uninterruptedly.
- 4. Few numbers of students and educators who were accustomed with the traditional or conventional system of education were not very much skilled to adjust with the new system; they were having minimum knowledge of technology.

- 5. COVID 19 circumstances created adverse impacts on students and scholars of science streams, practical based and field work based departments. They often faced trouble regarding their research work, project work, dissertation, survey work, field study, educational tour, laboratory work, board work in class room.
- Educational activities were harshly troubled due to the pandemic 6. situation. Admission as well as examination processes became hampered and delayed in every sphere. Online examination system could not judge the students merit properly as there was a chance of unfair means; and thus the differentiation in marks between poor, average and advanced students became disappeared in most of the cases and this problem was reflected in the time of admission to next phase of higher studies also. Preservation of all documents, that is, the soft copy of answer papers in Email, Google Drive or WhastApp was also a troublesome work. Besides, huge numbers of Indian students who were studying in Universities in foreign countries especially which were badly affected by this disease are now the extreme suffers. The probability of getting job in this harsh phase is also gradually becoming uncertain.
- 7. Although students, scholars and educators used to participate in a number of webinars, web conferences from their home or other likable places but the warm and healthy communication and face to face interaction with other academicians, students and scholars in seminar and conferences were absent in virtual mode.
- 8. Due to COVID 19 pandemic and as a result of that unexpectedly declared lockdown, NSS volunteers could not physically visit their adopted villages regularly; so a big gap was created among the villagers and volunteers in this period; learning from doing social activities was also became disturbed.
- 9. Classes from home were not always very smooth both for the learners and the educators. This system often failed to create

- the suitable environment like physical classroom because the unwanted disturbances at home in terms of burden of domestic work, noise made by kids and other family members, sudden coming of visitors, used to disturb the seriousness of classes.
- 10. Another negative side of online classes were that students who were not very sincere, habitually used to become unconscious and engage themselves in net surfing, WhatsApp checking or in other non-academic work during class time.
- 11. This is not advisable to use smart phones for long time as the radiations emit from these devices may affect physical health of human beings producing harmful changes; furthermore too much utilization may be responsible for abnormal changes in behavioural attitude. Moreover few of them habitually used to pay attention to other inappropriate sites which were unsafe for them at their young age and mind set up. Sometimes foolish use of online system might initiate the chain of cyber crime. These are the dark sides of online teaching-learning mode.

Conclusion

Truly COVID 19 pandemic has taught us how to modify ourselves for present in addition with that for the future while facing such type of adverse situation and difficulties. Last few months' harsh reality has forced people to shift from traditional to technology based system of education. Both students and educators became more skilled about online mode of education; this method was immeasurably advantageous to run the education system in the COVID 19 crisis but this is also true that all the students could not take part in this programme due to lack of proper infrastructure and for belonging into the digitally non privileged section. Keeping in mind the shortcomings, proper initiatives should be taken both by the Government as well as different private sectors to reach every corner of our country with necessary technology facilities to provide a big digital platform to all people irrespective of poor, rich; urban or rural. Supportive hands should be extended from all level of society

towards the digitally non-privileged section across the country, from humanitarian ground, so that every student could afford the facility of online learning system. In new normal, blended or hybrid mode of education can reduce the problems to some extent; besides, physical classes of conventional system, can be carried out in institutions strictly maintaining the health and hygiene related guidelines. Classes may be arranged by allotting students groupwise into two to three different shifts to keep away from gathering that is to cope up with the pandemic COVID 19.

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Impact of COVID-19 on Education System in India

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Abstract: COVID-19 has drastically disrupted every aspect of human life including education system. As a result so many educational institutions around the world are closed and online teaching-learning has started. Online education is the demand of the day as little scopes are to find out alternatives to online class in these days caused by Corona pandemic across the globe. The findings of this study shown that online education can't produce desired results in underdeveloped countries like India, where the majority of the students are unable to access internet due to technical issues. The lack of face to face interaction, response time and absence of traditional classroom socialising were among some other issues highlighted by higher education students. Findings of the study show that though online education has a number of challenges faced by students and teachers, handling all these challenges carefully can have the chance to create a positive atmosphere in the field of education as an alternative teaching learning resulting in positive outcomes in all regards.

Keywords: COVID-19, Online education, India, Internet, Traditional classroom, Higher education.

Introduction

Online education is a flexible instructional delivery system that encompasses any kind of learning that takes place via the internet. It also gives educators an opportunity to reach students who may not be able to enrol in a traditional classroom course and supports students who need their own schedule and at their own space. Because of the pandemic of COVID-19, the whole world is experiencing a huge number of deaths along with widespread panic and uncertainty. Besides this it has a multidimensional impact as a large number of students are deprived of their education. The countries are trying to cover the losses of students caused by the ongoing pandemic. But

sometimes the students even teachers are facing a lot of technical problems. The people of rural areas are still very much deprived of technologies. The COVID-19 pandemic has taught the entire society to adopt online learning and introduce a virtual learning. With the consideration to the fact that the present study tries to illustrate the challenges and possibilities of the countries which are not as advanced in technology.

Methodology

As it is not possible to go outside for data collection due to lockdown, informations are collected from different e-contents, websites and journals and newspapers.

Impact of COVID-19 on Higher Education

COVID-19 has severely affected not only the Indian education system but also the education system of other countries as well. The most impacted areas on Higher education are discussed below:

- In colleges and universities most of the internal and external
 examinations have been postponed due to COVID-19. The
 cancellation of the examinations has negative impact on students.
 Many institutions are trying to manage their internal assessments
 through online mode using different digital tools and mobile
 applications. But still this pandemic is creating anxiety among
 students specially those who appeared for their final exams.
- The lockdown because of COVID-19 badly affected the education system. Various activities like examinations, admissions, competitive exams, entrance tests conducted by various colleges/universities/boards have been postponed. As a solution the institutions started depending on online education through Skype, WebEx, YouTube, Facebook, WhatsApp, Google meet etc. The teachers and students improved the use of electronic devices for sharing information. The students are also advised to send their assignments to the teachers by using different social media applications.

- In research field the COVID-19 also put negative impact.
 During lockdown it is impossible for the researchers to travel for
 collecting data. Various laboratories and libraries are also closed.
 This makes the researchers' work difficult. This pandemic
 has brought ongoing research to a standstill with uncertainty.
 Various researchers returned their home without completing
 their research works.
- COVID-19 crisis also reduced the employment opportunities as so many entrance test for various jobs have been cancelled. The students are getting anxious day by day. Besides this so many workers have lost their jobs in private sectors due to economic problems.

Educational and Socioeconomic impact

The pandemic's impact on higher education will be a true determinant of a country's economic failure. The sudden shift from offline to online teaching is not easy for the teachers also. It is hard to cope up with the vast majority of students who loose opportunities to learn. The online education has negative impact also as it is not possible help the learners individually. Online classes have their own challenges. The attention of the students can be a important challenge during online classes. Also children from low-income families can not join online classes as they often do know the access to computer and internet usage.

Possibilities

Online teaching can ensure multiple benefits for both students and teachers. The students don't need any additional preparation for attending the class. Any time they can be ready for classes at their own space. Online class has established a strong communication between teachers and students that creates positive results. It also helps the students to avert from the anxieties they were suffering. However the laboratory and practical works are little bit challenging in online mode. Despite many challenges some students loved online education because it saves travel time and money.

Challenges

Online trend of education has been introduced at a wide scale but it has some unavoidable challenges. The students are sometimes found to be struggling with the proper adaptability with this trend as switching from traditional classroom to computer based virtual classroom which is different for them. During lockdown most of the students are staying at home in different areas where network facilities are very much poor. Then there are some other issues like poor literary of handling computer and smartphone. The students have to download various mobile applications for online classes. When a student joins in middle of a class he gets confused and it is difficult for the teachers also to give attention to that student. It is also difficult for the teachers to manage feedback from every student.

Suggestions

Educational institutions should adopt new approaches for their assessments in online mode so that students will be active all the time. The educators and learners should be trained to utilize online teaching learning process using technology. Students also need to be supported with better access to internet as most of the students from rural areas are unable to afford internet services.

Conclusion

This study has outlined various impacts of COVID-19 on education in India. UGC and Higher Education Department have launched many platforms for the flexibility of education during this crisis. The post COVID-19 education seems to be an education with widely accepted virtual education. For the proper implementation of this task students and teachers should be encouraged and take it as a challenge to implement it in a befitting manner. Although productivity during this crisis has not been very remarkable, nevertheless, the lockdown has improved our mental and physical health. It is clear that we need to find new ways to continue living in the best possible way by focusing on those aspects which are very much crucial in the upcoming future.

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Education in Present Day Situation

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Abstract: The 1948 universal declaration of human rights identified "Education for all" as an important human right. To this end specific programs were adopted worldwide to ensure education for all. The program focuses on primary education. Primary education is a basic education system. There has been a radical change in pre-primary to higher education. We are currently facing some difficult situations such as access to education. This COVID-19 in 2020 has had an impact on education that has hurt us so much. There is an impact on the testing system. Every student's attention is being diverted from their studies. On other hand, online system has brought modernity to learning. Every teacher-student is able to take classes from the distance in the same place through the online system. The online system is helping us with learning and testing. Sudden change we still do not know what the future holds for education. A discussion was held on the benefits of education in the future and the need to go into any situation.

Keywords: COVID-19, Pandemic, Education, Impact, situation

Introduction

In Article 26 of the 1948, universal declaration of human rights states that "Everyone has the right to education". It was further stated that education enhances understanding, tolerance and friendship among all states. Most developed states have made primary education free, compulsory and universal. A present there is awareness about education in India. India's education restructuring program is linked to article 45 of the directive policy of the constitution. The policy states that every student up to the age of 14 should be given free and compulsory education. If a person can read and write, his necessary awareness and efficiency will be enriched, and this goal was to be

reached by 1960. It was not possible to reach this goal due to various reasons. That's why the shots were field –

- (i) Lack of money.
- (ii) Population explosion.
- (iii) Barriers to girls education.
- (iv) Poverty and indifference of ordinary people.

But in the latter case, as directed by the apex-court for fulfilling its constitutional obligation, the Govt: of India undertook the SSA program to meet the goal of universal primary education.

This was the purpose of education – "The institutional education system need to be ensured by 2003". "All children must be educated by 2005". "All children must be provided with early education by 2010". "In 2011, the literacy rate for students aged 7-10 was about 5%". "Annual status of education in 2012, 96.5% of rural children between the age of 6-14 were enrolled in school". "Higher education continues to grow, with a literacy rate of 24% in 2013". From 2007-2014 there was an average enrolment ratio of students. As a result, the number of students not enrolled in school (6-14 years) dropped to 2.8% in 2018.

There are private schools at the primary and secondary levels which are run by the government. Most of the students in the school are taking private education till the age of 14. Introduced identification and advanced testing system in most of the schools in the state of India. There are many private schools in India where the education system is very advanced and students are getting education there. So there can be confusion in distinguishing between public schools and private schools.

In January 2019 we observe there are more than 900 universities and 40,000 colleges. In India, from pre-primary education to higher education, every student belonging to scheduled castes and backward classes has access to education. In 2020, both the centre and the state government decided on a new education policy. This education system will start based on environmental awareness and science,

technology elements. Again the education online system has come to stand for the current education COVID-19. This situation is difficult for the students but they are learning from each other through online system. In this situation, online system reduces our education deficit a lot. So, students will try to overcome this emergency situation and move towards a conduciv learning environment in the future.

There will be a radical change in education in the present day. The teaching and evaluation system has brought about a change in the structure of education. In this pandemic situation, the education administration has stopped offline classes for the sake of students' health. The epidemic has also shaken the higher education sector in the face of criticism of the economic future and today. Students need to increase their mental capacity during this crisis, which will bring efficiency, productivity, health and well-being to everyone coming-decade. I can say for sure that India will make overall progress.

Methodology

This study was purely theoretical, based on primary data as well as secondary data sources have been used in this study. The primary data & secondary data has been collected by different web page, newspaper, articles etc.

Objective

- (i) To know about review of current day opportunities for students in pre-primary to higher education.
- (ii) To know about how much is the role of online system of higher education from pre-primary education.
- (iii) To know about mental effects on student learning.

Analysis

The English word education is derived from three Latin words. e.g:

- (i) Educare
- (ii) Educatum
- (iii) Educere

That is we can say that education is the "manifestation of the power of one's heart". The information obtained by collecting according to the purpose can be presented and analyzed as follows.

Review of current day opportunities for students in pre-primary to higher education

Pre-primary Education

Pre-primary education has great access to education. It affects the sensitive and physical development of children. In most of these pre-primary education teachers are recruited. As a result of educating children from a very young age, they grow up to be responsible citizens. This pre-primary school is taught to children aged 3-5 years. This school gives students as a healthy environment.

- Facilitate pre-primary education
- Eliminate children's curiosity: Children have a lot of curiosity about the environment around them. They need to be educated to satisfy their curiosity has to be overcome through that preprimary school education.
- ➤ Enhancing efficiency: Children's brains are very clear then. They are taught some game tricks, which increases their knowledge skills.
- > Learning to move forward as a team: Many students of that pre-primary education get education together. As a result, they can learn from childhood that they need to move forward as a team.
- **Behaviour development:** As a result of a student's training from infancy, their mental maturity begins at a very young age. Their behaviour tends to change.
 - > Other education: Children acquire many important lessons in pre-primary education. e.g.- (i) Confidence grows in children. (ii) Can adapt to the environment, etc.

But from next to 2020 i.e. COVID-19 is hurting us at this present time. All these facilities of ore-primary education are lacking. As a

result, the children of the present time are lagging behind in training. They have created a huge deficit in education.

Primary education

It brings important opportunities in primary education. This is the education that the government provides to the students free of cost. Primary school education system after pre-primary education, COVID-19 at present there is a great lack of education for the students and they are being deprived of the facilities they get.

- Primary education facilities
- Achieve education in a conducive environment: During this time students learn in a conduciv environment.
- ➤ Get free education: In this primary education students get free education. They get books, notebooks, clothes, shoes, food from primary school.
- Prevention of child marriage: As a result of this training being imported to them after acquiring primary education, child marriage has been prevented and the rate of education in increasing.
- ➤ Other education: Primary education tends to acquire more important education; e.g.- (i) The schools have proper toilets for the students. (ii) Schools have mid-day meal arrangements. (iii) Schools have first aid facilities.

But for the year 2020, COVID-19 has suffered in primary education. There have been many facilities and shortages and the students are now under house arrest. Their education is now some what damaged and they are lagging for behind in education. The focus is moving away from education as schools are closed.

Secondary education

Students are playing an important role in secondary education and the opportunities are much more for them. But the current situation is such that the students focus on education is going too far. The facilities that students have in primary education are discussed below.

- Facilitate access to secondary education
- Appropriate responsible citizens: When a student acquires this secondary level education, he becomes a responsible citizen.
- ➤ Increase wealth: As a result of training students in secondary education, they help to increase national resources in the next day.
- ➤ Cultural development: As a result of acquiring this education, students develop literature, art and culture.
- ➤ **Ideal environment:** Students can move forward from the ideal environment by simply adapting to the dynamic life style.
- > The rate of education is increasing and from prejudice: As a result if training students at this level of education, the rate of education is increasing and the society is becoming free from prejudice.

But in 2020, COVID-19 is disrupting the benefits that our students were getting at this level of education. The students are falling behind again. Students are deviating from education because the school has been closed for several months. Students are deviating from the goal.

Higher education

Higher education offers students a great opportunity. By acquiring this education a student can move forward in the future, this education paves the way for progress. But the epidemic of COVID-19 is facing many obstacles to the progress of the current situation.

- Facilitate higher education opportunities
 Higher education is the opportunity of education –
- A student has his own individual freedom he can choose employment in his own merit.
- A student gets a chance to reach the research level.
- > To society gets a chance to judge good and evil.

- A student gets the benefit of choosing a course in higher education.
- > Students educated in higher education can become skilled and deserving citizens in the future.

But today's education system has hindered the traditional teaching of this pandemic COVID-19.It is unknown at this time what he will do after leaving the post. It is having an impact on the employment rate in higher education. It is certain that India will make progress in the coming days.

How much is the role of online system of higher education from pre-primary education

The epidemic changed the course of education in 2020 and the online system was launched in the field of education. The role of online education system was discussed.

Impact of online systems at pre-primary, primary and secondary levels

Parents have filed some complaints against the online system from pre-primary to secondary education level. So the school education department has closed all the schools from private to government and no one has suspended the online system. So the online class and examination system was not allowed because-

- ➤ Parent's opinion suggests that if a pre-primary and primary level student take an online class, it will not be possible for the children to concentrate on that class for a long time.
- > It is not possible to detain children until this time.
- Children's eye problems and stress are being created.
- There are also complaints of headaches and irritation due to online classes.
- Most parents are having trouble recharging their internet packages.
- Many parents do not have smart phones and their children are lagging behind.

For these reasons, the online system seems to be an inconvenience from pre-primary to secondary education level, so it is claimed that the online system is ignored to play a role at this level.

Impact of online system at higher education level

The online system is playing a special role at the college and university level. Most students face some disadvantages from this system but in most cases they are benefiting. e.g. –

- > Online class: Education at the higher education level is not lagging behind due to online class. Although education is slow, it is moving forwards in the current situation.
- ➤ Online seminar: Students are able to attend higher education online seminars at home. In this seminar, teachers from home and abroad are able to communicate at home through this online system
- > Online exam: Students at the higher education level are able to take the online system exam at home and at colleges and universities during the epidemic.
- Whatsapp group: Students are able to express everyone's opinions in this group and being able to make decisions through this group together. Communication with teachers is also possible through this. Teachers can solve problems in this section. In the case of higher education, Instagram, Google meet, Whatsapp, Facebook, Social media are all helping in the current situation.

Mental effects on student learning

Everyday routines have been hampered by the spread of the COVID-19 epidemic in many countries. Schools across the country have been suspended in 2020. This education system has been suspended due to the mental health of children and adolescents. If there are no students at a social distance, if everyone gathers in the same organization, every family can get COVID-19. So the education system has decided to get education from home. But the students have been studying under house arrest for almost a few months. This is creating stress for the students. They are frustrated. The lives of the students seem

to have become purposeless. They have been disrupted by the daily routine. The children are getting anxious day by day. Again long term school closures, harsh social distances, the epidemic is affecting the well being of children and adolescents. Students are moving towards mental illness day by day. They are becoming restless in the same environment of everyday life that is being to them. On the other hand, highly educated people are suffering from unemployment, harassment, their family income is declining and students are going through stress. The lives of the students have been made miserable by this epidemic. Communication has had a profound effect on everything from education administration to COVID-19, 2020 which is undermining the regular functioning of daily life. Education has brought a radical change in the current situation.

Conclusion

In the current situation, the Indian education system needs to be further improved. As a result, the future of the students will be better and they will be given equal opportunities. Every student has to be mentally successful. From pre-primary education to higher education, the administration needs to focus on ensuring that every students stays healthy in the next decade. Thus in the present situation it is possible to make gradual progress in education again.

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Online Learning and Education during the Pandamic Situation and after COVID-19

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Abstract: Online learning refers to instructional environments supported by the internet online learning gives educators an opportunity to reach students who may not be able to enrol in a traditional classroom course and supports students who need to work on their own schedule and at their own place. As a result, present time education has changed dramatically, with the distinctive rise of e-learning, where by teaching is undertaken remotely and on digital platform. The objective of the study is to analysed the problem of online education, importance of online education, Benefits of technology for teachers, types of online teaching, teaching and learning and their benefits. The study is primary based on secondary sources like internet, books, journal and articles. The method used is documentary analysis method.

Keyword: COVID 19, Dramatically, Conferencing, Adjustment.

Introduction

Online learning is education that takes places over the internet. It is often referred to as "e-learning" among other terms. Online learning is just one type of "distance learning"- the umbrella term for any learning that takes place across distance and not in a traditional classroom. However, e-learning allows the students to internet with their teacher only through the internet and online on the other hand, allows the students to use a virtual conferencing software like zoom, google meet, Microsoft term etc. to internet with their teacher face-to-face along with learning online through internet. At present, new

normal in COVID19 changes in social dynamics and technological advance as means of communication and computational systems has made an alternative effective and strong platform.

Objective

- To know about online learning.
- To know about the types of online learning.
- To know the importance of online learning.
- To know the benefits of online education through technology.
- To know the benefits of online learning.

Source of Information

The study is primarily based on secondary sources like Book, Internet, and Journal.

Methodology

The method used is documentary analysis method.

Analysis

What is Online-learning?

Online learning is education that takes places over the internet. This is a learning method which students and teachers are sit in front of each other through the video calls and they learn without getting in contact to each other

Online learning is a learning method which students and teachers are sitting in front of each other through the video calls and they learn without getting in contact to each other. Online learning provides instructors with greater flexibility to address varying learning styles and use different technologies. They can teach from the comfort of their own homes and do not need to be at a specific place at a specific time to teach or to interact with their students. It also provides room for a student to be responsible, to learn self-motivation and self-discipline. The primary disadvantage of online learning is how it is

impersonal, unlike in-class education where in there is actual face-to face interaction between student and instructor.

Types of Online Learning

Online learning is of 2 types-

- (1) Synchronous Activities: Require the participants to involve the exchange of ideas and information during the same period of time. Example- chat room, telephonic conversations, video conferencing etc.
- (2) Asynchronous Activities: The participants may not have to be present at same time frame to engage in the exchange of ideas or information. Examples- emails, letters, forums, model etc.

Importance of Online Education

Online education learning helps to eliminate borders and barriers, both social and physical. Online courses are a great solution to the challenges that these people face as they are provided with high quality education and on their own place and time. Online education provides professionals with the flexibility to improve and update their skill. This education serves to be a time saving and cost effective procedure for any career.

Benefits of Online Education through Technology

It makes-

- > Online education is more affordable than traditional classroom
- ➤ Online teaching or lectures are available for 24×7 to better accommodate in flexible schedule.
- ➤ Online teaching or lectures available in any of the gadgets (iPod, laptop, computers etc) even when on the move.

Benefits of Online Learning

Some benefits are given bellow:

Time and Location Flexibility is because a teacher can choose to teach at anytime and anywhere irrespective of the location of students.

This means that teachers and students from divers' locations can connect together through one teaching. Online education provides opportunity to access and share information mores easily and readily. This education gives learning a new relevance to contemporary society and professional and industry practice and online education provides access to a greater depth and breadth of resources and information. Online learning develops digital literacy skills that are increasingly required in contemporary society and workplace environments.

Problems of Online Education

First problem is that most online learning is one way communication. There are no interaction between learner and teacher. The experience will be very different and that transition can be difficult for many learners.

Second problem is adjustment problem because adjustment to online learning can be difficult for many people. Most of us are used to learner a physical space such as classroom, library. But online learning may be accessible anywhere but you may find some difficulty in getting used to this.

Another problem of online education is the problem of rural areas. There are many places where communication system is not good; the students have no idea about online. And online education is very costly. Students may not want to study online for financial reasons.

Teachers can have difficulty if they do not have the skills to teach properly online and are not interested.

Motivation is a problem according to my own experience, some online learning courses can get boring, while some can be difficult to get started with. The most difficult things is that there are no peers or teachers who can motivate you to keep going.

Conclusion

Online education is very important for our daily routine due to lockdown. we cannot study easily at home but through to on line classes we learnt at home any time. Online learning is the newest and most popular form of distance education today with in the past decade it has had a major impact on post secondary education and the trend is only increasing. Online learning is a growing and exciting new way to learn about almost anything. Benefits of online teaching is increased flexibility of time and location, information sharing, digital information literacy, online resources. Problem of online education is little or no face to face interaction, students feedback is limited, lack of communicational skill development. This learning is often theory based and lacks practice based learning, not suitable for every topic. Also, online learning can be difficult, if it is meant for disciplines that involve practice. However online learning is different from learning is a face-to-face setting and it is important to think about your goals, your needs and your interest before committing yourself to something.

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16 Chapter

Using Technology as Tools for Learning and Teaching Strategies

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Abstract: The revolution in information technologies is changing the ways we think about education especially at the present situation arriving out of the pandemic of novel corona virus. Traditional learning environments are organized by educators; new technologies allow for the creation of environments by learners. Technology has modified the method of learning and teaching. New media technologies being with learner's interest, and exit to help learners explore interests as pathways to learning activities. When teachers add technology tools to use teaching strategies in their classroom, students could be more excited about learning, they could be more engaged in the lesson and their achievement scores could improve. In this paper, the researcher explains the technologies that are available to teachers to support their teaching strategies. It focuses on software, applications and resources that support teaching and learning. It state on those tools that are relevant and used in the educational environment, with a particular emphasis on the Indian context.

Keywords: Information technology, learning environment, teaching, learning theories, teaching strategies.

Introduction

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Now a days, huge uses of technology in education like online study, printing, soft

copies of books, projectors etc seems like emancipation from library and books gathering. This incarnation of technology manumitted us from book study. Now, we, the people of India deeply envisage with the COVID-19 virus but by the uses of technology we do our daily educational work from home.

Technologies can enhance the quality of education in several ways which included, increase in learner motivation and engagement, facilitating the acquisition of basic skills and by enhancing training of teachers. Technology has improved community life, and has provided opportunities to youth in solving complex problems, creating and sharing of new ideas as well as resources with colleagues and business partners, enabling them to participate in the global economy. While technology has impacted contemporary business and social practices globally, most educational systems around the world still engage in traditional teaching-learning practices that require learners to work individually, recall facts or perform isolated activities.

This was also further given importance in the National curriculum framework 2005 (NCF 2005). The NCF has suggested the effective use of technology in classrooms for problem solving and critical thinking skills amongst the 21st century learners. Various types of technology products and channels are available, and have been used for enhancement in delivery and learning outcomes in education. These include teleconferencing; internet; email; audio conferencing; television lessons; radio broadcasts; interactive radio counseling; interactive voice response system; audio cassettes and CD ROMs. Technology has the potential to innovate, accelerate, enrich and deepen skills. For example, self-learning, problem solving, information seeking and analysis and critical thinking as well as the ability to communicate, collaborate and learn. It also helps to enhance teacher training and motivate and engage students and teachers. Technology are also transformational tools which, when used appropriately, can promote the shift from teacher-centered to a learner/learning-centered environment. It has the potential to function as a facilitator of active learning as well serve as a tool for curriculum differentiation, providing opportunities for adapting the learning content and tasks to the needs and capabilities of individual pupils by providing tailored feedback. Technology in the field of education is easy access to learning materials/ content. With the help of technology, students can now browse through e-books, sample examination paper, previous year's paper etc. and collaborate with resource persons; mentors; experts; researchers; professionals and peers worldwide. The use of technology can improve performance, teaching-learning, administration, and develop relevant skills in the disadvantaged communities too.

Objectives

The main objectives of this research paper to prove the importance of adding technology tools into a learning and teaching strategies method. Others objectives are:

- (i) To find out the role of technology in education.
- (ii) To explore technological application and recourses used in classroom today.
- (iii) To explore embed technology through a range of teaching and learning strategies.
- (iv) To evaluate technological tools to support teaching and learning.
- (v) To find out possible challenges and barrier face by teacher using technology.

Methodology

In this paper qualitative research method has been used. Qualitative approach is applied with quantifiable evidence to create valid findings. Data has been collected from various secondary sources like books, journals, report of NITI Ayog etc.

Analysis

Learning with technology:- The present era is an era of technology. Everywhere we are surrounded with technological devices and everyone is somehow familiar with technology. Technology in

the learning process can increase students' motivation. Computer based education can give immediate feedback to student and the right answers. Moreover a computer can give student motivation to continue learning, since a computer is patient and non-judgmental. Educational technology provides the way for students to be active participants in their learning and to present differentiated questioning approaches. It expands individualized education and encourages the progress of personalized learning plans. Students are encouraged to use multimedia components and to integrate the knowledge they achieved in innovative ways.

Interactive Whiteboard:- An interactive whiteboard is a large display connected to a projector and a laptop/computer. By using a pen, stylus or finger users can control what is seen on the display through these tools. Interactive whiteboards are being used in many schools as a replacement for the traditional whiteboards or flipcharts or video/media systems. Interactive whiteboards can be used to connect to online shared annotations and drawing environments. The software helps teacher to keep electronic records of their note for later use. Also, teacher can record their instruction which they had done during the lesson on the interactive whiteboard, which can be saved as a digital video format and then can post this material for review and revision by the students. This is an advantage for the students to see a revision of what had been done in school, especially when something was not understood well, when they are absent or when they want to revise for examination. Some software programs used with interactive whiteboards allow also the recording of the teacher's voice. Students also by the help of the teacher can make use of the interactive whiteboard during the lesson, to choose picture, drawing, write and more.

Internet:- Internet was seen as an instrument to answer the learning needs of many students since it have vast amount of resources. The use of internet adds something new, some real value, to teaching. The internet offers a tremendous way of communication between students themselves and with experts regarding the subject they are

studying. Moreover students can join groups which discuss their favorites subject to continue enhance their information regarding that particular subject. The internet can be a support when teacher using animation, pictures, maps, images and other resources. For example when studying the land in which Jesus lives, to which the student has never been, a virtual tour to some of the landmarks through the internet can make the lesson more attractive and interesting, since they are not only imagining what the teacher is saying about the Holy Land but also seeing how the Holy Land looks like. The use of internet is in contrast with the use of textbooks. Many of our textbooks can be considered outdated. The use of internet can gives us the opportunity to include current data in our lessons.

Microsoft PowerPoint or other presentation software:- The use of PowerPoint during teaching has a significant amount of potentialities for encouraging more visual use and more proficient presentations, since one can put text, audio, videos, pictures, graphs and much more. PowerPoint is a widely used presentation programmed which had originated in the business world but today had found also a very comfortable place in the world of teaching. Good use of PowerPoint enhances the teaching and learning experience of both teachers and the students. This is continuously developing since the Microsoft Corporation which created PowerPoint is endlessly developing and adding more features to its software to make it more easy and professional look like, such as the integration of video clips and words at the same time and the use of the presenters view, in order for whom is doing the presentation to see what comes next or work with other programs at the same time. As well, the templates provided can help to make simple professional look of the presentation in order to be more effective and successful. PowerPoint software also gives the accessibility to print what had been shown in the presentation in order for students to have a copy of the presentation shown during the lesson.

Video clip:- The use of video clips in education is developing very faster, since time has pass on static images and pictures.

Today we are developing the idea of movement in pictures and in our presentations. The fact that video editing programs are now available for everyone to use on his personal computer, the trend that is developing is to create videos to enhance more the attention and motivation of the students.

This developing is made easier through websites such as Youtube. com and Vimeo.com, where one can upload his videos while others can see and download for personal use. This innovative idea had created a planet of video resources which can be use for teaching.

Improving communication with technology

A child is not born a user of digital technology, but can learn to become one. It is through a parent, a program, a friend or a teacher that a child learns to use technology. Students are seeing, using and trying media in all aspects of their lives outside of the school context. Teachers can help students draw links between what is happening outside of school and what is happening inside the school. Teachers can use technology within the classroom to model real-world practices. Meaning making occurs when students communicate using multimodal texts. Curriculum documents are changing to adjust to the increasing demands of the technological world that we live in, and the many modes in which we communicate. Educational theories help us to understand how students learn to make meaning through communication. Vygotsky's and Bandura's theories provide teachers with guidance on how to use technology in teaching and learning. Learning occurs within a social environment – we learn by modeling and interacting with others. Technology can be used to facilitate social interaction and communication among learners in class, within a school, between schools and around the world. Communication skills are identified through the Indian Curriculum. For example In Science, students, Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports. In History, students, Use a range of communication forms (oral, graphic, written) and digital technologies.

Teachers can set a range of communication learning activities for students, including journal writing, speech writing, preparing topic talks, newsletters and debates. Technology can be embedded meaningfully and engagingly into these activities.

Collaborative learning with technology

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.). Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning. Some positive results from collaborative learning activities are students are able to learn more material by engaging with one another and making sure everyone understands, students retain more information from thoughtful discussion, and students have a more positive attitude about learning and each other by working together. Technology has become an important factor in collaborative learning. Some examples of how collaborative learning is being increasingly integrated with technology are as follows:

Computer-supported collaborative learning (CSCL) is a relatively new educational paradigm within collaborative learning which uses technology in a learning environment to help mediate and support group interactions in a collaborative learning context. CSCL systems use technology to control and monitor interactions, to regulate tasks, rules, and roles, and to mediate the acquisition of new knowledge. Wikipedia is an example of how collaborative learning tools have been extremely beneficial in both the classroom and workplace setting. They are able to change based on how groups think and are able to form into a coherent idea based on the needs of the Wikipedia user.

Creating with Technology

Technology makes the impossible to possible. It reshapes reality. It powers disruptive ideas. Everyone has the opportunity to create

with technology. As 21st-century learners, students are expected to be able to create new ideas can be exemplified through stories, maps, projects, games, journals and much more. Curriculum documents have changed to address the increasing demands of the technological world that we live in; they also hold steadfast to fundamental values for learning. In the examples below of the Indian Curriculum, how technology while still emphasizing the importance of students being able to create:

Literacy: Creating texts

Students learn to use a range of software programs including word Processing software, selecting purposefully from a range of functions to Communicate and create clear, effective, informative and innovative texts

Literature: Creating literature

Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Using technology to create texts provides students with many opportunities. Students can gain confidence in their writing skills by learning to use tools such as spell check and increase their vocabulary by using a thesaurus tool. Scaffolding takes place through models and how-to videos online to guide students through the writing process. Students can plan their creative writing concept-mapping tools to brainstorm their storyline. There is plenty of opportunity for students to review each other's work and use tools such as track changes in Microsoft Word to edit each other's creative writing.

Preparing teaching strategies with technology

Educators surveyed see technology as a key instrument that can support different teaching strategies; it can improve learning by promoting interaction, commitment and collaboration. However, teachers think that their role is vital to prepare young students for the future of jobs. On the other hand, the study evidenced the need for teachers to be supported with relevant technologies, as well as the time and space to learn and plan activities aimed at fostering 21st-century skills.

The experts at the Educationist Intelligence unit believe that, for today's young students, the ability to learn throughout life will be a crucial part of future success. To achieve this, teachers must have greater autonomy to innovate, have appropriate technology and apply teaching strategies that involve students through practical and collaborative activities.

Challenged and barriers

Present time opportunity to teacher for using technological tools in teaching and learning. However, it is true that not all teachers are embedding technology into their teaching. Barriers to using technology in education includes lack of teacher time, limited access and high costs of equipment, lack or vision or rationale for technology use, lack of teacher training and support, and current assessment practices that may not reflect what is learned with technology (OTA, 1995). The need for teacher training and the lack of expertise are major barriers to using the computer and related equipment. With computer competence, teachers' anxiety decreases and their attitudes toward computers improves with hands-on computer literacy courses. Some resource barriers are being overcome with an increasing number of computers and software applications and faster, more reliable networks in schools. But teachers tend not to use technology if they become frustrated when it does not work properly or when there is a lack of technical support in their school (Hew & Brush, 2007). Teachers also report having limited time to review and learn about new technology tools that they can use in their teaching (Hew & Brush, 2007). Teacher knowledge and skills are important factors in the use of technology in the classroom. Lack of specific technological skills is a common reason teachers give for not using technology (Hew & Brush, 2007). However, those teachers who take the opportunity to build skills through professional development activities are much more likely to integrate technology into their teaching than those who do not (Mueller *et al.*, 2008). But teachers realize that the knowledge and skills they need to be able to use technology in the classroom goes beyond understanding what functions are under the menu items and what buttons to click. Using technology effectively to promote student means thinking about effective learning strategies and effective classroom management. Teachers are faced with challenges and barriers all the time. Technology's place in society causes teachers to consider the implications for them in their role as educator and as lifelong learners themselves. The constant challenge for teachers is to draw upon their continually developing knowledge and skills about what to teach and how to teach. Technology is just one, but an important consideration in that equation.

Conclusion

Technology is such a big part of the world of which we live especially in this helpless situation of spread of Coronavirous disease. We are an evolving technological society and in many ways have become dependent on its use. Teachers are using ICT to support their role in providing students with structure and advice, monitoring their progress and assessing their accomplishments. When students use technology to conduct research projects, analyze data, solve problems, design products and assess their own work, they work with others to create and communicate new knowledge and understandings. Teaching and learning strategies are based on theories of learning that allow teachers to provide different experiences for their students. Technology is changing all the time and what we know about how to use that technology effectively is developing continuously. Teacher will continue to develop understanding and practice regarding the use of technology to help students learn effectively.

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Problems and Remedies of Online Education during Pandemic Situation

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Abstract: Now in the present situation a biggest terror in the modern world is 'CORONA' In the age of present situation Corona Virus pandemic has significantly disrupted in every aspect of human life. While COVID-19 is affecting public health, effect can already be observed in education system. It can be said that the functioning of the whole education system has been disrupted. In such a situation; the Union Ministry of Education has directed online education to keep the flow of education active. That's why all the activities of higher education are going on through online. But such an agricultural country like India, it is natural that many students will be deprived of online education. Students are facing various problems in getting out of the traditional mentality and going to classes through online. The online medium has some technical methods on which it operates. Many people do not have enough knowledge about that. On the contrary, many teachers and students are very awkward in online education. Many people don't know how to communicate and take classes with the help of apps like Google Meet, Zoom, Webex Meet etc. And that's why, it is expected that there will be some advantage and disadvantage of online education in our country. In this present study an attempt to know the various problems and remedies of online education during this pandemic situation. The qualitative research method was followed.

Keywords: Online Education, Problems, Remedies, Traditional Education.

"Progress is impossible without change and those who cannot change their minds cannot change anything" —(George Bernard Shaw)

Introduction

India is a third world country. Third world countries refer to those countries that do not belong 'NATO' force or the Soviet Union's 'Warsaw' [1]. Third world countries are gradually advancing on the way

of industrial development. These countries face different problems with new or revival of something new. Discrimination between social and economic conditions continues on the head of these countries. The developing way of life of the third world countries is going on with conflicting mentality. But questions remain about this ongoing. As the world becomes increasingly technologically dependent, so-called developing countries like India are being forced to adopt digital systems. If the country cannot stay in time, the country will be more lagging behind. Therefore there is no way without digital. The use of instruments means the pain must come. And you have to live a machine-dependent life keeping in mind its advantages and disadvantages.

Life never goes along a straight line. The problem is to be faced. A similar problem has arisen with the corona virus attack. The biggest terror in the modern world is 'CORONA'. Whose official name is 'COVID-19'. Corona has spread to almost all countries of the world. People are now at risk in all aspects of normal life, education, health services. Around 30 million people worldwide are infected by the novel corona virus and at least 1 million people have died due to highly infected by this virus. In India alone, 3.5 million people have been infected with corona. Around 75 thousand people have died in it [2].

In such a complex situation, common people are going out of the house with a nose mask while maintaining social distance. In the days of Quarantine, people gradually became breathless from house arrest. For almost eight months, the education system has been the hardest hit by Corona's devastating effects. It can be said that the functioning of the whole education system has ben disrupted. In such a situation; the Union Ministry of Education has directed online education to keep the flow of education active. That is why all the activities of higher education are going on through online. Such an agricultural country like India, it is natural that many students will be deprived of online education.

In a country where citizens still have to work hard to earn a living, how can they will be digital? With the introduction of online media in higher education, those children's of the common people are naturally deprived of that opportunity. On the other hand, children of rich families are able to take participate in online classes at home. It is much easier for him to afford the internet. What will happen to the student who does not have a smartphone? Our country has not yet reached the place of this thought to serve same opportunity for all citizens. And this is why, it is expected that there will be some advantage and disadvantage of online education in our country. Higher education is continuing online education in spite of those obstacles.

On the other hand, the online medium has some technical methods on which it operates. Many people do not have enough knowledge about that. On the contrary, many teachers and students are very awkward in online education. Many people don't know how to communicate and take classes with the help of apps like Google Meet, Zoom, Webex Meet etc. Thus 50% of students are unable to participate due to lack of technical knowledge. Yet the importance of online education is much greater.

Objective of the Study

The objective of the study-

• To know the various problems and remedies of online education during this pandemic situation.

Methodology of the Study

The qualitative research method was used in the study.

Need and Significance of the Study

The world has been fighting a deadly contagious virus called COVID-19. The virus has spread to almost all countries over the world. Corona is a new virus that spreads rapidly from a common infected person's sneezing and coughing to another person's body. As a result, the government has decided to keep the people of all

countries at home. All schools, colleges and universities were instructed to close. And at the moment the government has instructed to teach online to continue the continuity of education. Students are facing various difficulties in getting out of the traditional mentality and going to classes through online. I am trying to highlight what kind of problems students and teachers are facing in the case of online classes.

Concept of Online Education

The term "online education" refers to technological learning, instruction that is mediated by the internet. Online Education goes by many names such as Computer-based learning, Web-based learning, e-learning (electronic learning), and m- learning (mobile learning). Today, online education is widely accepted, highly-regarded, and completely necessary for all teachers and students. In today's society, students can continue their studied through online education. Students can easily get their education information online from home. Online is an important medium not only for students but also for professional development of teachers at present. Teachers are able to send information about students' education online from home. The important of online in the field of open and distance education is immense. Distance education comes from United State in the 1800's when teachers and learners at the University of Chicago, who were at different location and try to connect through, distance programs [3]. This education has expanded so much mainly through online. It has been able to bring millions of students under the same roof online. Online education has become an effective and exciting way to distribute guideline to the global business community by running on a 24/7 schedule (24hours a week/ 7 hours a week) because it gives students great comfort.

Types of Online Education

In the current situation of education, students are being taught in online education. There are various types of online education. Some of them are mentioned below

- ❖ Synchronous learning: This is a community oriented online learning. This type of online learning enables some groups of students are participate in a learning activity together at the same time, from various place in the world.
- ❖ Asynchronous learning: Asynchronous online learning a group of student who are studding independently at the different time and different location from each other. It is without real time communication taking place.
- ❖ Collaborative online learning: Collaborative online learning is a modern learning method. Where various students learn and achieve their goals together as a group. Students have to work together and participate teamwork in order to achieve their common goal.
- Blended Learning: Blended learning is a process of education that combines online educational material and opportunities for interaction online and traditional classroom method. It is a course that combines online and face to face modes of instruction. Blended learning is used professional development and training setting.
- * MOOC (Massive Open Online Course): It is a free online learning course. The term MOOC was coined by in 2008 by Dave Cormer. Its purpose is to certifying the progress of students carries a number of benefits for the MOOC. Its benefit t is to improving access to higher education and online collaboration.
- ❖ YouTube: YouTube is another part of online education. YouTube is one of the most popular media in this moment. We are gaining various knowledge from it. At present, school and college teachers are teaching students through You Tube.

Traditional Education

Traditional education happens face-to-face in a classroom setting. It is based on specific schedules where students and teachers constantly talk. In traditional education, multiple students gather at a specific time and place to study together. Teachers communicate to students through discussion method, lecture method, and chalk board method etc. Classroom learning helps teachers and students to know each other in a better manner. In a traditional classroom, students can directly know their opinions and can discuss their own questions directly with the teachers. As a result, they get answers to their questions quickly. Interactions between students and teachers occur in the classroom, following a schedule on campus to maintain discipline as well as enhance mental and physical well-being. ^[5].

Different between Online Education and Traditional Education

The world is becoming modern with time. At the present time in every aspect of life we are constantly dependent on technology. We do online banking, online shopping, and online communication all the time. The education system has become modern day by day. Students are putting more emphasis on studying online instead of studying in the classroom. Although many people think that online education and traditional education complement each other. But in reality there are many differences between these two types of education system. Some differences mentioned below-

Table 1: Different between Online Education and Traditional Education

Online education Traditional education 1. It happens online. 1. It happens offline. 2. Online education is flexibility. 2. Traditional education is inflexible. Traditional education begins at a Online education can be taken 3. 3. anytime and anywhere. certain time in a certain place. The online learning model is 4. In the traditional education basically trying to overcome the model, students have to listen disadvantages of the traditional to long speeches, take notes and education system, as well as even emphasis rote memorize. proving additional benefits for teachers and students. 5 Students cannot interact 5 In traditional education, students directly with the teacher in the can interact directly with the online education system. teacher

- 6. The primary source of information is online content.
- 7. Learning process is faster.
- 8. Online education mediums-Projectors, Laptop, E-Books.
- 9. Missed classes can be gained on 9. any time.
- 10. A social interaction between teacher and student is absent.

- 6. The primary source of information is the trainer.
- 7. Learning process is slow.
- Traditional education mediums-Black Board, Notebook, Paper Exam, Books.
 - Missed classes are difficult to gain.
- 10. There is a social interaction between teacher and student.

Source: https://www.goodwin.edu/enews/online-classes-vs-traditional-classes/ [6]

Problems of Online Education

At present, the world of education and learning is constantly moving towards online education. The emergence of a virus is leading the whole world into a difficult situation. As we all know that the state government and central government have decided to close schools and colleges due to the COVID-19 Pandemic situation. As a result, online has become a medium of instruction. In this difficult situation admission system, examination system and administrative work is being conducted through online. Although the whole education is being managed properly through online, butstudents and teachers or administrator are facing various problems in managing this online system. The problems of online education described below-

- 1. Lack of Interaction: During this pandemic situation teachers are teaching through online. It is hard to keep students engaged without a teacher's physical presents and face to face contact. Science students (physics, chemistry) in particularly are having more problems in this situation. Because they can't do all this work through online which they do in the classroom labs.
- 2. Unavailability of Physical Space: Effective learning occurs when there is a face-to-face relationship between the student and the teacher. But many times in the case of online education, the physical relationship between teachers and students are not available. Many students who have facilities to attend to online classes face various barriers in terms of unavailability of physical

- space. This is same for applicable to teachers who are supposed to conduct online classes from their home.
- 3. Problems of Disabled Children: Online education is a big problem for the disabled children. They face various problems while they are getting education through online. There are special problems with watching and listening their videos. So they can't adjust properly. At present, all the education is being given through online under the influence of COVID-19. So this is a special problem for the disabled children.
- 4. Isolation: This psychological factor is still highly affecting student's motivation and learning progress. When students are studying in the classroom there is eye to eye contact between them. Teachers and students solve any problem in face to face. They share their happy and funny stories with their friends. As a result their mind becomes free and happy. But in this online education students don't get to share anything with their friends. So they are feeling very isolated.
- 5. Online Education is Boring: Although online education done to solve the annoyance of classroom learning. But in most cases, online learning has become a nuisance to students. A lot of online learning lasts a long time which is annoying to the students. They are not interested in the long-running online lectures that teachers have for professional development, because it is much more annoying.
- 6. Gadgets Shortage: Another problem with online education is the lack of gadgets. No gadgets, no studies. Many Students and teachers have not a personal gadget to use for online education. Many of them are supposed to share the mobile, laptop, computer, with their family member. So, the problem of online education is also seen in this aspect.
- 7. **Technical Illiteracy:** Many students are illiterate in computer or technical gadgets. Maximum numbers of students do not know how to operate internet or open the pages. And there are many teachers also who have not efficiency to conduct virtual

classes. Then how will online class be operated. As they have no technical knowledge then it expected that online classes never be fruitful with them.

- 8. Technical Issues: The government has directed all schools and colleges to conduct online classes to maintain the flow of education in the COVID-19 lockdown. Online courses require high bandwidth or strong internet connection which most students do not have. As a result, it is not possible for many students to take online classes. In many cases, slow internet connections are barred in online classes. Due to low accessibility of internet students are facing lot of problems. The problems they facing such as, not to hear the voice properly, not to see vividly or sometimes lost the connection automatically.
- 9. Adaptability: To succeed any work, it needs to be strengthened with that work environment. So all the students who used to sit classes through traditional education are suddenly facing difficulties in online education. Students are not able to change their mindset because they had to be educated in traditional education for a long time. As a result, students are facing adaptive problems in the field of online education.
- 10. Financial Backwardness: Financial backwardness is another major problem of online education. Generally, a good quality smartphone, laptop or computer is required for online education. But there are many people in our society whose economical aspects are not any job or service. So they are not able to buy these expensive gadgets. So they are facing various problems in this regard.

Remedies of Online Education:

Life without problems can never be imagined. There is no way to get rid from problems, you have to face it. We know, where there is will there is way. In this way we will find solution for online classes from this lockdown situation. These are:

- ❖ It is necessary to develop the technology and infrastructure of each organization in a timely manner. So that the institutions can easily organize examination and online classes.
- University should provide internet to the students who are unable to participate online classes due to poverty. In this case, the universities have to make an agreement with the internet service provider.
- ❖ The interaction of teachers and students need to be increased through online education. There are several way to do this like. Power point presentation, short video, quizzes, etc. through these, the interaction between teachers and students will be increased a lot.
- Students with disabilities will have to be give scripts of different lesson to teach. To arranged each student to receive this script. Video transaction will be provided for deaf students and audio transaction will be provided for blind students. Finally, teachers need to be more active in teaching students with disabilities.
- ❖ Online education should be performed in a joyful manner in the students. Various types of webinars, group work will be provided, so the motivation will be awakened among the students. As a result students will not be boring.
- Students and teachers in online education can participate in anytime from anywhere; there is no way to deny it. But advanced technology is mandatory to manage educational activities in this method. So, the advance technology will have to arrange colleges and universities.
- ❖ Education does not only acquire knowledge. In the field of education, a communication skill is made between teacher and student. Their relationship is very strong through this communication. So students can easily share their problems with the teacher. In today's world, teacher responsibility is not only to provide online education but also support the students. Find to discuss students concerns about current pandemic situation during the lesson. So that students does not suffer in isolation.

Conclusion

People have overcome the epidemic that has happened before. This human civilization has faced such epidemics four times in the last 400 years, at least 100 years apart. Sometimes he came in the form of plague(1720), sometimes cholera(1820), sometimes Spanish flu(1920), sometimes covid-19(2020) [7]. Every 100 years the epidemic seems to have challenged. Our generation has never had to face an epidemic. So we are a lot of shocked. Yet we did not turn away. Life is moving forward with this epidemic.

The Indian government is continuing its efforts to keep the education system afloat in such turbulent times. Not only for India, the whole country of the world. The Union Ministry of Education has requested to continue the online teaching-learning system. States have completed all necessary activities online in accordance with those guidelines. Although there are many barriers to online education, but its importance is immense.

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Digital Divide and Online Education during Pandemic Situation

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Abstract: Digital divide and online education system has a significant role in the present Pandemic situation. It was 1990 when, the term 'Digital Divide' first introduced and defined as the gap between those who have access new forms of information technologies from those do not have. The pandemic situation of COVID-19 crisis covers the entire major field society education is not except from them. Educational institution have been shutdown to protect students and prevent contagion over 1.26 billion students among 191 countries. In India alone more than 320 million students have been affected from 25th March 2020 due to nationwide lockdown and closures of educational institutions (Global Affairs Daily, May 2020). This paper will point out different challenges of digital divide during the crises of COVID-19 and its influence especially in the rural areas and also remedies to overcome the present situation.

Keywords: Digital Divide, Online Education, Pandemic, COVID-19

Introduction

The digital divide has become an extremely important issue and challenge in the matter of online educational system especially those students and teachers are belonging or living to rural areas. Nowadays Education has shifted as online learning due to pandemic situation of COVID-19 to avoid any significant disruption in academic calendars by the recommendations of worldwide governments. Benefits of virtual learning are labeled for those who have access to technology, who can adapt to it and most importantly those who can afford it (Lopez & Marco, 2009). Therefore, it can be said that those who cannot afford new technologies may confront with the challenges of

digital divide and may influence their learning of online education system.

Report on Key Indicators of Household Social Consumption on Education in India 2017-2018 indicated those only 23.8% households have internet access. On the basis of gender and location of the people shows a vary ratio regarding internet access. Only 4.4% rural households have a Internet access as compared to urban households. The overlapping socioeconomic and gender disparities are also quite stark in such areas, as just 8.5% of females in rural areas know how to use the internet.

Digital divide is a term increasingly used to explain the social implications of imbalanced access of some sectors of the community to information and communications technology and to the achievement of necessary skills. Pandey (2018) stated that it encompasses inadequate funding, a lack of necessary computer and internet skills and a lack of English language proficiency that hinder expansion and use of digital information resources.

Online education is a form of education which is delivered and administered using the internet. Online education can be divided into several categories depending on the amount of online learning that is incorporated into the course, ranging from traditional face-to-face learning to blended learning to exclusive online courses.

A pandemic is basically a global epidemic and an epidemic that spreads to more than one continent. Pandemic is the worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges and spreads around the world, and people do not have immunity to recovering power may call pandemic situation.

COVID-19 is an infectious disease caused by a newly discovered strain of coronavirus, a type of virus known to cause respiratory infections in humans. COVID-19 stands with four major concepts, CO stands for CORONA, VI stands for VIRUS and D stands for Disease where 19 is the year of 2019. Coronaviruses are a large family of viruses which may cause illness in animals or humans.

In humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most recently discovered coronavirus causes coronavirus disease COVID-19.

Challenges of Online Education due to Digital Divide

To promote online learning among all sections of the population need to bridge the gaps of digital divide by improving infrastructure and connectivity and by subsidizing mobile data to make learning through any media platform which are affordable more. In India, online education become challenges for those students and teachers when they are lack in different field and these fields are —

Resource Related Challenges

- Lack of quality network of telecommunication.
- Disparity in internet connection.
- Unavailability of e-content in vernacular language.
- Lack of digital devices like smart phone, computer, laptop, earphone etc. among teacher and students both.

Teachers Related Challenges

- Unfamiliar and uncomfortable with new system of online education hamper teaching-learning process.
- Facing problem due to more use of English learning tools and content in comparison to vernacular language.
- Lacks in face-to-face interaction through online education have significant impact in learning outcomes.
- Untrained teachers unable to access devices and do not suited to use smart phones.

Students Related Challenges

- Due to financial problems students not able to buy a smart phone.

- Students of remote areas facing problems like slow internet connection, unavailability of network and lack of electricity connection.
- Using smart phone to entertain rather to learn due to their teen age.
- Lack in use learning tools in English.
- Unavailability of e-content in vernacular language.

Capacity Building Related Challenges

- Lack of Training and Orientation Program for using ICT among teachers.
- Lack of training for students to use English learning tools (software) like, Google meet, zoom, video conferencing call, use of word and pdf application, Google Classroom etc.
- Lack in access internet, emailing, typing, e-content searching etc.

Language and Content Related Challenges

- Lack in installation and run of software application due to English language.
- Lack in searching content in English language.
- Facing problems with new terms online activities in English language.

Influence of Digital Divide in Online Education Due to Pandemic Situation

Jugal Kishor Patra, a Government Managed High School Teacher of Satiguda in Odisha, he climbs to the roof every day at scheduled time and stands at a vantage point, where his phone detects the network, to conduct online classes as well as his office work (The New Indian Express report, 9th August, 2020). The students are doing the same in searching of network. The 44-year-old headmaster says, there is no other option. We get connectivity at a particular point on the roof and I make sure to stand there to complete the online works like students' form fill-ups, data entry, performance managing

system and bills. With much difficulty, the school teachers conduct online classes after finding an accessible spot in the school periphery.

Apart from the above case there are so many influences of digital divide in online education system especially for the rural areas students some of them are –

- In pandemic condition learning experience is differ between rich and poor students. Here rich students can easily access schooling materials online; on the other hand poor cannot access the same.
- Digital divide not only impacts the future of young minds but also reduces the chance of having a great career. As a consequence different backgrounds student lose to develop innovative solution.
- Meritorious students who belonging from low income families are much limited to the access to information advancing there education with innovative ideas since they cannot afford connectivity to the web. As a result such students are discouraging and they avoid courses because of their poor performance.
- Most of the students cannot finish their home work because lack of access to high speed internet access at home. As a result discrete educational gap between teachers and students.
- Most of parents do not know how to guide in the effective use of the digital media. For this reason parents are worry of giving devices to kids because of misusing.
- Teachers are also hesitating to change their pedagogy for fear of losing their relevance this may create gap between generation of teachers and students.
- Digital divide also promote behavioral divide among teachers and students who can learn or teach on their own, with or without social setting rather those who cannot. It happening because many are incapable of learning or teaching by their own capability in the present online education system.
- The COVID-19 pandemic has exposed the severe inequalities that exist between the rich and the poor, rural and urban

households, and between males and females. Following the current trajectory, an inability or unwillingness to build and strengthen the education infrastructure in the country will only push the poor, vulnerable and disadvantaged even further into the margins of society, and even worse, leave them behind.

Remedies of Digital Divide in Online Education Due to Pandemic Situation

To bridge the digital divide in online education during pandemic situation is a major challenge for countries to provide equality in education. ICT plays a vital role worldwide in school education due to pandemic situation but commendable efforts to bridging the gap are now escalated world over and it goes beyond the provision of devices. Digital divide may reduce by some nationwide steps and they may work as remedies also are —

- Promoting digital literacy through campaigns or incentives, partnerships with successful entities and robust networking.
- Bridging the digital gap in education is a gradual and costly process that is a prerequisite for development.
- Helps to lower income earners to afford new technology where, Governments can give tariff subsidies to encourage them to buy these digital tools.
- Public needs to be educated on the benefits and value of utilizing the internet and the various resources within it to achieve economic and social growth.
- Most people in rural areas lack the necessary prerequisite education to understand a lot of online content. To encourage internet adoption in such places, local content and applications need to be developed in local languages that can be understood by the local populace.
- Large-scale cost-effective solutions that are suited for rural environments have been developed such as the use of satellite broadband technologies, drones, and earth-orbiting balloons.

In summary, the problem of the digital divide is just a symptom that points us to a much deeper problem in our economic development. And this is a problem that characterizes both the developed and underdeveloped nations in the world. Once the economic challenges of low education levels, poor infrastructure development, and low quality of life/ income levels are addressed, the digital divide will be eliminated.

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Problems of Online Education

19Chapter

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Abastract: Certainly, the benefit of online learning to students is vast and undeniable. Following an online course is an exceptional choice in education, specially when there are many interruptions in learning situations, such as lightening or distance. But every coin has two-sides, e-learning also has some primary difficulty, which may reduce it slightly for the students. The actual fact is that most online learning programs can only offer onesided communication, this loss is very dangerous. Lack of contact is seen in regards to online learning communication always proved to be important. If a student wants to increase skill, it is not important to follow an online course. It is not suitable for students who are interested for quick response from lecturers. In this case to get feedback, students are required to wait for a long time, until the lecturer examines his work. Academic content is accepted in most current colleges and universities and libraries, stadiums, study areas and laboratories. The online learning environment is more challenging in this system. Two specific types of e-learning can be taken as examples here. First, it provides computer-based training. It has learning objects including audio, video, animation and application simulation via CD-ROM or mainframe and through a local network, while another type is web-based. The Internet gives learning things for training. Except those, there is an other problem as a power cutoff, a failure in the Internet server onany hardware issue can also be profoundly affected.

Keywords: Requirement of learning classes, e-Learning, Traditional Education System, e-Learning Management System, Difficulties of e-Learning

Introduction

Education is often termed as the one key that can support an eminent deal with any expression or difficulty that one could favor throughout his or her life. In the last couple of years, it is noticed that there is an increase of getting quality higher education which has changed the conventional education system. One such mode of learning is online education. Though Students may face many challenges by choosing Online education or online classroom, it has also many benefits. Many challenges faced by students while studying through online platform are mentioned below. Students need more time while studying through online platform than to a physical classroom. So, time management is necessary in this regard. If a student is asked to tell one of his or her best memories while he or she was studying in a classroom, definitely he or she can able to tell his or her memory. In a classroom education student can share their own ideas and can understand each other's ideas because there are many students physically present in a classroom. It is quite impossible to online learning though there are both positive and negative aspects of online learning.

Objectives

- To explain the concept of online education.
- Main issues are explained.
- Major problems are explained.
- Minor problems are explained.

Definition

- Online education is a type of distance learning taking courses without attending a brick and mortar school or university.
 Instead, online students and teachers interact over the internet.
- A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computer and the internet forms the major component of E-learning.
- According to the U.S. Department of education, online learning is learning that is undertaken on a computer bay means of the internet
- E-learning as web-based training also online learning is training that resides on a server or host computer that is connected to the World Wide Web (Allison Rossett 2001).

• E-learning as all computer and internet based activities that support teaching and learning – both on – campus and at distance (Tony Bates & Gary Poole, 2003).

Issues in Online Education

- Health issues.
- Network issues.
- Knowledge of technology.
- No social development
- Issues of Communication

Difficulties in online education

- **1. Internet connection problem:** The Internet connection is not same everywhere, Sometime it is sluggish that causes disturbances and wastes time.
- 2. Capability to use Internet: First of all, you should know the technique of using Internet in a perfect way. Quick access, navigation of the screen, and excellent skill can make The whole process is smooth andeasy.
- **3.** Lack of eye Contacts: Eye contact is crucial inteaching that can involve the minds of the students and catch their attention easily but online teaching is quite accurate in this aspect.
- **4. Inconvenient for practical:** Some subjects are there that need morehand experience than the more reading of theory. Online platform in unable to give that platform to students.
- 5. Scope of distraction: Atmosphere is a key factor in teaching that maker the student inclined to subject in the class. But online classes cannot make us line that as it happens with in the household as a result of which we get distracted often.
- **6. Extreme pressure on the week students:** A group of students are there who do not work in time, bunk classes and very lazy in lifestyle, For them online education is not fruitful one, they become more distracted from studies.

- 7. Not suitable for all: Students are individual differ from each other.It can effect the health for some of them, headache, ear, eye, problem may occur.
- **8. Blockage in the path of social interaction:** A class room teachings services multifaceted role apart from learning the subject. A lot of interaction occurs in the institutional atmosphere which has become totally blocked-in online teaching.
- **9. Cost:** India not so rich country that here all levels of people can bear the money needed, to attend the online classes so it is not possible for all.
- 10. Other activities: Online classes are not so interesting to students it cannot bound them totally the time allotted, frequently they become busy in other social media's, chat etc.
- 11. Need of self-control and discipline: Online education can be a helpful one only when a student can control himself which attending the class. No one is there for presenting him from taking unfair means. It has to be done by them self.
- **12. Boredom:** Online education involves only the students, face to face interaction, question-answer season appear not to interesting while attends it alone rather it drinks monotony and barrenness.
- 13. Not sit for disabled: E-learning in its scope is very narrow, the disable students cannot adjust with it the blind, the deaf, the other disabled students suffer a lot here for it does not include the proper measurements for them.

Some other problems of online education

- Internet packages are very expensive now-a-days.
- Classroom interaction is missing.
- Only limited content is provided on the Internet.
- Everyone is not able to run Internet.
- Many rural people / students cannot access Internet
- Online learning requires digital instruments which cannot be afforded by everyone.

- There is a need for more self-interest
- It is not suitable for all ages of children.
- Some teachers do not have the skills to run an online class.

Conclusion

Online learning accommodates students to know about any special course or subject. Students can access it from anywhere. The only thing is to have a good Internet connection, digital technology. Students may face many objections such as the lack of a proper lecturer, the allurement for procrastinating, easily being confused, and other challenges when it comes to online learning. However, expectant students should not be restricted from earning their own satisfaction because of fear of failure. The fear is that there is a chance that they could struggle and fall behind. Online education courses are not structured in a good manner. The only thing is that students should habituate themselves with their online classes. There are misconceptions about online courses that students find it difficult or complete it unsuccessfully. It is a misconception that Online education courses through online are easier than the traditional faceto-face education. It is a true fact that online classes are accelerated three times faster than the typical semester system. Therefore, it is the responsibility of the students to understand the expectation of their lecturer. Every course material needs to be uploaded on online platform; so, late work and other excuses are not to be forgiven.

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20 Chapter

Values Inculcate in Totemic Kudmi (Mahata/Mahato) Through Online Education of Paschim Medinipur District of

West Bengal of Chhotonagpur Plateau

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Abstract: It is said "Factors which affect human behaviour". The most fundamental purpose is to uplift person and its surrounding society through education. According to Reid, "Education is part of life, and clearly our questions about values and education are in separable from larger question of values in life". The Oxford Dictionary denotes - 'value' means 'worth'. In broad sense of sociology, value means interest, joy, liking, duty, moral, wish, demand. Now-a-days, COVID-19 extends to exist for a long period of time, So, the learners, especially, Kudmi belonging community are habituated to connect online education of West Bengal of Paschim Medinipur District of Chhotonagpur Plateau, they try to inculcate their values through community prayer, health programme, Cleaning Programme, Productive and creative work, Democratic education, cultural programmes and so on. The values that determine the national life of a citizen, lifestyle, laws, humanism etc.. However, John Dewey pointed about values - "Primarily to prize, to esteem to appraise, to estimate". In Upanisada, value means -"Satyam, Sivam, Sundaram" On the other hand, Delor commission mentions four pillars of Education – 'Learning to know', 'Learning to Do', 'Learning to live together', 'Learning to Be'. Overall value means - 'Learning to Be'. The aboriginal Kudmi caste of West Bengal of Paschim Medinipur District of Chhotonagpur shows their different good, moral, ethics, honesty, loyalty to conduct their online educational values.

Keywords: Values, Inculcate, Kudmi, Online Education, Paschim Medinipur, Chhotonagpur Plateau

Introduction

Values Inculcate of Online Education of Kudmi (Mahata/Mahato) is a modern and update technique on the time of Corona virus (COVID-19) The very term 'Value 'Orignates from Latin Word 'Valerie' that means 'Strong'. It places the main issue for present. Human beings belong to Kudmi tribal people live in their society. So, in a large society they share their feelings, emotions, thinkings through different types of material and non-metarial cultures. Among their, 'Atra' (Cleaning festival of Badna Parab in Krtick Mash) 'Jugnibata' (Cleaning festival of saharul Parab in Chaitra mash) etc Besides, wall painting of 'Badna Parab', Chokpura '(A diagram for denoting connecting generation from house to farm house), Wall painting of 'Karam Parab '(Devotee to Karam Gasai in Connection to forefathers), Jita (Symbol for life long lasting of a child), Makar (Last roation movement of earth around Sun), In their cultural functions, especially, 'Jhumur', 'Biha Geet(Marriage song)', 'Ahira'(Cattle awakening Song), 'Domkach'(Oil turmeric Stage at marriage of Kudmi Samaj), 'Karam Nach' (A gorgeons agricultural festival on parsha Ekadasi of Bhadra Mash), 'Machani' (A sociel drama on various issues). In a large scope, these people regulate online education through their daily workings like - 'Maruli (Morning Symbol of sun at everydoor), 'Sanjha' (Evening Symbol for enlighting pradip).

Objectives

- 1. To awaken moral and aesthetic feelings.
- 2. To Stimulate and enliven about modern problematic life like environmental pollution, human rights, peace etc.
- 3. To enrich kudmi learners of Paschim Medinipur District about democracy, Secular, Social justice, Scientific temper, Social Cohesion and National Unity.
- 4. To create the chance of practice and reflection of values.
- 5. To make national integration, tradition and culture of Kudmi learners.

- 6. To aware about citizenship duty of Kudmi learners.
- 7. To inculcate sovereignity, respect to others and learning to live together.
- 8. To awaken man making for religions, legal, truthfulness, temperament, Service mentality.

Methodology

- **(i) Study Method:** Qualitative (Descriptive analysis within a framework).
- (ii) Sampling technique: Non- probability Sampling technique.
- (iii) **Study population:** Online Educational values Inculcate in Kudmi (Mahata /Mahato) of West Bengal of Paschim Medinipur of Chhotonagpur plateau.
 - (a) Inclusion Criteria: Online Educational Values in Kudmi Learners
 - (b) Not observe the Whole Community based online educational values judgement.

Review of Related Studies

A review of related studies is a comprehensive Summery of previous research on a topic. It deals with scholarly articles, books and different relevant sources to a particular area of research. It should enumerate, narrative, summarize, objectively evaluate and charity of the earlier topic. To paula (2010) literature review is "the section of available documents (both published and unpublished on the topic, which Contain information, idea, data and evidence written from a particular stand point to fulfill Contain aims or express certain views on the nature of the topic and new it is to be investigated and the effective evaluation of these documents in relation to the research being proposed"

However, the review related studies are mentioned:

 A demand not value based higher education system in India: A Comparative Study.

- Concept Analysis: Value Based Curricular.
- Relations between Value- Based Leadership and Distributed leadership: A Casual Research on School principles behaviours.
- Role of Islamic leadership in value based corporate management: The Case of Pakistan.

Characteristic of value of online Education

- (a) Concept of permanent Moral Ethics.
- (b) Fulfilling Valuable Demands.
- (c) Involvement of Emotional outburst.
- (d) Foundation of social life.
- (e) Teaching of Religion and Philosophy.

Classification of Values

Generally, there are mainly three types of values that apply in the life of human beings.

- (i) Subjective and Objective: When a person evaluates anything with his own feelings or experiences, it is called as 'Objective values'. Example Many men acquire that 'Way is good 'in life. It is originally the own value. Again many think that value is not the personal subject of anybody. Truth speech, steal not to others, brotherhood etc are predetermined. These are the objective value.
- (ii) Intrinsic and Instrumental: When a thing is evaluated with its own value, it is called as 'Intrinsic value'. But on the contrary, when a thing is determined with its subject, it is called as 'Instrumental Value'; Of course, there are two types of values of same object. Example An umbrella protect from sun and rain. But this umbrella is used by my late father. It is saved by me for his memory. The first example is 'Intrinsic Value' and the latter is an 'Instrumental Value'.
- (iii) Contextual Values: When it is used to denote context or subject, it is called as 'Contextual Value'. Example Cultural, economical, religions, aesthetic, social and educational etc.

Philosophical Tenants about Values

- (a) Idealistic philosophical Approach: To idealists, the most crucial object of idealist philosophy is from 'Being' to 'Becoming'. They seem that an intrinsic value is behind every object. They think that truth, honesty, love etc are permanent and fixed. It is not determinded by an individual, fixed and unchanged. These are not maintained by person or it is not viewed by person.
- (b) Pragmatic Philosophical Approach: The pragmatists' view their opinions anti to the ideologists. They do not seem that value is not fixed, permanent and unchanged. They think that a person gains experience through their different new experiences. Men fed by their care heart. The honesty, truth of human beings are beauty and measurable. So, one person is another to other and value is separate from eachother. One thing is judged by a person but it is not valued by other. The objects of thing is determinded by utilitarlan.
- (c) Natural philosophical Approach: To naturalists, value is hidden in the lap of nature This universe is controlled by well recognized and instrumental. There is no place of love, friendship, money, hospitality etc. The desire, hope, value, of weak persons may albolish from earth on oneday Man is the slave of nature. So, men has the power to find out value from nature.
- (d) Existential philosophical Approch: It gives prominence to man's passionate aesthetic nature and to his feeling love, guilt, guilt and sense of freedom. To existentialists, man is nothing other than what he builds. They believ that the individual creates values

Importance of Values of online Education

The importance of valuesin online education-

- 1. Citizenship Building.
- 2. Curriculum Construction for National Education.
- 3. National Value Forming.

- 4. Extension of Educational Institutions.
- 5. Strength for Nation.
- 6. Equalisation for education.
- 7. Emphasis on speech and freedom.
- 8. Freedom for Selection of the Stages of education.
- 9. Social, political, economical, religions and Cultural needs fulfillment.

Strategies for inculcating online Education in Kudmi (Mahata/Mahato)

There are different types of strategis for inculcating values of online education in Kudmi of Paschim Medinipur of West Bengal of Chhototnagpur plateau. These values increase the mental, spiritual levels of Kudmi learners.

- (a) Community Prayer: It is a process by which the kudmi learners uplift their values of online education during COVID-19. Through this indoor values inculcating among them with the help of 'Akhara Bandana' (Preapratory Song) online video of Binod Bihari Mahato, advocate cum Social reformer and thinker of Jharkhand, Online Video of the role of Totemic Kudmi freedom fighters on pre and post 'Independence of India.
- (1) Online Video of Life Struggle of Binod Bihari Mahato: Binod Bihari Mahato, eminent advocate cum social worker of Jharkhand. He fought to build new 'Jharkhand state' because the then period the very poor tribal people were depressed by Bihar Govt. so, he wanted to form newly Jharkhand on the basis of tribal languages, culture and religion. So, he is called as 'the Grandfather of Jharkhand'. His famous speech is- 'Paro ar Larho'. Education is an urgent and essential Component for fighting against exploited, hypocracy, selfishness of the people of society. He setup 'Jharkhand Mukti Morcha', a famous political party in 1973. Binod Bihari Mahato established 32 High school in Dhanbad. He was scholar, social worker on one hand and well known political leader on other hand. He also established 'Shivaji Samaj' to reform social and cultural change

of the society. Social movement was needful at that time than political movement. That's why it is said – "If there would have no Binod Babu, there would have no separate Jharkhand State."

- Online Video of Life Struggle of Debandra Nath Mahato:
 Debendra Nath Mahato was a successful political leader, social worker as well as humanitarian of Purulia District. He belonged to educated and economical family. He devoted to work for mass people of Purulia resigning the profitable job series of Tata Company. Debendra Nath Mahato was MLA from 1956 to 1971 and also M.P. in 1971. Sristidhar Katiar was his Guru. He opposed not to divide Manbhum from Biahr because for the dividing policy, Purulia was depressed for setting up industries. He was morbid for this reason. His motto is "Fight for Purulia". He established 'Ichag High School'. He was kind, generous and reformer of the Kudmi community, So, Kudmi learners get online values from the life struggle of Debendra Nath Mahato.
- (3) Online Video of Kudmi Freedom fighters on pre and post Independence of India: If we turn over the pages of history, we notice the kudmi people Contributed largly on pre and post Independence of India. They realized by core heart the Brities bondage and their slavery and exploitation. That's why these kudmi people wanted to gain freedom and kept their motherland free and independence. They fought from the alagae of history against the social code and norms, land reform, language and cultural tradition and state policy.

However, the participants and martyrs are mentioned following:

- a. First Chuar revolt (1767): Martyrs Ganjan Mahato
- b. Second Chuar Revolt (1767-1799): Raghunath Mahato, Buli Mahato & Jhagru Mahato
- c. Kol Revolt (1832): Madara Mahato
- d. Santal Revolt (1855): Chanku Mahato
- e. Sepoy Revolt (1857): Sukdev Mahato within 11 fighters
- f. Indigo Revolt (1859-60): Gopal Mahato

- g. Meri Movement (1919): Bharat Mahato, Kusal Mahato, Purna Mahato, Kalia Mahato
- h. Civil Disobedience Movement (1930): Ganesh Mahato, Sital Mahato, Gokul Mahato, Sahadev Mahato, Mohan Mahato
- i. Quit Indian Movement (1942): Bipra Mahato, Chunaram Mahato, Gobinda Mahato
- j. Jharkhand Movement(1970-2000): Brihaspati Mahato, Sonaram Mahato, Surendranath Mahato, Baneswar Mahato, Biswanath Mahato, Rakhal Mahato, Ganesh Mahato
- **(b) Health Programme:** Kudmi people are too much laborious and hard working. They are engaged in Cultivation. During Corona virus(COVID-19), they are busy for paddy paltation, weeds removing, Vegetables farming, Cows and goatary service, poultry farming etc.
- (c) Cleaning Programme: Kudmi people basically clean their houses on 'Dinibar' (Thursday) On that day, they use dried cow dung as insecticide. Besides,' Sankranti', 'Parabs' (Amabati, Rohin, Karam, Jitha, Badna, Makar), They use black colour, Kharimud etd. They give 'Chara' (Symbol of Sun) at every door in every morning from the left to right i.e. anticlockwise 'Jihur (a festival on the eve of Asshin Sankranti Agriculture farm is made with new red mud and small broom, pitcher, maxgyan branch are used for the purpose of it. in the 'Badna' Parab (Cow awaking) when the, 'dhaguous (cow awakening people) comeback with dancing, they keep busket and the villegers outcomes their torn and rejects clothes, chows, dirty things in it. Before 'Akhan Jatra (first day of Kudmali Calender) Kudmi people clean their houses and 'Garan than with the help of dried cowdung. In 'sharhul they observe 'Jugnibata' as cleaning programme. So, we can a lot of values and co-operative mentality from it.
- (d) Productive and Creative Work: In Corona Situation (COVID-19), kudmi learners compose, 'Jhumur songs', "Karam Geet'' "Chhau dance" on Corona (COVID-19). Short Drama,

Indigenous language and culture in Kudmali through Google Meet, Zoom apps. They use more and more for forwarding video and pictures through whatsapp, facebook, Messenger, Twitter etc. A short Documnetory on 'Karam and its science' by Mrinal Kanti Mahata at SKBU webner is very Commendable. 'Chakpura' and 'Karam Wall painting are also Creative an productive.

- **(e) Democratic Education:** There are several work strategies for good citizenship for values inculcating among Kudmi Learners.
- (i) Mock Parliament: It is a technique by which a speakergenious his sense and knowledge. He must possess some practical knowledge, temperament and realistic manner. In this Context, there are some mock parliament topics on Kudmi Community:
 - 1. Impact of Kudmali Science and philosophy for Indian social construction.
 - 2. Kudmali philosophy and Indian Constitutional Draft.
 - 3. Social thengh and kudmi-kudmali.
 - 4. Languages Evolution in reference to kudmali Language.
- (ii) Online National Festivals: The kudmi learners observe during Corona (COVID-19) online National Days. They are World Indigenous Day (9th august) World International Mother Tengue day (21Feb), Black day of kudmi (6th sept, 1950), World Environmental Day (5th Sep) Birth Day of Raghunath Mahato (24 march, 1738), Matryrs day of Raghunath Mahato (5th April1978). These festivals ended them to awaken value education.
- (iii) Free Populated Environment: 'Jangal Jiua Hamduni (Forest protection Campaign) is a good and positive movement of Adibasi kudmi samaj. It took place on 10th May to 16may in 2020. It was spread through feedback, twitter, watsapp, messenger in Indian states like West Bengal, Jharkhand, Assam, Orissa and even Bangladesh. Trees are our best friend. We must not cut these Sal and other trees randomly. That'swhy, it is a newstep to protect forest land in India. This programme highlighted in

Sussex University (UK) for values and sympathy for natural environment.

- (f) Cultural Programmes: Suresh kudmi in Assam in collaboration with Mahadev Dungrlar (Jharkhand), Meghaner Mohanta (Orissa), sadhan Mahato (West Bengal), Khitish Mahato (West Bengal), connected a group- 'Kudmali Language of literature. Through it, Many scholars, researchers, teachers, professors, social workers, poets, arties, delivered online lectures on kudmali language, cultured and religion and also kudmali poems, recitation as well as Jhumur, Karam songs, Bihageet (Marriage song). Ahira Geet, Damkach Geet, Jauya Geet, Macheni etc. Staying at home, it is good social media by which we share a lot of informations and values amoung us.
- **(g) Social Work: Volenteers:** In this indisecriminating situation, a gang of Abga Kudmi Senas, Kudmi Seongs, Spend their Valuable time for maintaining '*Karam Parab*', '*Sharhul Parab*', '*Jita Parab*', as responsible and punctual volunteers. so, in this process, Kudmi learners learns social codes, rules, rituals, mores etc.

Last of all, the values of Kudmi of West Bengal Inculcating online education of Paschim Medinipur of Chhotonagpur Plateau is a unique work that exposes the humanism of these people through their activities during COVID-19, they set a mid example of value education. Now-a-days without values, modern society suffers from crisis.

Ethics, values, temperament, affection, sympathy must be needed at any how and anysake. Kudmi belongs to primitive and aboriginal. They are totemic, especially on chhotonagpur plateau. They want to live in a society with group and they share their feelings with emotions through culture, language and religion. They greet with each other with 'Johar' (Congratulate/Welcome). Their profession is agriculture and they are closely connected to animism theory. They workship hills, trees, woods, cows, flowers and fruits, books and overall inanimate objects. So, they show their homage to invisible force.

Their values and Spontaneous frequencies outcome from grassroot level. In the lap of nature, Kudmi people are too much simple, honest, realize to easyway, generous, soft, Besides, their cognitive level is basically, sophisticated. However, due to COVID-19, they carry their cultural and ritual functions like 'Sharhul', 'Rahin', 'Karam'. These functions bear values which are indispensable to modern society.

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Impact of Online Learning on Intrinsic Motivation in Higher Secondary School Students

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Abstract: In the recent modern era, the development of a nation depends upon the learners' dedication and its innovative thoughts. Learning is one of the most important factors of an education system. In current times, this online learning is inadequate to meet the demands of a learner as well as society. The education field indicates a shift in pedagogical perspective and theoretical structures with student's communication at the heart of studentcentric constructive motivation. Now a day's one of the innovative trend is online learning which motivates students in their study, encourage them to learn new things by the use of online devices. These paper analyses how online learning on intrinsic motivation innovations are rapidly taking place in higher secondary education system due to its demand. Online learning plays a vital role on intrinsic motivation to enrich the learning experiences of learners and its help to improving the quality of higher secondary school students. Intrinsic motivation an expression of the will to achieve and improve in the domain of learning. It can be understood as the student's will to identify and set goals for the future. The objective of this study is to find out the impact of online learning on intrinsic motivation in higher secondary school students. Descriptive method is used to discuss this paper and is based on literature reviews and various secondary sources like books, articles, journals, expert opinion and websites etc. The study reveals that the learners enjoy all kinds of experiences through online learning.

Keywords: Online Learning, Intrinsic Motivation, Higher Secondary School Students

Introduction

In the 21st century, the role of education is the most pivotal factor in the development of any society as well as of nation as a whole.

Education moulds the character and intelligence of individuals. It also provides the talent and motivation to every child. One of the possible developments in next generation learning system is online learning. Education is a process to enlighten human for the attainment of leading quality life. In this era of knowledge, social transformation and wealth generation are possible only through the process of education. We would change our world using this powerful weapon. That is why there are so many hue and cries for the changes needed to update, and assess and restructure the existing system of education. Online learning is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer etc. It is emerging as a powerful tool for all higher secondary students in a developing country like India. It has become a crucial component of learning in secondary schools. Since, the learners of today should realize the significance and need for presenting different learning experiences so as to overcome the individual differences and make attempts to effectively use media and methods generated by online learning. It can also help them take out some quiet time to study which provided through distance education. The demands of online learning are increasing among learners. It overcomes the barrier of timing, attendance and location related.

Intrinsic motivation stems from the innate psychological needs and plays significant role in achievement, competency, self–determination and academic learning. It is a condition what an individual feels about others and his ability to face the realities of life. Intrinsic motivation is a significantly important factor for learning and academic across childhood through adolescence.

Now a day's online learning is the new trend in education field which helps students to gain knowledge in their own way. Online learning is an educational system in which continuous access to know update knowledge is possible with the help of various devices like tablets, I- pads, phones etc. Beside this; online learning also help and motivate to make faster communication with students with the use

of online devices. It enhances the learning capabilities of a learner and encourages a learner to become acquainted with inquiry based learning and it also makes the learning more effective, attractive and accessible to the learners. This study attempts to highlight the role of impact of online learning on intrinsic motivation in higher secondary school students.

Statement of the problem

From the above findings the present researcher has not found any study in this area. That why the researchers have taken up the present descriptive study entitled "Impact of Online Learning on Intrinsic Motivation in Higher Secondary School Students"

Objectives of the study

The main objectives of this study are as follows:-

- To find out the concept of online learning.
- To find out the characteristics of online learning.
- To find out the components of online learning.
- To find out the models of online learning.
- To find out the Steps of integration of online learning in higher secondary education.
- To find out the potential benefits and current application of online learning in education system.
- To find out the roles of interaction in online learning in 21st century's in higher secondary school students.
- To find out the concept of intrinsic motivation.
- To find out the features of intrinsic motivation.
- To find out the important online learning on intrinsic motivation for the student.
- To find out the perspectives for exploring intrinsic motivation to learn in online environment.

Research Questions

The research questions are:

- ✓ What is online learning?
- ✓ What are the characteristics of online learning?
- ✓ What are the components of online learning?
- ✓ What are the models of online learning?
- ✓ What are the Steps of integration of online learning in higher secondary education?
- ✓ What are the potential benefits and current application of online learning in education system?
- ✓ What are the roles of interaction in online learning in 21st century's in higher secondary school students?
- ✓ What is intrinsic motivation?
- ✓ What are the features of intrinsic motivation?
- ✓ Why online learning on intrinsic motivation is important for the student?
- ✓ What are the perspectives for exploring intrinsic motivation to learn in online environment?

Definition of important terms

- Online Learning: It is education that takes place over the internet. However, online study is similar type of "distance learning" the umbrella term which takes place across distance and not in a traditional classroom.
- Intrinsic Motivation: It is the act of doing many things any
 obvious external rewards. We do it because it's enjoyable
 and interesting, rather than because of an outside incentive or
 pressure to do it, such as a reward or deadline.
- **Higher Secondary School Students:** It can be defined as class xi and xii students. Simply we can say 'adolescent' student.

Review of related literature

The review of the related literature is of great significance for researcher, as it guides the investigator to know about the amount of works done in which the investigator conducts the research. Some of these are:

Keller & Suzuki (2004), studied on learner motivation and elearning design; the results of their empirical studies have approved the validity of their model for the systematic design of motivationally increased direction in E – learning settings with regard to diminishing drop – out rates and other positive motivational results.

Scharer, Roizard, Christmann & Lemaitres' (2006), study deals with using an e – learning course at ENSIC in FRANCE. The findings of their study demonstrate that this new teaching does not reduce the schedule of teaching but interesting more active learning, moreover a better understanding of technology for learners to proceed with their own ability.

Rovai, Ponton, Wighting & Baker (2007), investigate on learner's motivation in traditional session and E-Teach classes, their study results give evidence that students who are taught by e-learning. They studied that there were no differences in three external motivation measures or a motivation. The outcomes showed that graduate learners were more intrinsically motivated than undergraduate students in e-learning and traditional education.

Haggerty (2008), investigate in their study faith that having knowledge with ICT and virtual competence were two significant elements that affected e-learning and had a positive effect on its results, They tested their hypotheses on a sample of 383 students partaking in online classes, their findings approved the influence of virtual ability and exposed a nuanced technique by which knowledge with ICT effect e-learning results.

Payne *et al.* (2009), investigated whether an e-learning aspects which utilizes constructivist principles can be effectively used to train staffs in a highly specialized skill thought to need expert individuals

and extensive prolonged training, lastly their findings displayed that educators can be better assisted by e-learning settings rather than schedule training as they let asynchronous learning.

Yengina, Karahocab, Karahocab & Yiicelb (2010), studied about the impacts of study guider in e-learning, in their paper a model of study guiders' impact in the e-learning method has been discussed, The model they provide pathways for study guider to make online classes that included learners into e-learning more successfully.

Kim & W. Frick (2011), focused on changes in student Motivation during online learning, the results of their study showed that motivation during self – directed e–learning (SDEL) was the best indicator of positive change in motivation, which forecast learner agreement with SDEL. Crucial success elements for e–learning in developing countries demonstrate the significance of curriculum plan for learning performance.

Methodology

The research attempts to study "Impact of Online Learning on Intrinsic Motivation in Higher Secondary School Student". This study is based on literature review and different secondary sources like books, articles, journals, expert opinion, websites etc. Research questions are used for analysis of data.

Analysis and Interpretation

The research analysis and interprets their on the basis of the research questions.

What is online learning?

It is also known as 'E-Learning'. Online education refers to computer –increased learning which is generally mixed with the field of advanced learning technology (ALT) and which deals with both the technologies and associated methodologies in learning through network or multimedia approaches. It is provided its roots through distance education. Online learning can encompass any form of technology while it refers specifically to using the internet and the web.

What are the characteristics of online learning?

Online learning has the following characteristics:

- ➤ Online learners are motivated: Many online educators are inquisitive by nature and motivated strictly by their own curiosity. They recognize that each session that they take represents another stage along the way to their individual goal. That is why they make study a priority and work diligently to digest the course material, finish the required assignments and get the most out of the online sessions they take.
- ➤ Effective Communicators: The interactions between a instructor and a learner are different in online sessions; teachers leading online classrooms never get the opportunities to see a look of confusion on a student's mask, so they do not know that additional explanation is necessary unless a student speaks up and requests it. Successful online learners make every effort to communicate clearly so that they get their point across effectively.
- Possess strong time- management skills: One of the largest lures of online education is flexibility. Students are not expected to be in a classroom at a specific time. They generally log on at a time and place. Education takes time, and successful online educators build time into their list to watch video speeches, complete the assigned reading and tackle the required assignments.
- ➤ Basic technical Skills: While learners do not demand to be computer whizzes, technophobes will find online classes frustrating. Students will likely use different software programs, utilize email, and create documents in word processing programs. Pupils are expected to already know how to accomplish basic technology tasks.
- ➤ **Persistent:** Challenges fact, but successful online students do not quit. Whether it is technical problem, an especially challenging topic or a difficulty in balancing their school work with their other responsibilities, they persist.

So, online learning can be a great way to develop real world skills on your own time table, but it is not for everyone. Pupils who lack the right mix of natures and skills are likely to stumble, but driven personal who understand how to interact, know how to manage theirschedule, possess a basic grasp of today's technology.

What are the components of online learning?

Online learning has identified five main key components to help ensures student success in online programs:

- 1. Use a systems approach to course design: A designer works with staff, media developers and programmers to progress an online session. So, online and front line directions are focusing on the subject matter and educators' participationt.
- Provide professional development: Effective online instruction requires distinct strategies. Quickly changes in technology and the isolated nature of online direction also make personal progress.
- **3. Set student expectations:** Learners in online classes often struggle with the autonomy, time management and digital literacy important to succeed. Successful online programs use orientation courses to set expectations and clarify the differences between online and face face education.
- 4. Create community: Communication is essential to foster a constructive learning environment and positive peer interactions. Online courses that encourage regular and effective communication among students and their instructor develop a better sense of community and improve the likelihood of student success.
- 5. Take advantage of the online environment: Online systems offer unique insights not available in direct pedagogy. Online learning also facilitates individualization and can be adapted to different learning styles and special needs.

As the e-learning and face—to—face world's progress to merge, furthering our understanding of best practices for online direction will be critical to student success in higher education as a whole.

What are the models of online learning?

There are number of models developed on how to deliver education effectively using many tested pedagogy. All of these models may not end up thriving in the long term, but the following models have potential for attracting the learners. These models are differing in terms of course design, pedagogy and the channel by which information is created and transmitted:

- ✓ Traditional full time classroom based face to face programs.
- ✓ Traditional part time classroom based programs.
- ✓ Non Profit online programs.
- ✓ Profit based online programs.
- ✓ Online Competency Based Educational Model.
- ✓ Open Education Practices.
- ✓ Massively open online Courses or MOOCs.
- ✓ Flipped Classrooms.
- ✓ Self learning.
- ✓ Complete online competency based Higher Education through Mobile Devices

What are the Steps of integration of online learning in higher secondary education?

There are four steps to integrate online learning in higher secondary education –



Fig. 1: Steps of integration of online learning in higher secondary education

- Emerging An individual become aware of online learning.
- Applying An individual learns how to use online learning.

- Infusing An individual should understand of how and when to use online learning.
- Transforming An individual gets specialization in the use of online learning.

What are the potential benefits and current application of online learning in education system?

The following are the potential benefits of online learning:

- (i) Flexibility: Educators have the freedom to juggle their personal life and intuition because they aren't tied down to a fixed schedule. Many persons who like online study tend to have other commitments and prefer this mode of learning as it gives them power over how they will delegate their time towards their various projects.
- (ii) Reduced Costs: Online study can cost less due to a different of reasons. For example, there is no cost for communing. Assorted costs that are connected to transport, such as fuel, parking, car maintenance and public transportation costs don't affect the online learner.
- (iii) Networking Opportunities: Online study also provides learners with the chance to network with peers across nations or even different continents. This often leads to other opportunities in terms of collaboration with other persons in the application of a project. At the same time, it makes them culturally conscious and able to fit into other environments easily given their exposure to other cultures.
- (iv) **Documentation:** We will need will be safely collected all information in an online database. The connections objects like live discussion information's, training materials and emails. The pupil will be able to access these documents fast, saving valuable time and especially useful for individuals that need to carry out study for a project and submit their findings to a list.
- (v) Increased Instructor Student Time: Learners in traditional classrooms may not get the individualized attention they need to

have concepts clarified. This type of education because online guided discussion and personal talk time with their teachers Increasing the chances of a student performing well due to the time their instructors given them. It also increases their issues solving and interaction skills, as well as knowing how to defend their arguments to superiors if demanded.

- (vi) Student Interaction and Satisfaction: Online courses indicate that interactive qualities appear to be a major factor in determining course quality as reflected in student performance, grades and courses satisfaction.
- (vii) Access to Expertise: An online study might give learners access to specialized classes that may not be available in an easily accessible or local institution of learning. Online classes permition the sharing of expertise that helps many persons have access to learn that is not readily available in certain geographic locations.

So, new models of learning are always springing up in the market, providing students with varied opportunities to their education. The future of online courses looks promising and opens up education to a large section of the population than ever before.

What are the roles of interaction online learning in 21st century's in higher secondary school students?

Interaction has been used in online learning to denote anything from clicking on a link to interpersonal dialogue among many students. The following are the different interaction in earlier generations of online learning:

- Learner instructor: It refers to exchanges that occur between learners and the teacher and are characterized by attempts to motivate and interest the learner. They also provide a mechanism for feedback allowing clarification of misunderstandings. It has some features like as:
 - ✓ Establishing learning outcomes.
 - ✓ Providing timely, useful feedback.

- ✓ Facilitating information presentation.
- ✓ Monitoring and evaluating student progress.
- ✓ Facilitating learning activities.
- ✓ Facilitating discussions.
- ✓ Determining learning needs and preferences.

More recently, teaching presence explicates the teaching role in online environments which encompasses design and organization, facilitating discourse and direct instruction.

- Learner Content: It describes the intellectual process that occurs between the learner and the resources associated with the topic of study. With the increasing availability of technology, learners can now choose from a huge variety of information at any time or from any place. But in order to interact with content, learners need to be able to access relevant and appropriate resources which frequently, require guidance from the teacher.
- Learner learner: This interactions highlight processes that take
 place between peers undertaking a course together. It can include
 processes such as sharing information and understandings,
 working together to interpret and complete activities, solving
 problems and sharing opinions or personal insights.
- Learner Interface: It refers to a learner's ability to use the required technological tools in order to interact and communicate with the instructor, other students and the course content. An educator's faith in their ability to use the necessary technological materials to learn online has also been found to be connected to performance.
- Online Communities: Interaction between learners and the development of learning communities has gained considerable attention because it has been identified a crucial factor in creating and sustaining online communities.

The discussion to this point has identified that the adoption of social constructivist principles that encompass the concepts of collaboration, interaction and dialogue are important underpinnings in the development of successful online learning communities. Progressing and sustaining a conscious of online group is also important in fostering motivation between students.

Therefore other side, learners and teachers interact with each other through the web; this interaction can occur of the following modes:

- Synchronous Interaction.
- Asynchronous Interaction.

Teachers provide the information at their own convenience such as interacting through email.

What is intrinsic motivation?

It is a term that refers to a person's behavior when it's driven by personal satisfaction doing something purely because it's fun or enjoyable. we feel obliged to do well on which is behavior complete to acquire an internal reward.

Intrinsic motivation also refers to the desire to complete a task for the sake of personal gratification. It is influenced by a sense of connection with the material, the feeling that a student is complete enough to complete the task at hand, and that they have independent control over their learning.

It refers to an individual's personal interests, satisfaction and enjoyment. The factors affecting it are internal.

Therefore, a person learns the learning's sake without expecting anything such as grades or praise in return.

The different subject is related to promote intrinsic motivation. The studies are found to be protracted and satisfying though it can be difficult to create conditions where intrinsic motivation can flourish.

Internal abilities and directs goal oriented behavior, effect of needs and want on the intensity and direction.

So, if a child states that they like something "just because" or they can't explain why they like something, they are likely internally motivated.

What are the features of intrinsic motivation?

Intrinsic motivation has the following features:

- ✓ These include the need for competence, autonomy and relatedness.
- ✓ Goals come from within and the outcomes satisfy your basic psychological needs.
- ✓ Intrinsic motivation also involves seeking out and engaging in activities that we find challenging, interesting and internally rewarding without the prospect of any external reward.
- ✓ Intrinsically motivated people have shown traits of increased self advocacy, goal achievement and positive self esteem.
- ✓ It also refers to the desire to complete a task for the sake of personal gratification.
- ✓ It is influenced by a sense of connection with the material, the feeling that a student is complete enough to complete the task at hand, and that they have independent control over their learning.

So, intrinsic motivation is significantly important elements to all people. It is the act of doing something without any obvious external rewards. Everyone do it because it's enjoyable and interesting rather than because of an outside incentive or pressure to do it, such as a reward. It also requires time to build, so it can be difficult in a world that demands instant results.

> Why online learning on intrinsic motivation is important for the student?

The nature of independence, self-direction and intrinsic motivation have long been associated with online learning. Online students are often required to be more intrinsically motivated because the learning environment typically relies on intrinsic motivation and the associated characteristics of curiosity and self-regulation to engage learners. In fact, the technology itself is viewed by some as inherently motivating because it provides a number of qualities that are recognized as important in the fostering of intrinsic motivation,

namely challenge, curiosity, novelty and fantasy. The novelty factor tends to wear off as users become accustomed to the technology and intrinsic motivation can wane. Frustration with technical issue can also decrease intrinsic motivation.

While the intrinsic motivation of learners is an important consideration, contemporary studies exploring motivation in these environments is limited in both number and scope. Recent concern over attrition rates in online courses, particularly from new technology mediated environments such as MOOCs, highlights the need for greater understanding of the complexity of factors that influence motivation to learn in online contexts.

What are the perspectives for exploring intrinsic motivation to learn in online environment?

When exploring motivation to learn in online environments different perspectives have been adopted. The following are the perspectives. Such as:

A learning design perspective: The concentrates on the blueprint of the learning environment and the elements considered important to provide optimum pupil motivation in the first perspective. This perspective adopted when examining motivation in online learning settings has been to concentrate on the design of the environment to elicit student motivation. Simply instructional design models have been put forward, much of which consider educators motivation as a component of a broader design approach and others which focus exclusively on motivation. The instructional design structure used the most frequently for the development of motivating online study environments. The structure was developed as a means of effecting educator motivation by using a method to instructional design. The attention, relevance, confidence and satisfaction (ARCS) types serve as guidelines for systematically developing instructional strategies that capture learner attention, establish relevance of what is being taught, encourage learner confidence and provide a sense of satisfaction via intrinsic rewards. The

ARCS model has been used as a design approach for instructional in online learning contexts.

The instructional symbol aspects have been very significant in progressive our level of motivation in online study environments. However, they are not sufficient on their own to explain the complex processes that occur as they often do not take into account learner differences.

- A learner trait perspective: The second perspective views motivation as a relatively fixed individual feature of the learner. It is predominant method for investigating motivation has been to conceptualize various motivation constructs as learner traits. The impetus for conducting much of this study has been in an attempt to identify factors that contribute to higher attrition rates. The factors or traits are the following:
 - ✓ Self efficacy: The motivation always influences both learning and performance and focuses on how people acquire knowledge, skills, beliefs and strategies through their interactions with and observations of others. Self efficacy has been linked to factors influencing goal setting and goal performance. It also has been highlighted as an important predictor of successful outcomes and satisfaction in online learning environments.
 - ✓ Goal orientation: A second conceptual framework commonly used to support studies motivation to learn in online contexts, is goal orientation. It explores learners' reasons for engaging in achievement behavior.
 - ✓ Interest: A concept closely related to intrinsic motivation is a distinct motivational construct evident in some online motivational work. Traditional educational contexts have consistently shown that the level of an individual's interest has a significant influence on their learning. Interest is a concept that has been characterized in a number of ways, but is most often viewed as a psychological state that

involves focused attention, increased cognitive functioning, persistence and affective involvement.

Studies have explored students' reasons for engagement in online environments from an intrinsic motivation perspective

A situational perspective: The investigation has been selected
that do acknowledge a more contemporary 'situated person in
context' perspective. It has been shown to have positive effects
on discussion behavior and group performance in computer
supported collaborative learning environments. This perspective
is emerging that acknowledges the dynamic and responsive
nature of motivation to different situations.

Therefore, intrinsic motivation has been identified as a key factor in developing and sustaining a sense of community as well as learning and achievement in online contexts.

Conclusion

We can conclude that the effects of online trends are changing in the field of education. Even in progressive society, educators are collaborating with each other through online social media to learn more ideas, fact and opinion about specific subjects. Online learning has remarkable influence in the era of education. The learners are enjoying the learning experiences through online learning. It helps them to make lesson plans and it creates barrier free learning environment which is an essential to make democratic education system. Intrinsic motivation plays a huge role in how students learn and perform in instuition. Consequently, that can positively affect their performance and learning outcomes. It can help learners which are the best supports of students' needs and interests. So, we must say that online learning has become necessary to enhance the quality of learners' intrinsic motivation in higher secondary education. It has become natural, automatic and integral part of learning process in education. There by students can improve on their life skills, be independent, sustained themselves and have a future to look upon and for others to share.

So, we hope that empowering by this paper to move forward with online learning initiative, realizing that full potential of motivated learners and to hearing that how online learning can impact all students, helping transform education for 21st century.

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Post-Pandemic Prospects of Online Education in India

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Abstract: The onslaught of COVID-19 as a gargantuan pandemic has obligated the embracement of digital and online modes of education, from the kindergarten till advanced research levels. Online education has proved to be a panacea in the time of the COVID-19 crisis. Despite some potential hurdles like the 'digital divide,' interrupted electricity, lack or shortage of smartphone gadgets, lack of access to the internet and parental unaffordability of sustaining the costs accrued to online education for their children, virtual platforms have proved to be the sole reliability for all stages of education. This is primarily because the fear of contagion has made physical classroom spaces dangerous. This paper stresses on the fact that COVID-19 has exposed some of the long-standing disadvantages of traditional offline learning, which can be obliterated by incorporating the e-learning mode, as a regular feature of our educational institutions. Equipping learners and educators with a spruced up capacity of existing online apps and platforms to the optimum, desirable level, all stakeholders can be brought under one common umbrella, where the chatroom can function as a supplement (if not replacement) for traditional learning processes. Online education demands some initial prerequisites, but if these are fulfilled, it can also eliminate several material, economic and cultural impediments that stand in the way of universal education in India.

Keywords: Online education, virtual classroom, digital education, digital divide, pandemic

Introduction

The onslaught of COVID-19 as a gargantuan pandemic has obligated the embracement of digital and online modes of education, from the kindergarten till advanced research levels. Online education has proved to be a panacea in the time of the COVID-19 crisis. Despite some potential hurdles like the 'digital divide,' interrupted electricity, lack or shortage of smartphone gadgets, lack of access to the internet and parental unaffordability of sustaining the costs accrued to online education for their children, virtual platforms have proved to be the sole reliability for all stages of education. This is primarily because the fear of contagion has made physical classroom spaces dangerous. This paper stresses on the fact that COVID-19 has exposed some of the long-standing disadvantages of traditional offline learning, which can be obliterated by incorporating the e-learning mode, as a regular feature of our educational institutions. Equipping learners and educators with a spruced up capacity of existing online apps and platforms to the optimum and desirable level, all stakeholders can be brought under one common umbrella, where the chatroom can function as a supplement (if not replacement) for traditional learning processes. Online education demands some initial prerequisites, but if these are fulfilled, it can also eliminate several material, economic and cultural impediments that stand in the way of universal education in India

Online Education in the International Context

Since the COVID-19 pandemic has disrupted normal lives of people across the globe, the virtual world has come to their rescue. Like many other sectors, educational institutions have also shifted their bases to virtual platforms to conduct classes online. All over the world, online education, which until very recently was viewed as an elite fad, witnessed a major perceptual alteration in 2020, particularly since March 2020, from when the ramifications of the pandemic began to be felt. With quarantines, lockdowns and home isolations adopted by State sanction or voluntary discretion, it was universally felt that online education was the best means to sustain educational calendars, pending courses and unfinished syllabi and curricula. Online education became a necessity because – (a) "children benefit from structured learning environments," and (b) "there is a danger in students regressing in their studies if their education is interrupted for too long." Both public and private educational establishments

have embraced and adopted this "emergency remote teaching mode." Given the gravity of the situation, Central and State governments and even the MHRD are recommending and questing for SOPs (standard operating procedures) for sustaining online education. All stakeholders concerned (policy makers, intuitional management committees, parents, guardians and even the students themselves, have realised that the pandemic situation is indefinitely prolonged in the present continuous. It is likely to continue for some time and even if vaccines and other relief measures emerge, the consequences of the pandemic are not likely to die down all of a sudden. Moreover, newer viral, bacterial and microbial attacks are not to be ruled out, given our increasingly endangered ecosphere, which is why alternatives to traditional learning modalities must never be underestimated. Keeping this in mind, we have seen a pan-global democratisation of online learning at all levels. It has been sufficiently realised that what was theoretically debated since half a decade, became an overnight possibility, owing to the pandemic. If necessity is the mother of all invention, the pan-international proliferation of online education is a living testimony of that. Along with this, is the realisation that online education has helped overcome several hurdles of traditional offline educational practices. Whether we will continue this vein of feasible mode of instruction in times to come, especially in a post-pandemic scenario, is conjectural as of now, but certainly a matter of ardent consideration and debate

Online education in the present Indian context

India, despite its pronounced 'digital divide' and several present-day debilitations, has not lagged behind in online education. The Central Government has recently launched the PM e-VIDYA platform, with twelve new DTH channels, one for each class to reach out to all states of the society. In the field of higher education, forums like SWAYAM, ARPIT etc., have projected ways of sustaining self-curated, choice-based, e-platforms accessible in the hyperspace from any part of the subcontinent. Recently, the Central HRD Minister-in-Charge Ramesh Pokhriyal (Nishank) has also emphasised on

routing to greater reliance on digital initiatives like SWAYAM. India has slowly but steadily renovated itself into an informationintensive society and there is currently a thriving provision to make use of technology-enabled platforms for education. According to Anil Sahasrabudhe, Chairman of the All India Council of Technical Education (AICTE), the pandemic has forced people to adopt online education; many of them, who had never visited virtual platforms or even heard of such resources previously. Private online e-platforms have also reported escalated e-traffic on their websites as enrolments have increased. E-platforms like BYJU's and WHITEHAT Jr. have witnessed an upsurge of subscriptions for tutorials and coding classes. Government institutions such as Consortium of Educational Communication, National Institute of Open School and universities of distance learning (like IGNOU) have massively promoted online learning through digital and audio-visual programmes, via SWAYAM and MOOC courses. Attempts are being made by all direct and indirect stakeholders to facilitate online education at every level

NEP 2020 and Online Education in India

Over the past decade, India has slowly but steadily transformed itself into an 'information-intensive' society. There is a growing requirement to embrace a technology-enabled education in all walks of life. The proposed National Education Policy (NEP 2020) notes that one of the central principles steering the education system in the coming days will be the extensive use of technology in teaching and learning, removing language barriers, increasing technological access and co-ordination of proper educational planning and management. In fact, the policy of NEP envisages the establishment of the National Educational Technology Forum (NETF) that shall operate as a platform for free exchange of ideas on the use of technology to enhance learning, assessment planning and administration for schools and institutions for higher education. It becomes aptly clear that NEP 2020 has clearly prioritised the modality of online education as the Indian educational route map for the future.

Digital Education in India: Myth or Reality

Online education advocates the temporal shift from teacher-class based teaching to digital education. The question that automatically comes to mind is whether we, in the Indian context, are prepared to take this leap. Such a modal transition demands prolonged efforts over time. Indeed, proverbially and practically speaking, India is witnessing an enormously pronounced social chasm and one of the contemporary vectors to explain this is the access to online education, or the corresponding lack of it. It is estimated that only 25% of Indian households have an internet facility. For rural households that margin can drop to as low as 15% or even less. Digital education is ideally a welcome thing for a country of such a high population as India. However, to ensure its upsurge in days to come across all sections of society, certain material hurdles have to be overcome. Appropriate online orientation, technological understanding, scope for interactivity, general curation etc. are mandatory to translate the dream of virtual exposure into reality. If education is about motivation, there is no dearth of it among the conscious students and guardians from weaker sections of society. The web has no shortage of international, national, regional and local expertise and information channels. The following pressing questions come up in this regard, which are difficult to easily respond to –

- (a) Who will assure uninterrupted broadband connectivity for several hours a day?
- (b) Who will pay for data packs?
- (c) Are the price ranges of data packs accessible for the very common masses?
- (d) Is there adequate space and peace at home for students to concentrate on their studies?
- (e) Is there a provision for uninterrupted electricity supply? What happens when power supply is interrupted for long durations and how does that impact upon regular classes?

- (f) How do parents and guardians train their wards at home to follow digital discipline?
- (g) How do working couples ensure that their children are getting the right kind of educational outreach from home?

Issues related to internet access, access to devices and gadgets like smartphones, laptops, e-readers and updated apps are a burning crisis for the majority in India. On top of this, proper teacher training, evaluation systems, funding facilities, fee payment and salary disbursal outlets, especially in emergency times like the pandemic, are, in this connection, challenges to be thought of seriously. Different state governments in India had responded differently to the onset of the COVID-19 lockdown. States like Andhra Pradesh and Karnataka reopened physically after brief lockdowns only to report an unexpected contagion, following which they had to shut down once again. States like West Bengal and Maharashtra had continued physical suspension of classes – the online mode in higher educational institutions was continued for months, while schools responded according to their capacities. In certain exclusive private schools, online classes were regularly held, while government schools opened on select days every month, primarily for the distribution of mid-day meal rations, on which needy students are heavily dependent. WhatsApp groups have been formed amongst teachers and students, so that relevant queries can be addressed and study materials disseminated regularly to the pupils of each and every class. Very recently, a CM-approved proposal of the Government of West Bengal has promised to provide free e-tabs to students in government schools and madrasas and computers to secondary schools to facilitate online education. This is to ensure that the lack of "compatible gadgets" do not create a hindrance for senior students "in taking admission to graduation courses." Rough estimates claim that as per data, around 36000 government and government-aided schools, 14000 higher secondary schools and 636 madrasas will be both directly and indirectly benefitted.

The abrupt onslaught of COVID-19 on such a colossal scale was something nobody was prepared for. Many States could not arrange for an instant substitution of the physical classroom with a virtual class space, citing the excuse that it was not feasible for the government to provide smartphones, data packs and electric supply to each and every home and child. However, given the massive amount of expenditure incurred for electoral publicity campaigns – hoardings, banners, roadshows and LED giant screens, it is little wonder that online education is not impossibility in the Indian context if it is sincerely prioritised as an issue of national importance.

Recommended Steps in Favour of Online Education in India

The following steps must be unanimously adopted for the promotion of online education in India:

- (1) Like 'roti, kaapra aur makaan,' digital accessibility should become the right of every citizen. Steps should be taken to incorporate this as a Fundamental Right and initially as a Directive Principle.
- (2) The goal of 'one smartphone for every child' should be an electoral demand of voters. Initially, at least one smartphone per family should be delivered.
- (3) Governmental measures should be adopted to make telecom rules more consumer friendly. The price of student data packs should be kept at the minimum. Free data packs should be allotted for government schools.
- (4) Digital education should be made more comfortable for both educators and learners. Orientation programmes should be organised for teachers at regular intervals to sensitise them to newer apps and modalities of making virtual classrooms feasible for students.
- (5) Teacher training (B. Ed, B.P. Ed, M. Ed, M.P. Ed etc.) should include compulsory components that create tech-savvy teachers at the end of the courses.

- (6) Broadband connections and electricity reach should be bolstered at every place and locality, so that uninterrupted internet and current supply is ensured throughout the length and breadth of the country.
- (7) Parental awareness campaigns should be organised to make guardians sensitised to the fact that they must allow an undisturbed corner for the education of their children, no matter how small their dwellings are. Virtual platform enabling apps have options for muting volume and screening video, so that teachers have no difficulty in reaching out to each and every student, without invading the privacy of their domestic spaces.
- (8) No discrimination should be made or encouraged in the dissemination of digital instruction. The cyberspace does not discriminate people on the basis of race, class, caste, gender, sect or creed. Virtual classrooms are meant for all.
- (9) Steps should be devised and adopted to make our public education system more sensitive and responsible towards making onlineeducation infrastructure more accessible. All stakeholders (educators, students, guardians and even attendants) must be briefed and prepared for e-cognizance.
- (10) Governments, NGO's and micro-welfare groups must initiate sensitisation outreach to facilitate e-learning for the girl child and young married women, widows, mothers who couldn't complete their education.
- (11) Similar supervision must be initiated to ensure that Dalits, minorities and subaltern groups are not being left out of online education initiatives.
- (12) Scholarship money should be bolstered, especially among girl children and low income group families so that the issue of affordability of gadgetry can be tackled.
- (13) Differently-abled students must be given concessions in gadget purchase and procurement of data packs, so that their education doesn't get hampered due to disability.

(14) Cyber-safety measures must be adopted so that cyber-bullying, misbehaviour, harassment and abuse do not take place and the right to one's freedom of virtual expression is not hindered.

Reasons to Promote Online Education in India

The pandemic has proved that online education is the learning mode of the future all over the world and in many advanced countries, the veritable present as well. It may well be the case that India is lagging behind superpowers like the USA and China, technologically advanced nations like Japan or prosperous nations of Europe, in many ways. But it is equally true that the digital wave has already hit India. The malaise of the 'digital divide' is something we have to contend with for some time, much like the way we implement policies and practices to alleviate economic cleavages. However, a careful consideration of details and nuances of the socio-economic fabric of the nation will reveal some interesting facts. Following are some of the most formidable reasons of promoting the future of online education in India —

- 1. Online Education is a big time saver. Offline Education demands investment of time, energy and preparation. Students and their guardians have to arrange for uniforms, conveyance, tiffin, caretakers and tuitions to fulfil all educational obligations. Online Education saves a lot of rush, hurry and hassle.
- 2. The time and energy saved thereby from taking recourse to online education can be utilised for pursuing vocational and/or part-time programmes and apprenticeship courses. This is a big factor for lower income groups because many of these families depend on supplementary income and services (such as labour in farms and fields) that are provided by the learners.
- 3. Online Education leaves learners with spare time to pursue hobbies and interests that can aid and assist them in their future lives.
- 4. Online Education would promote increased focus because the energy loss at having to prepare to visit the physical institution,

undergoing the journey to do so and coming back home late, will be curtailed. A familiar study environment from home would make learners at ease with their studies.

- 5. Online Learning ensures a higher reach of quality educators, independent of geography.
- 6. The internet is a vast ocean of resources, information and data. Online libraries, repositories and numerous other authoritative sources, give students the option of manifold heightened outreach to resources, than would be otherwise possible. Not every student can avail of and access international bodies to enable a global education. Online Education eliminates the barriers of space, time, economics and various other incapacities.
- 7. Online Courses are more individual oriented and open to the learner to alternate learning systems that are customised to suit different individual capabilities and preferences.
- 8. Online courses foster self-discipline and motivation. It enables every learner to be able to stick to an individual study plan and be organised accordingly.
- 9. Online Education is comparatively far more flexible than traditional learning methods. Learning can be availed from anywhere and anytime. For example, it may not be possible for a rural student to visit a city library because of communication costs or conveyance hurdles or time crunches. Again, female students might not be able to avail late afternoon or evening remedial classes because of transportation and safety issues. Online Education removes these practical limitations. Any designated hour, as per convenience can be allotted.
- 10. Online Education gives sufficient scope to remain updated and in league with toppers in the rat race. Online Education is the stepping stone to accessing the Open Access Movement, that actively campaigns for free learning for all. Online education enables all students the scope to remain at par with the latest developments in any field and not fall in the trap of stagnation or becoming obsolete with their knowledge levels.

Conclusion

The need of the hour is to ensure that, with time, we must not revert back to our old school habits that would be detrimental to the entire teaching and learning community. In India, we have a tendency to adopt measures for the sake of formality. We must ensure that the lessons we have learnt from the pandemic crisis does not get dumped into oblivion, once the situation improves. History has shown that we do not take proper lessons from history. This should be prevented from happening. We must realise that the pulse of the digital revolution must be sustained in India and everyone must strive to maximise the virtual reach to as many as possible. Virtual reality proves that technology helps make learning immersive. The most economically backward student can be aided by the fruits of Augmented Reality and Artificial Intelligence (AI) and thereby be able to receive a learning that is adaptive and personalised. Even teachers, who build the backbone of future generations can be facilitated, trained and equipped with the necessary paraphernalia to be able to use virtual platforms as new age classrooms. In fact, not only the teaching part but also the assessment part, can be revolutionised by technological aid. More and more educators are finding AI-enabled chatbots highly useful at different stages to enhance the students' experiences. Social networking platforms like WhatsApp, Facebook, Twitter and Instagram are being put to use exclusively for more informal and attractive learning. E-mail correspondences are being recognised as officially valid and the World Wide Web has made dissemination of study materials far easier than before. What should be kept in mind is that the fruits of technology should not be confined to the elite sections of the Indian society alone. With a little bit of encouragement, support, consciousness and funding, a student from the weak socio-economic background can also gain access to podcasts, YouTube, packaged online lectures, digital libraries etc. and secure advancement in their respective careers. 'Edu-Tech' (educational technology) is no longer a dream, as universities and educational institutions are jumping on the bandwagon in a big way for online platforms to ensure that learning never stops. In this post-millennial, post-humanist, cyber-enabled world of today, age-old political and orthodox excuses will not work. A concerted effort on the part of governments, policy framers, the judiciary, management bodies of institutions, parents, and students themselves, will ensure that digital desks will reach out to all, that student suicides will not take place for the lack of access to virtual platforms and that if 'Right to Education' is fundamentally enshrined, gateways to the same will not remain blocked.

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23 Chapter

Online Education in COVID-19 Scenario: Challenges and Opportunities

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Abstract: In the 21st century is an era of modernity. In this touch of modernity, various changes have taken place in different areas of our lives. In the age of modernity, online education has also taken a new turn in the field of education. The current time is world pandemic COVID-19 era. Online education has become a potential way to keep the education system afloat at a time when many educational institutions are closed during the pandemic and the education system is paralyzed. In this situation it is not possible to take classes in the traditional classroom, so the emphasis is on online education. Online education has played a significant role in keeping the education system afloat in the current global pandemic of COVID-19. We all know that a way out when faced with a challenge. The concept of online education in our country is not yet clear to everyone. Faced with various challenges in online education, we need to find a way to solve this problem so that more new opportunities can be accelerated for teaching and learning in the future and open up new horizons in education.

Keywords: Challenges, COVID-19, Online education, Opportunities

Introduction

In the era, on 11th March, 2020 WHO (World Health Organization) declared that COVID-19 as a pandemic. At the present time, COVID-19 has taken the shape of a global pandemic. In this situation, various educational institutions such as schools, colleges, universities and other technical education institutions are temporarily closed. This situation challenged the education system across the world and forced educators to shift an online mode of teaching, that's why various steps have been taken to keep the teaching-learning activities active. In this regard, arrangements have been made to

impart education to the students through online education in different universities, colleges and schools. In India, about 32 crore students in India have stopped going to school or colleges in this situation and various educational activities are not being organized at the moment. Due to COVID-19 pandemic, lots of new modes of learning, new perspectives, new trends are emerged and the same may continue as we go ahead to a new tomorrow. The COVID-19 has changed the daily lives of each of us. The project 'Digital India' had planned has been very supportive of the education system in this situation. We all know that every challenge opens up a new opportunity. India is one of the largest countries geographically, so the online education system is facing various challenges in keeping teaching-learning process active in this difficult COVID-19 situation. But online classes using various platforms offer big opportunity to reach out to students in remote areas. The main barrier is the digital divide due to the nonavailability of high speed internet in rural and remote areas.

Operational definitions

- 1. Online Education: Online Education is a type of education that is provided through the internet. It is form of education, utilizing electronic technologies to access educational curriculum outside of a traditional classroom.
- 2. COVID-19: COVID-19 is a type of virus that is known to all of us as the Corona Virus. It is a global pandemic virus that has spread all over the world today and changed the standard of living of each of us.

Objectives

- 1. To find out the challenges of online education.
- 2. To find out the opportunities of online education.
- 3. To develop some suggestions for solutions of the challenges.

Methodology

This research paper is conceptual and exploratory in nature. The secondary data have been used in the present study. The secondary data was collected through books, various journals and published research papers related online education and digital learning for the study.

Discussion

Challenges

- 1. Limitations of technology and internet: Not every student has their own technological devices and lack of internet facility. Many of them are supposed to share the technological devices like Android Phones, Laptops and Tablets etc with their parents, sisters, brothers and cousins to stay on track.
- 2. Connectivity: In many cases internet connection is disconnected or connectivity issues cause online education to be a challenge especially in remote rural areas where internet connection is not available or internet connection is not working properly. Due to this problem, taking online classes in this corona situation is a challenge.
- 3. Computer literacy: In many cases, many students are not able to operate computers well, especially students in remote rural areas who do not have proper computer literacy or lack of computer knowledge, so online education has become a challenge.
- **4. Student's lack of self-motivation:** In many cases student's lack of self-motivation towards online education as a result of which students are not interested in taking online education.
- 5. Quality assurance concerns: One of the major challenges in online education is quality assurance concerns. There is a concern about the quality of education being imparted to the students through this online education or the quality assurance of the students.

- 6. Cost: Online education is very costly, so in many cases students and their parents are not interested in online education. It requires a variety of technical equipment and an internet connection which can be very expensive, so it is not possible for everyone to make an effort. The cost of this online education is extremely difficult for students and their parents, especially in remote rural areas.
- 7. Reduced face to face support: During the online lectures, it's hard to keep students engaged without a teacher's physical presence and face-to-face contact. Moreover, a key concern is connected to science labs likes (Physics, Chemistry, Botany, Microbiology etc.), impossible to put into practice without in person instructions and courses relying mostly on hands on work likes (nursing, art classes etc.).
- 8. Data privacy: The global outbreak of the global pandemic corona virus has led to the closure of various schools, colleges and universities, and since then teachers and students have been able to access a variety of personal information or data using multiple digital tools. The main purpose in this pandemic situation was to provide education to the students through online education, so in this case various types of free e-learning software have been used neglect our privacy. We have all recently seen that the loss of data privacy about Zoom apps from different news channels and magazines.
- 9. Isolation: Now we are all going through a difficult situation. Students in particularly feel lonely at home in this situation and spend in mental depression. This isolation is a psychological factor that has a huge impact on students' motivation and learning process in this situation. In this situation, students are not able to go to school as a result of which students are not able to sit in the traditional classroom, where they are acquire knowledge on different subjects, interact with classmates, share different experiences, jokes and can play with friends. The classroom was like a sanctuary to the students but in this difficult situation the

students are feeling lonely sitting at home. It's not a surprise most of them feel isolated, scared by the pandemic, parents' job loss friends' disconnection.

Opportunities

The worldwide pandemic of corona virus has created some opportunities for online education, such as,

- 1. Gain experience using web based tools and technologies: An important factor in online education during the global pandemic of corona virus is that teachers and students have been able to gain a lots of experience using a variety of technological devices and web based tools. In the current situation, the use of this technology and web based tools has increased in both teaching and learning.
- 2. Become self-regulated learners: In the current corona virus situation, all schools, colleges, universities and others educational institutions are closed, so students have been able to get acquired with themselves through online education at home. In this case, the students have been able to receive education in their own way at home.
- 3. Broadens experiences: During this time, students have been able to expand the store of experience they have at home. In this situation, students are doing various online courses through online education in addition to their own textbooks and are expanding and enriching their store of experience.
- **4. Adapt to an international online community:** Students have been able to the international online education community through online education in this situation.
- **5.** Learn to manage their time more efficiently: In this situation, students have learnt to use their time efficiently while learning through online education at home.
- **6. Enables students to reflect and think critically:** During this worldwide pandemic, students are learning at home through a variety of technological devices and the internet, which has

enabled them to acquire knowledge in subjects other than their textbooks and increase their thinking ability and reflective capacity. Students have been able to come up with various innovative ideas through online education, especially those who are students in the field of technology.

7. An opportunity to collaborate with classmates and teachers from around the world: In this pandemic situation, online education has created an important opportunity for students to study at home and in this case it has created an opportunity as a means of communication with their teachers and classmates.

Suggestions

In this worldwide pandemic situation, it is necessary to take some steps to solve the problems of online education in the field of education; if we can solve all the problems that exist in the field of education, online education will become an important tool in the field of education in the future. The steps are as follows-

- Computer training should be arranged for both the teacher and the student, so that both the teacher and the student can use the computer well. In this case, teachers and students need to be given a clear concept about access of the internet, so that teachers and students can receive online education through the use of the internet.
- 2. During this global pandemic, both teachers and students need to be provided with laptops and android phones for teaching and learning, so that the teaching-learning process of teachers and students is well completed and where students can learn on time.
- 3. In many cases, it has been observed that in remote rural areas where internet connection has not yet reached, it is necessary to establish internet connection in all these areas and increase the speed and quality of internet, so that the students and teachers in every rural area are able to access internet. In this present time, 3 G internet services is still being provided in different regions, 4 G internet has to be provided in all these religions and 5 G

internet connection has to be established very soon to speed up internet and make it easier to study through online education.

- 4. We are not 100% sure of how secure, when we using an application. We have the power that if we use the internet consciously, we will be able to keep that information secure. We could avoid or at least reduce the risk guided by the simple rules, which remain relevant at any time.
- 5. Education is not only just about acquiring knowledge; it is also about the interaction between teachers and students. In the current pandemic situation, it is the responsibility of the teachers not only to provide e-learning but also to support the students, to stay connected with them. Regularly communicate with students during these difficult times, inform them about the current pandemic situation and concerns about this current situation while taking classes online, as well as how to deal with this worldwide pandemic situation and how to solve this problem, be aware of this, caution can be maintained.
- 6. Students can engage in online classes in a variety of ways, such as Power Point presentation, short videos and quizzes etc. In order to keep students engaged in the online class, feedback needs to be provided so that students can actively participate in online classes and provide feedback.
- 7. Teachers need to be given more training to enhance their skills and arrange for a variety of short term courses.

Conclusion

Online education will be successful only if it reaches every student. In this case, the above issues have to be tackled. First of all, that is most needed is to further the internet system in the country. We need to pay more attention to the internet, especially in remote rural areas, and improve the quality of the internet in all these remote areas, increasing the speed of the internet so that every student can access the internet. In this case, the government has to adopt different types of plans and improve the overall infrastructure. The government and

other social organizations need to provide financial assistance. This would enable us to face the challenges of online education better and new opportunities can be accelerated for teaching and learning in the future and open up new horizons in education.

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The Importance of Online Education under the Crisis of Pandemic Situation

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Abstract: Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called COVID-19 caused by a Corona Virus (SARS-cov-2) shook the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. The article includes the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article also put some light on the growth of Educational Technology Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning.

Keywords: Coronavirus, COVID-19, education, online learning, technology.

Introduction

The deadly and infectious disease Corona Virus also known as COVID-19 has deeply affected the global economy. This tragedy has also shaken up the education sector, and this fear is likely to resonate across the education sector globally. The COVID-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear

of losing this whole ongoing semester or even more in the coming future. Various schools, colleges, and universities have discontinued in-person teaching. As per the assessment of the researchers, it is uncertain to get back to normal teaching anytime soon. As social distancing is preeminent at this stage, this will have negative effects on learning opportunities. Educational units are struggling to find options to deal with this challenging situation. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). This is a situation that demands humanity and unity. There is an urgent need to protect and save our students, faculty, academic staff, communities, societies, and the nation as a whole. Several arguments are associated with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas.

It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The government also recognizes the increasing importance of online learning in this dynamic world. The severe explosion of Corona Virus disease can make us add one more argument in terms of online learning, that is, online learning serves as a panacea in the time of crisis.

Review of Related Literature

Rapid developments in technology have made distance education easy (McBrien et al., 2009). "Most of the terms (online learning,

open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means" (Cojocariu et al., 2014). Online learning can be termed as a tool that can make the teaching-learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Littlefield, 2018). Synchronous learning can provide a lot of opportunities for social interaction (McBrien et al., 2009). Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already recorded lectures, and (f) instant feedback from students can be achieved and assignments can be taken (Basilaia et al., 2020).

Online Teaching Is No More an Option, It Is a Necessity

The major part of the world is on quarantine due to the serious outbreak of this global pandemic COVID-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges, and universities too. Betwixt all this online teaching and online learning can be termed as the panacea for the crisis. The Corona

Virus has made institutions to go from offline mode to online mode of pedagogy. This crisis will make the institutions, which were earlier reluctant to change, to accept modern technology. This catastrophe will show us the lucrative side of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this current situation. Online learning is emerging as a victor ludorum amidst this chaos. Therefore, the quality enhancement of online teaching-learning is crucial at this stage. Online education in Chinese universities has increased exponentially after the COVID-19 outbreak. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether online teaching-learning methods can provide quality education; it is rather how academic institutions will be able to adopt online learning in such a massive manner (Carey, 2020).

Objectives

- 1. To explore the growth of EdTech Start-ups and online learning.
- 2. To study Strengths, Weaknesses, Opportunities, and Challenges (SWOC) of online learning during the Corona Virus pandemic and natural disasters.
- 3. To give some suggestions and recommendations for the success of online mode of learning during a crisis-like situation.

Methodology of the Study

The study is descriptive and tries to understand the importance of online learning in the period of a crisis and pandemics such as the COVID-19. The problems associated with online learning and possible solutions were also identified based on previous studies.

The SWOC analysis was conducted to understand various strengths, weaknesses, opportunities, and challenges associated with online mode of learning during this critical situation. The research tool used for analyzing the data which amassed from different sources for this study is a content analysis and the research method is descriptive research. We have taken into consideration the qualitative aspects of the research study.

This study is completely based on the secondary data. A systematic review was done in detail for the collected literature. Secondary sources of data used are (a) journals, (b) reports, (c) search engines, (d) company websites and scholarly articles, (e) research papers, and other academic publications.

Discussion

EdTech Start-ups in the Times of Corona

If we go back in history and see EdTech through the ages, we can observe that writing slates were used in Indian schools during the 1100s. In the year 1440, first printing press was invented by Johannes Guttenberg; in the 1600s, Abacus helped students in understanding fundamentals of Math; and in the year 1913, Thomas Edison promoted film clips as a replacement for teachers. In 1927, Sidney Pressy invented the first teaching machine famously called the MCQ machine. In the 1960s, online education originated at the University of Illinois and in 1994, India's EdTech journey finally began in India with the launch of Educomp. Recently, around 2010, EdTechs startups entered the market intending to disrupt the education sector. A learning application Byju's became one of the most valued EdTech companies in the year 2019. And from then many start-ups have come up to give tough competition to Byjus's. Li Kang, Ai English Executive Director said, "Online Learning is the future and if there was no virus, that realization would have taken another few years but this has accelerated the process."

EdTech Start-ups are tapping all the right opportunities by providing free online courses to students amidst this crisis. UNESCO also suggested that these EdTech Start-ups and learning apps can help students during such hard times. Digital payment companies, such as Paytm, Mobiwik, Tez, PhonePe, and so on, grew rapidly during and after demonetization. Now, in this pandemic outbreak, EdTech start-ups are hoping for improved performance. EdTech start-ups are trying hard to make most out of this situation by providing several free courses and e-resources to the students. Although the availability of electricity and a stable internet connection is still a bigger challenge in their way as a lot of Indian cities especially small cities still face frequent electricity shortages. As per the reports, initiatives by these companies are already bringing them gains. Their customer base is improving a lot, it might be for a temporary period but even if they can retain a few customers it is for their good only.

Educators or teachers in the form of facilitators face a lot of trouble while working on these EdTech start-ups in the form of how to start using it when to use it, how to reduce distractions for students, how to hone students' skills via EdTech. The participation by students is not enough, educators must put considerable effort to increase student engagement, retain their attention, take feedbacks, and assess them in several ways. This will create an effective and meaningful learning environment. EdTech cannot replace a teacher but it can enhance instruction. During such tough times, when COVID-19 has forced schools and colleges to remain completely lockdown for few weeks due to the seriousness of the situation, EdTech companies can prove to be of great help to students (Brianna et al., 2019). According to the reports by KPMG and Google, the EdTech sector will boom and is likely to reach around 2 Billion Dollars by 2021. Some of the famous EdTech start-ups include Byju's, Adda247, Alolearning, AptusLearn, Asmakam, Board Infinity, ClassPlus, CyberVie, Egnify, Embibe, ExtraaEdge, iStar, Jungroo Learning, GlobalGyan, Lido Learning, Pesto, Vedantu, Edubrisk, ZOOM Classroom, ZOOM Business, Toppr, Unacademy, Coursera, Kahoot, Seesaw, Khan Academy, e-pathshala, GuruQ, and the list is long. SWAYAM portal is an interesting educational program that is initiated by the government of India to achieve three important objectives of our educational policy, that is, access, equity, and quality. The main objective of SWAYAM is to provide online learning and reduce the digital divide. It provides a large number of free courses for school, distance, graduate, and postgraduate education. During the COVID-19 crisis, SWAYAM is of great help for students across the country.

Online Learning: During Corona Virus Pandemic

In the aftermath of some of the natural calamities such as floods, cyclones, earthquakes, hurricanes, and so on, knowledge delivery becomes a challenging task. These hazards disrupt the educational processes in schools and colleges in several ways. Sometimes, it leads to closure of schools and colleges which creates serious consequences for students and deprives them of their fundamental right to education and poses them to future risk. "100 million children and young people are affected by natural disasters every year. Most of them face disruption to their schooling" (World Vision). Situations of crisis and conflicts are the biggest hurdles in the path of education. Many students and teachers also face psychological problems during crisis—there is stress, fear, anxiety, depression, and insomnia that lead to a lack of focus and concentration. Disasters create havoc in the lives of people (Di Pietro, 2017).

And the most recent disaster is in the form of the COVID-19 which is spreading like a forest fire around the world. All of the schools, colleges, and universities are facing lockdowns in the most affected areas to curb further spread of the Corona Virus. Many academic institutions are, therefore, seeking the help of online learning so that teaching and learning processes are not hampered.

In the last few years, e-learning has started gaining popularity in India. Many platforms provide affordable courses to students via Massive Open Online Courses. Still a lot of institutions in India were reluctant toward online teaching and learning. However, the challenges posed by the Corona Virus pandemic introduced everyone to a new world of online learning and remote teaching. Instructors indulged them in remote teaching via Google Hangouts, Skype, Adobe Connect, Microsoft teams, and few more, though ZOOM emerged as a clear winner. Also, to conduct smooth teaching—learning programs, a list of online etiquettes was shared with students and proper instructions for attending classes were given to them (Saxena, 2020).

Strengths

E-learning methods and processes are really strong. These strengths of the online learning modes can rescue us from these hard times. It is student centered and offers a great deal of flexibility in terms of time and location. The e-learning methods enable us to customize our procedures and processes based on the needs of the learners. There are plenty of online tools available which is important for an effective and efficient learning environment. Educators can use a combo of audio, videos, and text to reach out to their students in this time of crisis to maintain a human touch to their lectures. This can help in creating a collaborative and interactive learning environment

Weaknesses

E-learning has certain weaknesses in the form that it can hamper the communication between the learner and the educator, that is, direct communication and human touch are lost. Users can face many technical difficulties that hinder and slow-down the teaching–learning process (Favale *et al.*, 2020). Time and location flexibility, though it is the strength of online learning these aspects are fragile and create problems. Student's no serious behavior in terms of time and flexibility can cause a lot of problems. All students and learners are not the same; they vary in degrees of their capabilities and confidence level. Some do not feel comfortable while learning online, leading to increased frustration and confusion. Inadequate compatibility between the design of the technology and component of psychology required by the learning process; and inadequate customization of

learning processes can obstruct the teaching process and creates an imbalance.

Opportunities

Online learning generally has a lot of opportunities available but this time of crisis will allow online learning to boom as most academic institutions have switched to this model. Online Learning, Remote Working, and e-collaborations exploded during the outbreak of Corona Virus crisis (Favale et al., 2020). Now, academic institutions can grab this opportunity by making their teachers teach and students learn via online methodology. The people have always been complacent and never tried some new modes of learning. This crisis will be a new phase for online learning and will allow people to look at the fruitful side of e-learning technologies. This is the time when there is a lot of scope in bringing out surprising innovations and digital developments. Already, EdTech companies are doing their bit by helping us fighting the pandemic and not letting learning to be put at a halt. Teachers can practice technology and can design various flexible programs for students' better understanding. The usage of online learning will test both the educator and learners. It will enhance problem-solving skills, critical thinking abilities, and adaptability among the students. In this critical situation, users of any age can access the online tools and reap the benefits of time and location flexibility associated with online learning. Teachers can develop innovative pedagogical approaches in this panicky situation, now also termed as Panicgogy. EdTech Start-ups have plenty of opportunities to bring about radical transformations in nearly all the aspects associated with education ranging from, teaching, learning, evaluation, assessment, results, certification, degrees, and so on. Also, increasing market demand for e-learning is an amazing opportunity for EdTech start-ups to bring technological disruption in the education sector

Challenges

Online learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching-learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017). The quality of e-learning programs is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning programs. There is a lack of standards for quality, quality control, development of e-resources, and e-content delivery. This problem needs to be tackled immediately so that everyone can enjoy the benefits of quality education via e-learning (Cojocariu et al., 2014). One should not merely focus on the pros attached to the adoption of online learning during the crises but should also take account of developing and enhancing the quality of virtual courses delivered in such emergencies (Affouneh et al., 2020). A lot of time and cost is involved in e-learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode.

Conclusion and Suggestion

As per the World Economic Forum, the COVID-19 pandemic also has changed the way how several people receive and impart education. To find new solutions for our problems, we might bring in some much-needed innovations and change. Teachers have become habitual to traditional methods of teaching in the form of face-to-face lectures, and therefore, they hesitate in accepting any change. But amidst this crisis, we have no other alternative left other than adapting to the dynamic situation and accepting the change. It will be beneficial for

the education sector and could bring a lot of surprising innovations. We cannot ignore and forget the students who do not have access to all online technology. These students are less affluent and belong to less tech-savvy families with financial resources restrictions; therefore, they may lose out when classes occur online. They may lose out because of the heavy costs associated with digital devices and internet data plans. This digital divide may widen the gaps of inequality. This terrible time of fate has taught us that everything is unpredictable and we need to be ready to face challenges. Although this outbreak did not give us much time to plan we should take a lesson from this that planning is the key. We should plan everything, no matter if plan A fails, we should have plan B ready. This can only be done if we do scenario planning. There is a need to prioritize all the critical and challenging situations which may occur and plan accordingly. This pandemic has also taught us that students must possess certain skills such as skills of problem-solving, critical thinking, and most importantly adaptability to survive the crisis. Educational institutions must build resilience in their systems to ensure and prioritize the presence of these skills in their students. "The key lesson for others may be to embrace e-learning technology before disaster strikes!" (Todorova & Bjorn-Andersen, 2011) Today, we are forced to practice online learning; things would have been different if we have already mastered it. The time we lost in learning the modes could have been spent on creating more content. But it is better late than never. This virus surely has accelerated the process of online learning. For instance, this e-application called ZOOM is making a lot of news because of its viable features. It allows conducting live online classes, web-conferencing, webinars, video chats, and live meetings. As most of the schools, colleges, universities, companies are closed due to lockdowns/curfews and most of the people are working from home, this app helped in keeping people connected via video conferencing. This application is trending on Google play store amidst the ongoing crisis. People are practicing social distancing so this application gave them a sigh of relief. ZOOM also allows conducting business meetings.

Disasters will continue to occur and technologies will likely help us cope with them (Meyer & Wilson, 2011). Don Dippo, The Co-Principal Investigator at the Borderless Higher education for Refugees said that, "We are in a world where conflict and environmental destruction. .. are going to have lots of people, families, and communities, living in precarious contexts. The willingness of postsecondary institutions to step-up and engage and provide opportunities for those people will never be as large as the need. The only way we can even make a dent in this is to learn to collaborate and cooperate across institutions and across time and spatial boundaries. The only way really to do that is to rely on technology to create conditions to allow people to collaborate."

We need a high level of preparedness so that we can quickly adapt to the changes in the environment and can adjust ourselves to different delivery modes, for instance, remote learning or online learning in situations of pandemics such as COVID-19. Institutions and organizations should prepare contingency plans to deal with challenges such as pandemics and natural disasters (Seville et al., 2012). Reliability and sufficient availability of Information Communication Technology infrastructure, learning tools, digital learning resources in the form of Massive Open Online Courses, e-books, e-notes, and so on are of utmost importance in such severe situations (Huang et al., 2020). Instruction, content, motivation, relationships, and mental health are the five important things that an educator must keep in mind while imparting online education (Martin, 2020). Some teaching strategies (lectures, case-study, debates, discussions, experiential learning, brainstorming sessions, games, drills, etc.) can be used online to facilitate effective and efficient teaching and learning practices. In such panicky situations, where the lives of so many people are at stake, teaching and learning should be made interesting. This will also reduce the stress, fear, and anxiety levels of people. For this, proper technique and learning support should be provided to teachers and students and government support is also crucial at such stage. Pedagogical and technical competency of online educators is of utmost importance. Rigorous quality management programs and continuous improvement are pivotal for online learning success and making people ready for any crisis-like situation.

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25 Chapter

Problems of Online Education among the Students

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Abstract: The study revealed that although online education may be interesting but students still have a lot of issues posing as a threat to the full embrace of online education. It also revealed that the system is by technical issues like internet coverage or internet ban with irregular power supply, cost of internet and the usages of computer or laptop.

Keywords: online, education, internet

Introduction

During this epidemic, online education has become an important medium for students. But there is also considerable concern about how much there are benefiting from learning through this online education. The whole world today is dependent on the internet. Naturally, we have to use this medium of education to move the future generation forward. There are many good aspects and also have many bad aspect of this education system. Small school children are having difficulty adapting to this medium of instruction. On the other hand, their parents are making sure that their child stays at home and is safe. However, in this situation, it is the duty of every one to take the future generation forward in this process.

Objectives

Many students prefer online learning than traditional schooling because they are able to work at their own pace, In this system they can make their own time to read so the online process give them that opportunity. In this process the student can improve themselves.

Source of the Paper

To write this paper, I have taken Internet, Research paper, Journals, News paper as my sources.

What is Online Education?

Online Education is a form of education where students use their home computers, Laptop and smart phone with the internet. And there is no traditional classroom session.

Importance of Online Education

In online education students access online study materials, join virtual lectures, give virtual exams and post their questions to teachers and do much more things. However online education has more importance, same of the following are:

- Reduced distraction: Previously what used to happen in our traditional classes is that there were same dominant students who would have ask the question, where as now a days after coming on this online procedures everybody can produced doubt and nobody can dominate everybody is equal. Equality in the classes has increased a lot after the online assessment or online classes. So this is a very big advantage that there is no dominance in the class and nobody can dominate the class and no partiality also happen now a days in this time of classes. That is a very big advantage.
- Improved attendance: After the convention of traditional studies to online studies the attendance has increased a lot, a huge amount. The students are staying far away from institute or some student has their health issue so they cannot attend the classes. In this procedure they can attend all the classes. There was no vehicle problem for going the institution. In this online education all the students can attend the classes.
- **Online Assessment:** Every educational institution has some students who are very shy in nature. They are ashamed to talk to

- everyone directly and participate in various events; through this education they can enjoy attending various events
- Flexibility of online education: The flexibility of online education has increased a lot of education. The teachers can make videos and students can see those videos and learn from those videos in their own time when they want to learn so this is the thing has increased a flexibility education.

Disadvantage of Online Education

There are many disadvantage of online education some of them are-

- **Technological problem:** There can be a technical problem in the computer, laptop or smart phone during online class. This can make it difficult to complete the classes.
- The cost of study Materials: Many students are from lower family. They don't have a smart phone, laptop, and computer. The internet prices are also increasing; hence everyone can not afford online education.
- Classroom interacting is missing: In online education, there
 is no face to face conversation between students and teachers.
 Students can't meet other fellow students. This puts barrier in
 communications skills and personality developments.
- Lack of discipline: In traditional education, discipline is given
 a big importance. Students obey their teachers. But in online
 education, students are free. Lot of freedom may not be good for
 students and the society.
- The problems of the secondary education: It also examined availability of the gadgets used to enhance the operation of the system and the relationship between schools with functional computer laboratories and schools without the laboratories. From hypotheses tested the result showed that students especially teenagers find it difficult to concentrate as they are used to the physical classroom, it also revealed that retention is a problem as they get distracted due to irregular power supply and shortage of internet band with. It also revealed that if the issue of trust

monitoring power supply and making internet service free can be improved, inline education can become an acceptable norm among our students in the secondary school.

Conclusion

Online education can be seen as a complement and extension of traditional way of education. It should not replace the traditional way of education as it cannot fully replace the human relationships that develop in a group. Some basic tools must be put in place to allow full embrace in the nearest future like the internet and electrical gadgets.

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27 Chapter

Online Education and Its Effects on Mental Health, Well Beings of The Students during The COVID-19 Pandemic Period in West Bengal

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Abstract: The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. The present study examines the performance of students of the college through online education during the covid-19 pandemic situation in West Bengal. The result shows that how the student's mental health is fluctuating and as well as measuring the well-beings of the students. Through regression analysis also measured the magnitude of the well-beings. The study interestingly observed the socio- economic condition of the students.

Key words: Education, Mental health, students, well-beings

Introduction

"Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials." From this simple definition comes an almost infinite number of ways to teach and learn outside of traditional classrooms and away from college campuses. With online education, students can turn anywhere with Internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environments and live chats with professors. It's a rich learning environment with much more flexibility than a traditional classroom. Online education in India has been on an upward swing

in the last few years and the trend is expected to continue in 2017 as well - maybe at a much accelerated pace.

Interesting facts about online education in India

- Online education market in India was worth \$ 247 million in 2016, which is expected to grow about \$ 1.96 billion by 2021. That is a compound annual growth rate of 52%.
- The number of users enrolled for various online learning courses is estimated to be 1.6 Million in 2016, which is expected to grow about 9.6 Million by the end of 2021.
- It is estimated that there is a 175% increase in the cost of classroom education, this gives online education more preferred because it is cost effective.
- Nearly 48% population in India between 15–40 age groups with high aspirations but lower income is a good target market for online education. And, the acceptability of online channel is high in the younger demographic.

These factors clearly show the involvement and future potential of online education in India. Now let's discuss some of the advantages and disadvantages of online education over traditional education.

Advantages of online education

- Learn from anywhere, at any time: Since online education only requires a laptop or a smart phone with an internet connection, students can learn anywhere at any time. This flexibility helps working professionals to pursue new courses without giving up their jobs. They can learn at weekends or in their free time. All the course materials are readily available at student's fingertip.
- Save Money and Time: Online education is much more cost effective than doing a regular on-campus degree. It helps students who cannot afford a regular college degree to accomplish their dream without spending a fortune on college education. Since you study at your own time, it helps to save time as well.
- **Learn at your own pace:** Everyone learns at a different pace. In a classroom where everyone taught together, many students find

it difficult to follow the lessons. This is a serious disadvantage of traditional education. Online education solves this issue. In online education all the course materials are provided beforehand, students learn it by taking their own time. Students can clarify their doubts by live chats or forums as well.

Recognition of online degrees: Online degrees are accepted
by many companies and employers in India as long as it is
accredited and approved by Distance Education Council (DEC)
of India. Many of them are encouraging their employees for
getting online education as well.

Disadvantages of online education

- Chances of distraction are very high: Students can easily lose track of their studies in online education since there are no faceto-face lectures and classmates to remind you about assignments. Until and unless you keep yourself motivated it takes a long time to complete your course or abandon your entire course.
- Fraudulent Online courses: There are many websites that offer online courses without the accreditation of any educational authority or in the name of fake authorities. Such courses will not help you to get any job. So it is very important to choose an accredited online/distance program before you spend money on it.
- Cannot do courses that require Labs/Workshops: You cannot
 do an engineering course or any other course that requires labs or
 hands-on workshops online. Also in courses like MBA you miss
 the chances of professional networking, overseas experience etc.

Identifying mental health issues in online students

Struggles with mental illness or serious emotional stress, can cause pervasive difficulties for college students, and often affects their academic functioning (Kitzrow, 2003). Research shows that an average of 12% of college students experience serious psychiatric difficulties (Reifler, 1971; Schwartz, A.J., 2006). These problems include diagnoses of clinical depression, Schizophrenia, Bipolar

disorder, and anxiety disorders (Schwartz, A.J., 2006). Medications prescribed in student health centers to treat anxiety and depression increased by 800% in the 1990's (Caulfield, 2001). Of; the students who accessed services at college and university counseling centers, 16% had symptoms of anxiety, mood disturbance, attention difficulties, and behavior problems that interfered in the their academic performance, but were not severe enough for the diagnosis of a serious mental disorder (Schwartz, A.J., 2006). Short-term adjustment problems related to grief, traumatic events, substance abuse and life stress are also common in the student population (Kitzrow, 2003). Despite the numbers of students experiencing mental health problems, faculty in higher education are not confident in their ability to identify difficulties or to know when problems warrant a counseling center referral (Schwartz, L.S., 2010). However, faculty generally believe it is their role to intervene when students display problems that interfere with academic performance such as poor attendance, falling asleep in class, failing to complete assigned work and/or being disruptive to the class (Schwartz, L.S., 2010). For professors of online courses, the primary academic issues that cause concern are students failing to complete assignments on time, a lack of presence in online discussions and failure to respond to emails/ phone calls (Russo-Gleicher, 2013). Sometimes these problems are due to mental health concerns, and Sharkin (2006) suggested that it is "generally preferred to err on the side of overreaction when you are concerned about a student; early intervention can help reduce the chance of a student's problems turning into a crisis situation later on" (p. 52).

Unusual Behaviors Academic A typical Behaviors (a change from the usual) Performance Problems (Sharkin, 2006) Late assignments from Becoming irritable/short-Emails are accusatory, tempered/obsessive manipulative, sexually beginning of course inappropriate or threatening Sudden deterioration in Discussion post Failing quality of work quality of work contents are: Bizarre, from beginning of fantastical, paranoid, course disruptive, confused, or show disorientation Abruptly begins turning Student clearly seems Not returning emails or in late assignments out of touch with phone calls reality Becoming disrespectful in Not turning in work discussion posts at all Stops responding to email Not re-doing work when given an opportunity Content of work becomes Ongoing display negative/dark/odd in tone of anxiety about

Table 1: Warning Signs of Mental Illness or Emotional Distress in Online Students

Source: Sharkin's (2006) guidelines for faculty are readily adaptable to an online course environment

assignments

Importance of well-being

"The issue of student well-being needs to be tackled head-on, given that it not only affects the socio-emotional realm but also has detrimental effects on students' overall learning and future life outcome" – Dr Imelda Caleon, *Office of Education Research at NIE*

Over the past 10 years, a growing body of evidence shows why student well-being is an important element of education and overall student success. Two big reasons emerge. One is the recognition that schooling is about much more than academic outcomes. Second, students with high levels of well-being tend to have better academic and life outcomes, in school and beyond.

Objectives of the study

The main objectives of the study are:

- (1) To identify the major factors which are influenced the mental health and well-beings of the students.
- (2) To examine the socio-economic condition of their.
- (3) To suggest some policies for better improvement their well beings.

Data and Methodology

The study is mainly based on primary data. Primary data are collected from college student through a structured questionnaire and personal interview method. A multi stage technique is used to select a total of 106 students in Barasat-1 development block of North 24 Parganas district, West Bengal. The survey has been carried out during 15th July to 1st August. A stratified random sample of 106 panels were interviewed, investigations such as the age and gender of the pupils, the type of education followed the type of educational network (free subsidized or self financing), and its location(urban or rural).

The relevant secondary data sources are: WHO, MHRD

Socio- Economic Profile of the Study

North 24 Parganas is the most populous district in West Bengal. It lies within the Ganges-Brahmaputra delta. Majority of the population of the district lived in urban area. Literacy rate in the district of north 24 Parganas is 84.95 percent. Gender discrimination in literacy rate is visible in the district as literacy rate of male is 87.61 percent compare to 80.34 percent female literacy rate. The study area is Barasta -1 development in North 24 Parganas. Barasat is under municipality. In this area there are seven Govt. high schools and two large colleges. According to the research paper 106 college students are randomly selected. They are all under graduate students. Different aspects are involved here like age, education, Perception and satisfaction in the classroom and at college, Involvement in class, how Contacts with

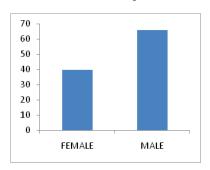
teachers, Atmosphere at college, Support and counseling by the teacher etc.

Result and Findings

The collected primary data are analysed under different sub-section to infer results of the study: Section A analyses the general information of the students. Section B discusses the mental health condition of the students and lastly emphasizes on well-beings of the students in section C.

A. General information of the students

In this paper there are total number of students are 106. Among these students 40 are female candidates and 66 are male candidate's students. All students are studying Under Graduate courses (UG) and their ages are lying from 18 to 23 years.37.74 percentage are female students whereas 62.26% are male candidates. 40 % students are belonging to Barasat Govt. College and rest of 60 % is students of Barasat Evening College. This study also incorporates the type of educational network using by students. One is free subsidies and second is self financing. From the primary data it is observed that there are maximum students using self financing and the percentage is negligible for free subsidies.



Title: *Gender classification*

 Table 2: source-primary data

B. Discusses the mental health condition of the students:

COVID-19 pandemic started in India begging from the month of March. And the first lock down was started on 24 March 2020; the Government of India under Prime Minister Narendra Modi ordered a nationwide lockdown for 21 days and many more months. As results of this students are at home and they are starting on line classes. As a consequence of these students mental health condition deteriorates day by day. There are different types of behavior showing by the students. In case of analyzing considering three aspects

Title: *Types of typical behavior:*

Types	Percentage
Becoming irritable/short-tempered	30%
Sudden deterioration in quality of work	40%
Abruptly begins turning in late assignments	20%
Content of work becomes negative/dark/odd in tone	10%
Total	100%

Table 3: Source: primary sample

According to the sample the highest percentage is 40% in case of sudden deterioration in quality of work and the lowest is 10% in content of work becomes negatives.

Title: *Types of unusual behavior:*

Types	Percentage
Emails are accusatory, manipulative,	12%
Student clearly seems out of touch with reality	8%
show disorientation	6%

Table 4: Source: primary sample

Title: Types Academic Performance

Types	Percentage
Late assignments from beginning of course	5%
Failing quality of work from beginning of course	20%
Not returning emails or phone calls	15%
Not re-doing work when given an opportunity	20%
Ongoing display of anxiety about assignments	40%

Table 5: Source: primary sample

There are different types of academic performance. Most of the people are showing anxiety about assignments. It has maximum percentage, 40% of students are in this group. Failing quality of work from beginning of course and not re-doing work when given an opportunity have equal percentage. It is 40%. 5% students are under late assignments from beginning of course.

C. Well-beings of the students

In this context measuring the well-being of the students two types of variable are included one is quantitative and second is qualitative variable. Number of students, Perception and satisfaction in the class room at college, Involvement in class, Contacts with teachers, these are treated as quantitative variable. And other side Learning process, Infrastructure & facilities, Atmosphere at college, Support and counseling, Study pressure are qualitative variable.

A regression analysis with general well-beings as independent variable. The value of coefficient intercept is 106 which is a positive value. So it is easily says that the quantitative and qualitative variables are positive effect on well-being of the students.

Conclusion and Policy Prescriptions

This study has outlined various impacts of COVID-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and introduction of virtual education in all levels of education. In this paper mainly focused on student's well-beings and their mental health condition. If some quality factors are increased among the students then it can be easily a positive impact on student's well-being.

The following policies may be suggested for improvement of student's mental health and well-beings.

(1) Educators and learners should be trained to utilize online teaching learning process using technology. Policy should be adopted by Government/educational institutions to provide free internet and free digital gadgets to all learners in order to encourage online

- learning as a result of which people would get engaged and remain safe during pandemic (Pravat, 2020c).
- (2) Immediate measures are required to lessen the effects of the pandemic on job offers, internship programs, and research projects.
- (3) Not only education lesion teach by the teacher but also practice some another activities like meditation to reduce the mental hazard.
- (4) Mentoring students as a friendly atmosphere.

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Wisdom of the Scientific Research

International Book of Multidisciplinary Studies

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Editorial

Scientific research both in science and humanities has become an essential academic task in the field of higher education. It is more important for the accomplishment of the core mission of higher education. It helps the humanity to face the global challenges of higher education in an efficient manner. The creation of new knowledge and checking the relevance of the old stock of knowledge in some areas, the scientific research has been treated as the best possible objectives of higher education and the most powerful means.

In the present day, the Universities and other research institutions have taken the responsibilities of channelizing the higher education and research activities, so as to help the societies to realize the significant role of the innovative ideals and ideas and dynamic ideologies for the growth of societies.

The present book named "Wisdom of Scientific Research" is specially designed to impart systematic knowledge on different aspects and issues of Science & humanities. It gives the teachers, research scholars and educationists an opportunity to disseminate their scientific knowledge and ideas. This book contains 20 number of research studies, articles, reviews that has a prolific contribution in the field of higher education.

Dr. Nurul Islam Dr. Md Jahirul Haque

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(Owandrila Roy)

Chapter - 1

Human and Environment - The Human Mark is Far and Wide

Pawanjeet Kaur

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Abstract

While there are many reasons for escalating nature's bounty, there are also reasons for expressing worry regarding ecological problems. Environmental problems arise both due to natural processes and human actions. Human beings form an integral part of the environment and have the greatest environmental footmark either in a positive or negative way. Human overpopulation has been disturbing the environment by restructuring and managing various ecosystems for hundreds of years. Modifying the environment to fit the requirements of society leads to the extermination and reduction of many species that apparently change the ecosystem structure and function. This chapter emphasizes the expanding boundaries of Human and Environment interactions and their possible solutions.

Keywords: Environmental problems, pollution, human activities, environment degradation, climate change

Introduction

All living beings including man and the environment are affecting each other in a number of ways and there is a dynamic equilibrium existing between them which passes with changing generations. Human development and activity have modified and altered the natural environment for centuries. From agriculture to industrialization, deforestation, global warming, pollution, overfishing, devastating animal habitats, and killing organisms, humans always produced environmental problems for generations. The primary effects include decreased water quality, increased pollution and greenhouse gas emissions, depletion of natural resources is all because of a series of actions taken by humans. Human settlements in geologically sensitive locations like mountains, flood plains, or coastal areas are the

reasons for natural disasters which eventually increase the number of deaths. Also, there is a loss of important medicinal plants due to human activities and afterward humans have to rely upon Synthesized medicines.

How do humans affect the Environment?

The following human activities are responsible for the degradation of the environment:

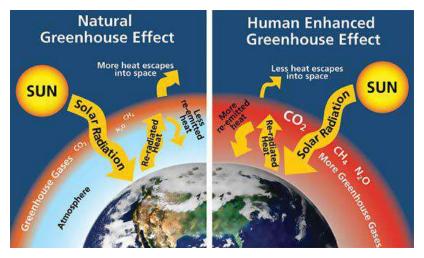
- Overpopulation: The world population is become an epidemic due to decreased death rates, the introduction of approaches of industrial farming, increased birth rate and decreased infant mortality rate, and better medical facilities that keep humans alive for much longer and increasing the entire population. It would not be wrong in saying that we reach the maximum carrying capacity that our earth can sustain. The most severe effect of overpopulation is the degradation of the environment. Humans are cutting down the forests for their accommodations, agricultural land, or industries which eventually results in the damage of ecosystems as there are not enough trees to filter the air which leads to an increase in CO₂ level which carries the potential to harm every single organism on Earth.
- Industrialization: The industrial revolution fulfills the elementary needs of the world and is vital for the financial growth and development of the society, at the same time releases a lot of pollutants to the environment which causes health hazards, damage crops, climate change, and makes the environment incompetent for living organisms. Industries require a lot of fossil fuels which ultimately diminished our natural resources.
- Genetic Modification: Genetically modified organisms (GMOs) give an advantage to the crop, but it causes the soil to dry faster and kills off good bacteria, making it non-fertile. To replenish the depleted soil, fertilizer is used, which is then give a lot of environmental problems.
- Deforestation: The forests are cleared in order to provide the timber and agricultural land to the increased population. An estimated 18 million acres of trees are clear-cut every year for making wood products and for new development and about 1.5 million hectares of forest cover vanishes every year in India alone. The process of deforestation results in decreasing rainfall, loss of topsoil, increasing greenhouse gases and global temperature, and

- modification of climatic conditions. The trees are the prime producers of oxygen, so clearly deforestation is not a good thing for humans and specifically for the animals and the millions of species that live in forests. Deforestation is a chief threat to their existence.
- Pollution: Human activities increased fossil fuel combustion from motor vehicles, industrial factories, and power plants, releasing CO, ozone, and NOx into the atmosphere that causes the greenhouse effect, ozone layer depletion, acid rain, and smog formation which led to serious health effects The disposal of sewage, agricultural and industrial wastes pollute water bodies and soil that spreads so many diseases. The noise due to industries, trains, airplanes, social functions, etc. causes noise pollution which affects both biotic and abiotic sections of the environment. The radiations generated by radioactive substances used in nuclear reactors and nuclear weapons impact the genetic materials of the body (DMA, RHA, etc.)

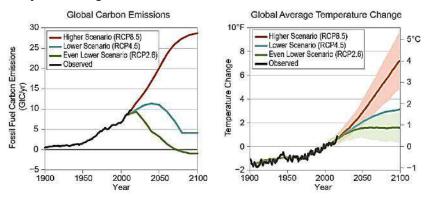
Impact on Climate and Atmosphere

The climate started changing a long time ago due to human activities but we started noticing the climatic change and its effect on human life in the last century. These climatic changes, due to emission of greenhouse gases, deforestation, use of fertilizers and pesticides, pollution, and solid waste, have a negative impact on the environment. The ocean level is mounting, glaciers are melting, CO2 in the air is increasing, many species of flora and fauna are diminishing and water life is getting disturbed due to climatic changes which is a heavy loss to the environment.

Earth's weather patterns will drastically change with worldwide temperature growth, where some areas possess the longer growing times of year, others become unfertile wastelands or deserts. The warming up of the earth's surface causes much ozone depletion, affect our agriculture, water supply, transportation, and several other problems. The volcanic eruptions, solar radiation, orbital variations made the areas harmful for natural life. By 2050, it is possible that the increase in global surface temperature ranges between 1.5 and 2 °C.



With the burning of fossil fuels, SO₂ and NOx are released into the atmosphere which is mixed with the rainwater and makes it acidic which accumulates in water bodies and then diminishes the aquatic life, acidifies the earth's surface, and reduces essential nutrients of the soil. Trees that absorb the acid accrue toxins that damage leaves and slowly kills large areas of forest. The ozone layer is also depleting due to excessive use of spray aerosols, refrigerators, air-conditioners, etc. that contain chemical compounds like gaseous bromine or chlorine & Chlorofluorocarbons.



Impact on Soil and Vegetation

Human activities are accountable for the physical changes in the soil. Uncontrolled and heavy grazing, fire, or cutting for the clearance of forests for domestic purposes and timber caused the disappearance of vegetation cover, soil erosion, and desertification. Air pollutants, Photochemical smog, and industrial fumes are toxic to plants, diminish the fertility of the soil,

enhance salinity and kill vegetation. The chemical fertilizers also altered the chemistry of the soil. The food we are eating is contaminated which affects human health and hence 90% of the human population is suffering from various diseases.

Impact on the Water





Humans have influenced both the quantity and quality of water. The construction of dams required deforestation and promote earthquake activating, the build-up of soil salinity, changes in groundwater levels, and waterlogging. Humans get water supplies by pumping groundwater that reduces the groundwater and coastal areas' freshwater is substituted by saltwater. Oceans are getting acidified that minimizes the production of necessary nutrients, lessens the pH levels in the water, and reduces the calcium concentrations, which is harmful to aquatic flora and fauna. The rivers getting murky by pollutants. The rate of water born diseases is increasing day by day due to human activities.

Possible solutions

Human mistakes caused great damage to the ecosystem but it can be controlled if every human start contributing by adopting few changes in their lifestyle including using renewable sources like solar, wind, and hydro energy and using less energy in the home, using public transport instead of driving that will reduce CO2 emissions and ultimately diminish the amount of pollution. Also, the amount of fertilizer applied to grasslands can be reduced to lessen water and soil pollution. The recycle and reuse policy should be adopted by everyone. Green chemistry principles need to be followed by the chemists to produce safer chemicals to completely cut down the stream of chemicals pouring into the environment. Energy can be generated by geothermal sources which can be used in various industries, which eventually reduce the use of coal and petrochemicals resources and give the cleaner energy which is harmless for the environment. Everyone must be knowing how to recognize and dispose dangerous waste properly. The government should invest and encourage the sustainable technology production.

"The best time to act, was yesterday, the best we can do is today, but if we wait for tomorrow, it may just be too late."

Conclusion

The environment epitomizes the living space, the quality of life, and the human health of generations. Human-Environment conflicts are life-threatening issues that bring a huge challenge to survival itself as they are showing consequences for the stability of the natural, social, political, and economic backgrounds of a nation. The Environmental organizations are working towards solving these issues, their management, and reduction for which they are spreading awareness among the locality. Effective actions have to be taken for the protection of the environment and to conserve natural resources. The most important step in the implementation of the same, which must start individually, as every single person can contribute towards environmental management.

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Chapter - 2

Bioprospecting and Biodiversity

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Abstract

Bioprospecting is the process of not only discovering and screening, but also trading new products based on biological variety. It is a multidisciplinary endeavor that has a significant impact on long-term development, poverty reduction, and economic growth in many countries. The ability of a nation's people to turn biodiversity and other natural resources into riches in an environmentally sound, economically profitable, and long-term way through the use of science and technology is critical to its prosperity. As a result, the concept of bioprospecting becomes more important. Biodiversity's inherent potential as a vital resource for generating novel value-added goods for food, medicine, cosmetics, and other commercially important natural products is now increasingly recognised.

A new way of thinking about future "knowledge industries" is gaining traction around the world, focusing on the concept of "knowledge engineering." Some of the primary measures for creating economic accomplishment and welfare for people include the conversion of biodiversity and the related traditional knowledge system (TKS) into value-added, commercial products, competitive at global level. By utilizing modern technology bioprospecting is the most resourceful technique of discovering and assessing the chemical, economic and genetic potentials of biological resources.

Keywords: Bioprospecting, biodiversity, traditional knowledge

Introduction

Bioprospecting is a multidisciplinary endeavor that entails a wide range of research activities and scientific areas. A bioprospecting programme also looks at indigenous knowledge of medicinal plant and animal behaviors and traits, as well as the search for previously recognized chemicals in natural sources that have never been used in folk medicine. To fully realize the potential of Bioprospecting, it is necessary to convert biodiversity and the

related traditional knowledge system (TKS) into value-added, globally competitive commercial products. As a result, it is critical to develop 'knowledge engineering' in order to construct future 'know industries.' (Pushpangadan et al., 2018).

Bioprospecting - types

Bioprospecting is a new field of biotechnological application on biodiversity that includes "a systematic search for genes, natural compounds, designs, and whole organisms in wild life with a potential for product development using biological observations and biophysical, biochemical, and genetic methods without disrupting nature." (Mateo et al.,2001) Thus, chemical prospecting, gene prospecting, and bionic prospecting are three elements of bioprospecting.

Chemical Prospecting

To identify, isolate, and characterise novel bioactive compounds from wild bio resources (higher plants, bryophytes, pteridophytes, fungi, and microorganisms, among others) and animals (insects and other wild invertebrates), modern high-throughput chemical screening and automated bioassay programmes have been used. They have opened up new vistas in natural product research in general, and drug discovery in particular Agro chemistry (biopesticides), medicines and pharmaceuticals, cosmetics, proteins, enzymes, food additives, and other industrially valuable chemical products are all benefiting from chemical prospecting of wild plant resources (Mateo et al.,2001)

Prospecting for phytomedicines

The pharmaceutical business has been increasingly interested in finding new potential medications from sources such as natural compounds that are traditional in nature or derived from folklore, or from little-known or unexplored forest sources. (Pushpangadan 2017). Advancement of research methods in chemistry, genomics, tools of molecular biology for developing bioassays, high-throughput screening (HTS), and computer autiomated methods, has accelerated the screening, isolation, structural elucidation, and synthesis of natural molecules or their derivatives towards novel drug development.

Hence Based on traditional or empirical local medicinal traditions, a vast variety of plant-derived natural products are still being created. As a result, wild medicinal plant prospecting, particularly those with traditional folklore claims, is predicted to provide novel phytomedicines with molecular potential for molecular medicine development (Harvey and Gericke, 2011)

Gene prospecting

DNA gene prospecting in molecular systematics, which tries to identify and characterize potential genetic variants in a species or population at the DNA level, fingerprinting techniques are finding greater uses. Such an approach is gaining traction and is becoming more significant in establishing the sovereignty IPRs of the Third World's gene-rich but biotechnology-deficient countries over their own biological resources (Mateo et al.,2001)

Bionic prospecting

A new means for the discovery and development process in bionics was developed by getting inspiration from nature. Structures and mechanisms discovered in nature are systematically used in engineering: connection, separation, formation, carriage, support, transmission, storage and blocking of materials, energy, and information. For all these, the blueprints of which nature has already provided has been wisely utilised (Mateo et al.2001).

The benefits and drawbacks of bioprospecting must be weighed against the rising incidence of bio piracy, as well as the current bio depletion problem and the potential consequences of the imminent mass extinction event in tropical biomes [Pimm et al.,1995]. Protected area networks cover about 5% of the earth's land surface, and if human activities continue in the remaining 95% of unprotected wild land ecosystems, about half of the species will become extinct [Pushpangadan 2002]. As a result, a bioprospecting programme should be carried out with the goal of considering biodiversity in addition to immediate economic rewards.

Biodiversity is the totality of all living systems on our planet, from the tiniest microbes to the mammoth elephant and man. Species diversity, habitat diversity, and gene diversity are the three levels of biodiversity. It serves two essential services. To begin with, it governs and maintains climate stability, water regime, soil fertility, air quality, and the overall health of the earth's life support system. Second, biodiversity is the source from which the human race obtains food, fodder, fuel, fibre, shelter, medicine, and raw materials to meet the diverse needs for industrial goods necessitated by humankind's ever-changing and ever-increasing needs and aspirations (Harvey and Gericke 2011) Biodiversity is thus our planet's biological capital, and it serves as the foundation for human civilization (Myers et al., 2000). As a result, it is critical that biodiversity is exclusively utilized in a sustainable manner.

Bioprospecting and valuation of biodiversity

Nature's genetic library has great potential for developing novel foods, medicines, and industrial products. The untapped potential of genes, species, and ecosystems represents an inexhaustible biological frontier. In the past, genetics was mostly concerned with domesticated biodiversity. The breadth of exploiting the patent potential of these previously unknown bio resources will be both rewarding and hard. (Pushpangadan and Nair, 2005). Through modern technology intervention, bioprospecting is the most efficient technique of exploring and evaluating the genetic, economical and chemical potentials of biological resources.

Traditional Knowledge

Traditional Knowledge (TK) is a community-based system of knowledge that has been established, kept, and maintained by local and indigenous groups through centuries through their continual interactions, observations, and experiments with their surroundings [Pushpangadan and Nair 2005) It is unique to a particular culture or society and is the outcome of the co-evolution and co-existence of indigenous cultures and their traditional resource use and ecosystem management techniques. An uninterrupted tradition and culture passed along the collected wisdom, knowledge, belief, and practices embedded in the TK system from generation to generation.

The traditional biodiversity knowledge established by indigenous and local communities is thus discovered to be the most valuable lead for modern technological innovations and the development of novel foods (functional foods, medicinal foods, and nutraceuticals), medicines (drugs and pharmaceuticals), phytochemicals, and other commercially important products. Biodiversity and traditional knowledge are thus the most powerful resources that, with the help of science and technology, can generate wealth. With the advancement of new biotechnological tools and techniques, biodiversity resources can be converted into industrially and commercially valuable products in the areas such as agriculture, aquaculture, pharmaceuticals, healthcare, diagnostics, vaccinations, etc. (Paul 2015, Pushpangadan, 2017)

Bioprospecting and development of value-added product

Biodiversity, herbal technology, biotechnology, and nanobiotechnology are the fields that require special attention from the standpoints of new knowledge-based industrial enterprises, international commerce, and intellectual property protection. Biodiversity has importance in terms of economics, ecology, aesthetics, and survival. Food, fodder, fuel, fibre,

colourants, medicine, aroma chemicals, flavorants, fragrances, oils, gums, resins, dyes, bio pesticides, bio insecticides, honey, phytochemicals, proteins, and genes are just a few of the direct economic benefits that biodiversity provides (Das, 2019)

Herbal technology refers to the development of value-added and standardised products using low and medium technology; biotechnology refers to the use of more advanced scientific and technological intervention; and Nanobiotechnology refers to manipulation at the subcellular or ultramolecular level, i.e. up to the 10⁻⁹ size level. As a result, biodiversity is both (i)a priceless resource with numerous real and potential benefits for humanity, and (ii) a complex self-sustaining ecological system that aids in the preservation of the biosphere's integrity and resilience. (Das, 2020). These two harmonizing perceptions lead to the conclusion that biodiversity is a priceless natural resource that must be maintained and used sustainably for the benefit of mankind.

Prospects for the future

Bioprospecting has been offered as a possible way to enhance biodiversity conservation and sustainable use. Under the supervision of the United Nations, a legal framework has been established.

Biodiversity-rich countries are slowly implementing nations, but there is still much to be done. Perhaps the implementation is the issue relates to benefit-sharing and access, often in the absence of significant national statutory clarity and institutional capability. Despite the fact that effective drug development projects based on natural products continue to emerge, there is a belief that this strategy may be outdated: Natural items are being screened for fresh leads. There are obviously a number of technical issues with the screening and isolation of natural resources. However, the benefits of overcoming them appear to outweigh the effort necessary.

Finally, a successful bioprospecting programe is contingent on the clarity of a number of variables such as bioprospecting programs used, sources, species selection, products obtained, etc. (Juan, 2017). A correct and functional design of bioprospecting initiatives in mega-diverse countries must be the outcome of a multidisciplinary research with the primary goal of ensuring community sustainability while also protecting ecosystems and reducing the public health impact of created products.

Conclusion

The extraordinary ability of humanity to decipher nature's delicate riddles will undoubtedly aid in the development of newer technology for the

sustainable use of our planet's scarce bio-resources. Bioprospecting is one such technology that can be used safely and effectively if implemented with caution.

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Chapter - 3

Cadmium and Mercury Induced Reproductive Toxicity in Animals

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Abstract

Heavy metal pollution has wreaked havoc on the environment, posing severe health risks. Reproductive hazards from heavy metal exposure are one of the fastest-growing concerns in ecotoxicology now a day. Heavy metals enter into various environmental matrices from a diverse array of natural and anthropogenic sources. Cadmium (Cd) and mercury (Hg) are two heavy metals that can alter the structure and function of various reproductive organs in animals. They can alter histological architecture as well as can cause enzymatic and genetic changes. Cadmium is an estrogen mimic. Female rats injected with cadmium experienced earlier onset of puberty. Cadmium has been linked to the development of Leydig cell cancers in rats. Cigarette Cadmium exposure is possibly related to male fertility impairment. Maternal exposure to a high level of cadmium has significantly increased premature delivery. Mercury affects male testicular tissue growth, causing spermatogenic cell loss and clogging of spermatogenic cells and also degrades the quality of sperm. Methyl Mercury exposure leads to a reduction in serum testosterone levels. Some investigations have demonstrated a negative association between hatching success and mercury levels in eggs or feathers in birds. To protect the reproductive health of numerous animal species, it is imperative to control cadmium and mercury contamination in both terrestrial and aquatic ecosystems.

Keywords: Cadmium, mercury, toxicity, reproductive system

Introduction

We live in an increasingly toxic world. Every day, we are exposed to thousands of chemicals, including pesticides, food additives, radiation toxins, and heavy metals. Because of their bioaccumulation and nonbiodegradability, heavy metal toxicity is a major environmental problem these days (Igiri et al., 2018). So, the ingestion of metal contaminants affects not only an organism's biology but also the human or bird that takes these organisms as food. Weathering of rocks and volcanic eruptions are natural sources, whereas diverse industrial operations and mining are the primary anthropogenic sources of the heavy metals. (Ali et al., 2019; Ghosh et al.,2021). Heavy metal pollution has perturbed the environment to pose serious health hazards. The accumulation of heavy metals in tissues, organs causing hormonal imbalance, nutritional deficiencies, autoimmune disorders, and other debilitating chronic conditions (Rana, 2014; Langie et al., 2015). The Minamata disaster (in 1953) and another two disasters in Iraq (in 1972) and in Switzerland (in 1986) were due to Hg toxicity. Higher Cd content in the soil in some areas of Japan was responsible for breaking out of the Itai-Itai disease. Heavy metals are also shown endocrine disruptive potential (Zhu et al., 2000). Reproductive hazards from heavy metal exposure are one of the fastest-growing concerns in ecotoxicology now a day (Jaishankar, 2014). Heavy metals produced impairment of structure and functions of the reproductive system in different animal groups, as evident in various studies (Doničová et al., 2019). This brief review attempts to portray the reprotoxic effects of cadmium and mercury in different groups of animals.

Heavy metals

Heavy metals have no agreed-upon chemical definition. They are a block of all metals in groups 3-16 in period 4 or more on the periodic table. They all have high densities >5g/cm3 (Jarup,2003). According to Duffus (2002), "The term heavy metals often used as a group name for metals and semimetals(metalloid) that have been associated with contamination, potential toxicity or ecotoxicity." Heavy metals are originated during the origin of the earth. Due to their enormous impact on human health and the environment, these metals have been extensively studied by many researchers. In addition to their harmful properties, these substances can accumulate in the background (Ali et al., 2019).

Essential and non-essential heavy metals

Heavy metals are classed as essential or non-essential based on their involvement in biological systems. Cu, Fe, Zn, and other elements are

necessary for biological activities, yet they are poisonous at certain levels. Pb, Cd, Hg, etc., do not have any biological role and are toxic to organisms (Siddque,2015). Cadmium and mercury are elements in Group IIB of the periodic table (Godt et al.,2006)

Sources of Contamination

Heavy metals enter into various environmental matrices (water, soil, and air) from a diverse array of natural and anthropogenic sources. They permeate the animal body through ingestion, inhalation, or absorption (Ghosh et al.,2021). They can easily be incorporated into biological molecules with reduced binding power and exert their toxic effects. They may also serve as non-competitive enzyme inhibitors. It's pretty tough to get rid of something once it's been ingrained in the system.

Mercury exists in nature primarily as elemental mercury or as a sulphide and is found at approximately 0.5 parts per million in the earth's crust (Bernhoft,2012). Mercury is utilized in various sectors, including batteries, paper, paint, dentistry, and medicine. The methylation of Hg to more hazardous methyl mercury is accelerated by low pH and high organic carbon (Spry,1991). On the other hand, chief sources of cadmium contamination are industrial aerosols, water waste from Cu, Zn extraction mines, phosphate-based fertilizers, etc. Tobacco smoke is a typical source of Cd exposure since tobacco plants contain high heavy metal concentrations (Klassen,2006).

Cd-induced reproductive toxicity

As a metalloestrogen

Cadmium is an estrogen mimic. Female rats injected with Cd experienced earlier onset of puberty (Johnson et al.,2003). The use of cadmium aided mammary gland development by promoting the creation of alveolar buds. Low levels of Cd activate the estrogen receptor, blocking estradiol binding by interacting non-competitively with the hormone-binding region (Beyersmann,2002). Like estrogen, cadmium stimulated the transcription factor AP-1 via the estrogen receptor (Silva et al.,2012). Cd is linked with an estrogen-dependent disease like endometriosis, spontaneous abortions, etc. (Rzymski et al., 2015).

Testicular toxicity

Cd has been found to produce Leydig cell cancers in rats. Route of exposer whether it inhibits or stimulates testicular androgen production (Waalkes et al.,2000). There is a correlation between cigarette Cd exposure and male fertility impairment. In vitro incubation of mouse or human sperms

with cadmium could significantly decrease sperm motility and reduces in vitro fertilization rate (Zhao et al., 2017).

Reproductive toxicity in female and embryo-foetal toxicity

Maternal exposure to high cd levels has significantly increased premature delivery, possibly by inhibiting placental progesterone synthesis by blocking P450 side-chain cleaving activity. To protect the foetus from maternal cortisol, placental 11 HSD activity is essential (Kawai et al.,2002). Nandi et al. (2010) had shown the detrimental effect of Cd on cumulus expansion and oocyte maturation in Buffalo. Cd exposure has been shown to have a variety of impacts on a variety of fish species, although the results are sometimes contradictory. In Asian swamp eels, chronic exposure has resulted in lower plasma sex hormones (Singh,1989), delaying oogenesis in brown trout (Brown et al.,1994), decreasing ovulation and GSI in Prussian Carp (Szczerbik,2006). Metal-induced metallothionein production by the liver takes precedence over VTG synthesis, which may delay vitellogenesis (Povlsen,1990).

Mercury induced reproductive toxicity

Reproductive toxicity in male

Mercury toxicity is more common in young ruminants (Choe et al.,2003). It affects male testicular tissue growth, causing spermatogenic cell loss and clogging of spermatogenic cells. By producing vacuolated elongated spermatid, pyknotic nuclei, and dispositional acrosomes, it also degrades the quality of sperm (Waalkes,2000). It has also been reported that mercury exposure has led to cryptorchidism in Florida panthers (Lafuente,2000). In male rats and mice, a 90-day intraperitoneal injection of mercury causes consistent changes in testicular steroidogenesis by inhibiting various steps and lowering testosterone and LH levels (Ramalingam et al.,2003). Mercury exposure in vitro has been shown to reduce some sperm quality metrics in fish: decreased motility and viability, DNA fragmentation, and fertilization ability (Hayati et al., 2019). Me-Hg exposure leads to a reduction in serum testosterone level, the transit time of sperm in caput/corpus epididymis in Wister rat (Fossato da Silva et al., 2011). Testicular atrophy has been observed in *Poecilia reticulata* (Wester,1991).

Reproductive toxicity in female and embryo-foetal toxicity

Subcutaneous mercuric chloride treatment causes the estrous cycle to be disrupted, follicular maturation to be suppressed, and plasma and luteal progesterone levels to be reduced in Hamstar (Choe, 2003). Reduced plasma

E2 in females and plasma 11 KT in males have been seen in *Oreochromis niloticus*. In birds such as common terns, some investigations have demonstrated a negative association between hatching success and Hg levels in eggs or feathers (Gautam and Chaube, 2018).

Conclusion

It is clear from the preceding narrative that cadmium and mercury can cause an early response in animals by altering the structure and function of various reproductive organs. They can modify the histological architecture of the organs of reproductive systems and may cause enzymatic and genetic alterations. Affecting the immune system of exposed animals increases the susceptibility to multiple types of disease related to reproductive systems. They are also responsible for infertility in some cases.

A regular assessment and monitoring of the levels of potentially toxic heavy metals such as mercury and cadmium in water, sediment, and resident biota are required. In order to safeguard the many species of animals as well as the ecological balance of the ecosystems, it is crucial to limit the cadmium and mercury contamination in terrestrial and aquatic environments.

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Chapter - 4

Tripura in a Quest to Find Nonconventional Pedagogy Amidst Covid-19 Crisis

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Abstract

Tripura, a state of North East is an erstwhile princely state amalgamated with India in 1972 having its own glorious background. It has excelled significantly in the Education sector despite ample limitations. Since year 2020 a menace, Covid19 virus shook the World casting dark shadow chiefly out-turning the process of Teaching-Learning. Educational institutions have been closed indefinitely as a precaution. In such a situation Govt. of Tripura formulated innovative initiatives, few of which were well appreciated and effective while some face hindrances because of infrastructural, economic, awareness issues. Offline initiative like "Neighbourhood class" has been a noteworthy one.

Introduction

Year 2020 will ever carry a dubious reputation of the year of Covid-19 pandemic shattering every sectors. Education sector has been worst hit surging challenges for Teaching-Learning across the country including Tripura. Several alternative initiatives had to usher in when chalk-talk routine was clogged.

Tripura enjoys the honour of having oldest school (131yrs) and the fourth highest literacy rate of 87.75% as per 2011. According to 2015 Child Census, the literacy rate had increased to about 95.65%. A state government survey in 2013 announced that Tripura has the highest literacy rate in India at 94.65 percent.

According to the Economic Review of Tripura 2010–11, Tripura has a total of 4,455 schools (2,298 primary schools) with total enrolment of 767,672. District wise literacy rate however shows enough variations.

District	Tentative Population	Overall Literacy Rate (%)
WEST	9,18,200	91.07
NORTH	4,17,441	87.90
KHOWAI	3,27,564	87.78
UNOKOTI	2,76,506	86.91
DHALAI	3,78,230	85.72
SEPAHIJALA	4,83,687	84.78
SOUTH	4,30,751	84.68
Gomati	4,41,538	84.50

The reason behind this discrepancy may be credited to economic, socio cultural, ethnic fabric factors. Same may be inferred from a different data which states that only 48.1% of household possess Telephone including mobile phone, 6.3% have Computer/laptop without internet and only 1% of the population have Computer/laptop with internet.

Set Up Tentative Population Population having Mobile F		Population having Mobile Phone (%)
RURAL	2712464	35.2
URBAN	961453	62.2

However, the data as in Govt. record seems that the state across is not yet ready for the new pedagogy as envisaged elsewhere during this crisis period

Objectives

The overall objectives of this study were:

- i) To find out what Tripura as a state has initiated to manage the process of Teaching-Learning.
- ii) To analyze the extent of use of the initiatives at end level.
- iii) To reveal the various platforms of online teaching used as an alternative classroom.
- iv) To unleash the percentage of pupil actually being involved.
- v) To understand the factors impeding the proper implementation.

Methodology

Both Primary and Secondary Data were gathered to conduct the study.

Primary data- Structured questionnaire were given online (Mail/WhatsApp) to 4 Teachers each from 5 Govt. and 5 Pvt. Schools in

Urban area and 4 Teachers each from 5 Govt. and 5 Pvt. Schools in Rural area. 30 numbers of teachers including HODs were also interviewed over phone as well.

Secondary data- Tripura Education Dept. website and circular/memorandum copies along with National and international Journals were referred. Some journals were also referred relating to impact of COVID-19 on educational system.

Result & Discussion

Tripura as a state has its own set of constrains to carry forward the task of Teaching-Learning. The challenge was to involve the students meaningfully while being away from regular school operations. IT-based platform was therefore extensively used to offer teaching-learning environment, alteration of class routine, teacher training, and organizing co-curricular activities etc.

i) Findings - Objective one

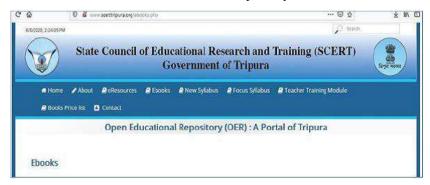
Digital learning is being resorted to more and more as an alternative pedagogy.

Creation and telecast of E-Classrooms: E-Classes are recorded in Studios. After editing and other technical works, the same is then sent to SCERT, the State Academic Authority for scrutinizing, following which the episodes are transmitted over Doordarshan and Local Television Channels. Copies of the Digital Classrooms are also uploaded in the YouTube Channel of the Department, titled: 'Tripura Siksha Bandhu'. The students and teachers can refer to these E-Contents anytime later on. Classes have been conducted for covering subjects like: English, Maths, Science, Bengali, Social Science for Classes III to XII. The digital contents are also uploaded in a popular privately-managed website: Tripurainfor Student Helpline

Digitization of Textbooks: Textbooks of all the Classes (from I to XII) have been digitized in pdf and e-pub formats and hosted in the website of SCERT Tripura. The students have access to the digital copy of their Textbooks from anywhere and continue their study. The web address of the books is: SCERT

State Repository of Open Educational Resources (SROER): Another remarkable initiative of SCERT, Tripura is creation of the State Repository of Open Educational Resources (SROER). It is a platform containing around 200 Audio-Visual for students of classes VI to XII free of cost contents for reference covering subjects like Bengali, English, Physical Science, Life

Science and Mathematics. The link of the repository is: SCERT



EDUSAT Programme: EDUSAT Programme is a special initiative by using Satellite Interactive Terminals (SITs) in the State. Under this initiative, live and interactive classes are conducted by expert teachers and the same is transmitted through the EDUSAT network. Students of Classes VI to XIII across the State can participate in the classes covering Science, Mathematics, English, Physics and Chemistry.

Use of App: An educational app is already in use in the State Education Department, titled "EmpowerU Shiksha Darpan". During the pandemic period, for facilitating the appraisal of students in Annual Examination for the Academic Year 2019-20, the marks secured by the students of Classes III to IX and XI, have been uploaded in the App.

Other efforts: To explore the feasibility of circulating the study materials to the students and parents through e-learning / social media platforms, all the teachers have been requested to take necessary actions.

Ektu Khelo, Ektu Padho: This project was launched on 25th Jun 2020 when uncertainty was prevailing about the opening of school during Covid19 pandemic. It is expected that even remote villages of the state people have mobile phone even if internet access or cable TV network is not available. Those who have Android phones can receive the study materials through WhatsApp, and others via SMS. Guardians' phones could be used for the purpose. As per guidelines, lessons and exercises will be sent to students on mobile phones every morning, and feedback on their performance is to be collected in the afternoon. Academic coordinators in different districts would share the content with headmasters of schools, who would engage teachers to monitor the process. Around five lakh students study in 4,733 government schools in Tripura.

Vande Tripura: It is a 24x7 educational channel which offer lessons to

school students, in line with the NCERT syllabus, and help them "make up for the lost learning time" amid the Covid-19 pandemic. Recorded programmes as well as live sessions are being circulated to involve students of around 4,500 schools.

Neighbourhood Class: The neighbourhood classes have been thought to include students who cannot avail online classes where the School Management Committee (SMC) is to take unanimous decision in consultation with the parents and other stake holders to the locality.

Classes and Schedule

Groups should comprise of not more than 5 students of a class and from the same locality of the students where Teacher shall go for taking the classes. Duration of each class may be 1.5 to 2 hours

Minimum Hours of Classes per Week for Primary (3 to 5 Class) students will be 10 Hours per week, Upper Primary (6 to 8 Class) 12 hours per week and Secondary (9 to 12 Class) will be 15 Hours per week.

Safety Measures

The Classes should be conducted in open spaces within the school premises. All the students and the teachers will be compulsorily required to maintain Covid protocol viz maintaining social distance, wear protective masks and to wash with soap / sanitise hands at regular intervals. No child with fever or any kind of illness shall attend the classes.

ii) Findings - Objective two

Table 1: Showing the reach of Govt. initiatives in different schools of the state

School type	School no.	E-classrooms	Digital Books	Use of SROER	EDUSAT Programme	EmpowerU Shiksha Darpan	Ektu Khelo, Ektu Padho	Vande Tripura	Neighbourhood Class
	1	✓	✓	✓	✓	✓	✓	✓	✓
	2	✓	✓	✓	×	✓	✓	✓	✓
Urban Govt.	3	✓	✓	✓	×	✓	✓	✓	✓
	4	✓	✓	✓	×	✓	✓	✓	✓
	5	✓	✓	✓	✓	✓	✓	✓	✓
	1	✓	✓	✓	×	×	×	✓	×
	2	✓	✓	✓	×	×	×	✓	×
Urban Pvt.	3	✓	✓	✓	×	×	×	✓	×
	4	✓	✓	✓	×	×	×	✓	×
	5	✓	✓	✓	×	×	×	✓	×
	1	✓	✓	×	×	✓	✓	×	✓
	2	✓	✓	✓	×	✓	✓	✓	✓
Rural Govt.	3	×	×	×	×	✓	✓	×	✓
	4	✓	✓	×	×	✓	✓	✓	✓
	5	×	×	×	×	✓	✓	×	✓
	1	✓	✓	✓	×	×	×	×	×
Rural Pvt.	2	✓	✓	✓	×	×	×	×	×
	3	✓	✓	✓	×	×	×	✓	×
	4	✓	✓	✓	×	×	×	×	×
	5	✓	✓	✓	×	×	×	✓	×

Table - 1 summarizes the extent of use of different initiatives of the Govt. in different schools. The points that deserve a special mention are:

- a) The pupil of Class-IX to XII are mostly equipped with gadgets to maximize the benefits of the initiatives both in Urban and Rural setup
- b) Initiative like "Ektu khelo Ektu podo" though was designed to meaningfully engage pupil of primary level could not be effective in rural economically backward areas as the parents cannot lend their mobile for the day to their wards.
- c) Neighbourhood classes have been well accepted mostly in rural areas where internet could not reach. It also pampers the concern of the parents about the study of their children.

iii) Findings - Objective three

Table 2: Showing different online teaching modes/platform used by the teachers

S.N.	Online teaching-learning modes	% of teachers using following modes
1	Google Classroom	8%
2	Zoom	20%
3	Google Meet	62%
4	Recorded Audio/ Video clip	65%
5	WhatsApp	86%
6	Teachmint	5%
7	Telephonic Conversation	28%

Table-2 is self-explanatory to mention the various teaching platforms used by the teachers time to time. Few Pvt. Schools have been found to have their individual app for Teaching-Learning activity.

iv) Findings - Objective four

Table 3: Showing population & percentage of students attending online classes

Urban Area					Rural Area			
	Govt. schools		Pvt. Schools		Govt. schools		Pvt. Schools	
Sl. No	Population	Percentage	Population	Percentage	Population	Percentage	Population	Percentage
1	1240	70	1610	90	840	7	420	55
2	950	65	910	92	610	15	685	60
3	630	55	2120	96	340	Nil	780	65
4	810	58	180	98	950	10	460	75
5	1080	60	830	95	210	Nil	560	68

Data received has been captured in Table-3 however this is to be mentioned that Pvt. Schools in both Urban and Rural setups are more actively involving students. On the other hand, students of XI and XII in both the set up are participating more than that of students at primary level.

v) Findings - Objective five

The strong impediments hindering proper implementation of the initiatives as emerged are:

- a) Economic solvency of the student (non availability of gadgets).
- b) Poor/no availability of internet facility.
- c) Awareness of parents about the value of children's education.
- d) Dearth of proper initiatives of few teachers.
- e) Lack of pro-activeness of Head/ coordinator of school.

Conclusion

Endeavour was made to assess and realize the essentialities of online teaching-learning amid the COVID-19 pandemic in Tripura. Affords and Initiatives of the Govt. have been found to be well thought and future oriented. However, the factors like readiness of the educators, lack of proactiveness of head of school, poor awareness of the parents, non-availability of gadgets (economic issue), poor/no internet connectivity (infrastructure issue) hindered the proper implementation. The initiatives taken both by Govt. and few Educational Institutions should definitely be considered as a positive step towards the obvious and expected change in pedagogy. Though they are in nascent stage but are expected to enrich the traditional style of Teaching and become future platform for Teaching-Learning.

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Chapter - 5

Fourier Coefficients and Analysis of Generation of Square Wave Function, Triangle Wave Function & Sawtooth Wave Function Using Scilab

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Abstract

The study of Fourier coefficients and the analysis of generation of different wave functions viz square wave function, triangle wave function & sawtooth wave function has been done using Scilab. These are periodic functions with a period of 2π but the range along x-axis is different for each wave function so the numbers of cycles are also different. It means greater the range, higher the numbers of cycles. The formulae for Fourier coefficients have been given in the paper in the theory and formulae section. The value of the amplitude, k is taken 2 for square wave function. The analysis of generation of wave is important in physics, mathematics, communication electronics and all branches of engineering.

Keywords: Scilab software and fourier coefficients

Introduction

The Fourier analysis is very important in engineering branch. Last four decades academicians and researchers are using the Fourier series in science branch, specially in mathematics and physics. A lot of papers had been published on Fourier series based on problems concerned to physics, mathematics and engineering. Scilab is an open-source plat form having wide applications and available everywhere free of cost. This software is like Matlab and having different versions for different operating systems in other words we can say that it is available Windows, Mac and Linux in 32-bit & 64-bit architecture. Graphical User Interface (GUI) and X-cos are the important tools of this software. X-cos is used in numerical simulation; it

also has large variety of palettes. A detailed study of the graphical techniques such as 2-D plotting, 3-D plotting, pie and bar plots etc. had been explained by the author using labelling style, legend, marker edge color, marker size, labelling style with rotation, changing the font size of axes [1]. The algebraic equations and discussion of matrix with multiple operations like determinant, diagonal, rank, random matrix, eigen values & eigen vectors, sum & product, adding & deleting of rows and columns of a matrix etc. had been done R. Singh et.al. [2]. Some important problems, mathematical operations and algebraic equations used when Salleh executed ODEs based problems for approximation solution of Euler method or tangent line method [3]. All the mathematical problems either numerically and algebraically can be executed and solved easily with Scilab; like these problems many operations were performed by the Scilab software [4-5]. On the other hand, if we talk about the X-cos that is capable to solve such all abobe problems. The dynamical problems based on spring-mass system are used using mass transfer function; such dynamical problems using X-cos had been performed easily and quickly. Also, some special matrices, some special constants, graphs, demos and some important commands were explained using examples [6]. The programs of differential equations are executed by Scilab very quickly without any problem; the ordinary differential equations, modified and Euler's modified methods solved and compared [7]. Scilab also can be used for determining the thermodynamical properties. The statistical problems for various entities like measurement of entropy as explicit functions of the probability had been done without Stirling's approximation which gave a new formula [8]. A detailed and comprehensive study about the numerical solution of Ordinary differential equations (ODEs) simply we say equations had been proposed and discussed [9]. A detailed study of Fourier double series, Fourier integrals, eigen function method, summation of series, special functions, and generalized solutions etc. has been discussed very fairly in a simplified way by Tolstov [10]. There are much more applications of Fourier series in communication electronics and engineering branch.

Theory and Formulae to evaluating the fourier coefficients

An important explanation about a series named Fourier series in 1982 was given by <u>Jean-Baptiste Joseph Fourier</u> after his name known as Fourier series. According to him any piecewise continuous and periodic function can be represented in sine and cosine series form

$$f(x) = a_0 + \sum_{n=1}^{\infty} a_n \cos nx + \sum_{n=1}^{\infty} b_n \sin nx$$
 (1)

Where a_0 , a_n and b_n are the fourier coefficients.

These coefficients for a period of 2π i.e. $(-\pi, \pi)$ are given by

$$a_0 = \frac{1}{2\pi} \int_{-\pi}^{\pi} f(x) \, dx \tag{2}$$

$$a_n = \frac{1}{\pi} \int_{-\pi}^{\pi} f(x) \cos nx \, dx$$
 (3)

$$b_n = \frac{1}{\pi} \int_{-\pi}^{\pi} f(x) \sin nx \, dx \tag{4}$$

The final result can be obtained by putting equations (2), (3) and (4) in (1). Further we shall discuss the analysis of the problems with Scilab. In this paper we are not discussing the even and odd series which are beyond the scope.

i) Square Wave Function: f(x) = k for $0 < x < \pi$

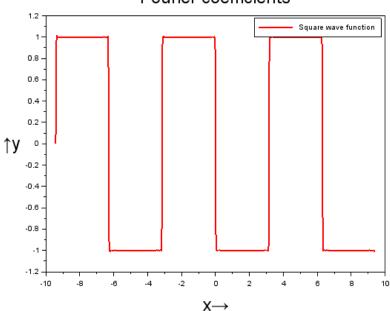
$$=-k$$
 for $-\pi < x < 0$

clc

funcprot(0);

x=-3*%pi:.05:3*%pi;

Fourier coefficients

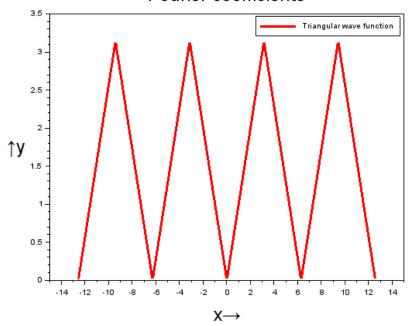


```
k=2;
    function p1=p1(x);
    p1=-k;
    endfunction
    function p2=p2(x);
    p2=k;
    endfunction
    function g1=g1(x);
    g1=(k)*cos(n*x);
    endfunction
    function g2=g2(x);
    g2=(-k)*\cos(n*x);
                                  ſ
    Figure (1): Square Wave Function]
    endfunction
    function h1=h1(x);
    h1=(k)*sin(n*x);
    endfunction
    function h2=h2(x);
    h2=(-k)*\cos(n*x);
    endfunction
    a0=((1/(2*\%pi))*intg(-\%pi,0,p1,1e-3)+(1/(2*\%pi))*intg(0,\%pi,p2,1e-1)
3));
    y=a0;
    for n=1:700
    a(n)=((1/\%pi)*intg(-\%pi,0,g1,1e-3))+((1/\%pi)*intg(0,\%pi,g2,1e-3));
    b(n)=((1/\%pi)*intg(-\%pi,0,h1,1e-3))+((1/\%pi)*intg(0,\%pi,h2,1e-3));
    y=y+(a(n)*cos(n*x))+(b(n)*sin(n*x));
    end
    plot(x,y,r',linewidth',2)
```

xlabel('x→','fontsize',5)
ylabel('↑y','fontsize',5,'rotation', 0)
title('Fourier coefficients','fontsize',5)
legend('Square wave function')

ii) Triangular Wave Function: f(x) = x for $0 < x < \pi$ = -x for $-\pi < x < 0$

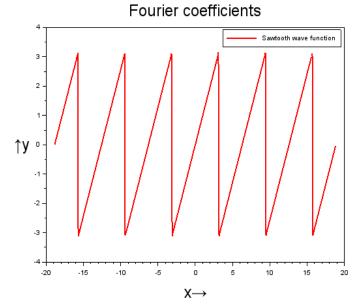
Fourier coefficients



funcprot(0); x=-4*%pi:0.01:4*%pi;function p=p(x); p=abs(x);endfunction function g=g(x); g=(abs(x)).*cos(n*x);endfunction function h=h(x);

```
h=(abs(x)).*sin(n*x);
endfunction
a0=(1/(2*%pi))*intg(-%pi,%pi,p,1e-3);
[Figure (2): Triangular Wave Function]
y=a0;
for n=1:40
a(n)=((1/%pi)*intg(-%pi,%pi,g,1e-3));
b(n)=((1/%pi)*intg(-%pi,%pi,h,1e-3));
y=y+(a(n)*cos(n*x))+(b(n)*sin(n*x));
end
plot(x,y,'r','linewidth',3)
xlabel('x→','fontsize',5)
ylabel('†y','fontsize',5,'rotation', 0)
title('Fourier coefficients','fontsize',5)
legend('Triangular wave function')
```

iii) Sawtooth Wave Function: f(x) = x for $-\pi < x < \pi$



```
clc
funcprot(0);
x=-6*\% pi:.05:6*\% pi;
function \mathbf{p} = \mathbf{p}(\mathbf{x});
p=x;
endfunction
function g=g(x);
g=(\mathbf{x})*\cos(n*\mathbf{x});
endfunction
function h=h(x);
h=(x)*\sin(n*x);
endfunction
a0=(1/(2*\%pi))*intg(-\%pi,\%pi,p,1e-3);
[Figure (3): Sawtooth Wave Function]
y=a0;
for n=1:700
a(n)=(1/\% pi)*intg(-\% pi,\% pi,g,1e-3);
b(n)=(1/\%pi)*intg(-\%pi,\%pi,h,1e-3);
y=y+(a(n)*cos(n*x))+(b(n)*sin(n*x));
end
plot(x,y,'r','linewidth',2)
xlabel('x\rightarrow','fontsize',5)
ylabel('\daggery', 'fontsize', 5, 'rotation', 0)
title('Fourier coefficients','fontsize',5)
legend('Sawtooth wave function')
```

Results & Discussion

The equation (1) represents the Fourier series of any periodic function and the equations (2), (3) and (4) represents the Fourier coefficients for the given periodic functions. The Scilab programming for the analysis of generation of square wave function, triangle wave function & sawtooth wave

function has been executed successfully. The range of x-axis for square wave function is taken from -3π to 3π with a step of 0.05, for triangular wave function it is taken from -4π to 4π with a step of 0.01 and for for sawtooth wave function is from -6π to 6π with a step of 0.05. Figure (1) represents the square wave function, figure (2) represents the triangular wave function and figure (3) represents the sawtooth wave function. In all the functions during Scilab coding we have used a single "for loop". For square wave function the amplitude, k is taken 2 that's an arbitrary value. The Fourier coefficients using for loop has been obtained and their numerical values used in plotting.

Conclusions

In this paper the analysis of generation of square wave function, triangle wave function & sawtooth wave function plus evaluation of Fourier coefficients has been done with the help of Scilab software. The range of x-axis for all three wave functions is taken different as already discussed in the result discussion. All functions are the periodic functions with a period of 2π ; the numbers of cycles may vary depending upon the range of x; greater the range, larger the numbers of the cycles. For square wave function the amplitude, k is taken 2, it is an arbitrary value. The marker, line style, labelling, title and legend etc. have been used to decorate the figures. The formulae for Fourier coefficients has been given in the paper. The analysis of generation of wave has large numbers of applications. It is very important in communication electronics, mathematics and physics etc.

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Chapter - 6

Health and Environmental Awareness Among People of Raghabpur Village, Purulia (W.B.), India

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Abstract

A survey was undertaken at village Raghabpur in Purulia, WB, to assess the level of awareness related to environment, health and hygiene among the people of that area. The reflection of adequate level of environmental and health awareness will promote the healthy and clean atmosphere of surrounding other villages and towns and that would be a great commonness for society, while the reverse picture i.e., poor condition of health and environmental consciousness if become highlighted and people know about the associated problems, they must have the scope and urge to overcome those situation and unhealthy practices. Survey was carried out at random using a questionnaire upon total 450 families out of 500 of that village. Obtained data revealed that a major portion of people used to go for open defecation, throw domestic wastes here and there, burn plastic wastes and were not very familiar to hand wash before taking food or after defecation and were not very sincere about cleaning their drainage system and surrounding area. People of that village are not so much aware about clean environment and good health. Henceforth the consciousness level among people of the specified village should be increased more and more up to the satisfactory level for their betterment and healthy lifestyle.

Keywords: Environmental awareness, environmental consciousness, health awareness, open defecation, plastic burning

1. Introduction

Environmental awareness means being conscious about the natural environment and choosing the way that do well to the earth, rather than to

destroy it. Some of the behaviour to practice environmental awareness is using biodegradable, non toxic, non hazardous substances, taking good care of nature and natural resources, judicious use of natural resources like forests, minerals, water bodies, air quality etc; and having kind-heartedness to other living creatures, to stop or reduce the practice of deforestation. Human should have a basic perceptive of environment and its associated problems. Among millions of different types of organisms, man has become the foremost species in the biosphere. He should act in a wise manner in this Earth.

Health may be defined as the state in which the mental and physical activities of the body are adjusted satisfactorily to the physical, mental and social environments. According to the World Health Organization (WHO), Health is defined as a state of complete physical, mental and social wellbeing and not merely the absence of disease and infirmity (Agarwal et al. 2010). Health is influenced by a number of factors like having supply of adequate food, satisfactory housing, basic sanitation, healthy lifestyles, protection against environmental hazards and communicable diseases. In the less developed countries or rural areas, causes of frequent sickness and untimely death are the factors like lack of sanitation, malnutrition, inadequate medical facilities, consumption of contaminated water, and food. Many dreadful diseases are water-borne. Typhoid, cholera, dysentery and amoebiosis are very common form of water borne diseases pose serious threats to people of all age groups (i.e., from child to adult). Besides Housings are often facing the problem of inadequate space, poor ventilation, poor drainage system. In rural areas people repetitively suffer from not having the toilets and as a result of that, open defecation continually spread diseases. Mosquito borne as well as Fly borne diseases are common incidents in unhygienic surroundings. Altin et al. (2014) carried out a study up on secondary school students' regarding awareness of environmental issues and problems. The level of their active involvement in environmental activities has been identified, and the effects of some factors as family, school and media on their environmental awareness and active participation have been inspected. The study was carried out in Balıkesir city centre by conducting a survey on senior students consisting of six classes from three secondary schools which have different demographic and socio-economic levels. The results of the study showed a high level of environmental awareness among participant students. Dahiya and Ritu (2013) observed that the students belonging to urban background are comparatively better in terms of their environmental attitude as compared to the students belonging to rural back ground. Ogunbode and Arnold (2012) observed the distribution of environmental awareness in Ibadan, south-western Nigeria crosswise sociodemographic class. They noticed older individuals were more conscious about environmental issues in comparison to the youth. Sindhya (2012) had an intension to investigate the level of environmental awareness among the rural community of Anchuthengu Panchayath, the coastal area of the capital district of Kerala. Rajput *et al.* (1980), attempted to find the level of awareness among the children of primary level, towards the scientific and social environment.

2. Materials and Methods

Keeping in mind the urgent need of consciousness regarding environment, health and hygiene, present project work was undertaken in the time period August 2018 to February 2019, to assess the extent of general environmental and health consciousness of people of Raghabpur village under the Raghabpur Gram Panchayat in the district of Purulia in West Bengal. Purulia is still now well known as backward district. Huge number of developmental activities is being performed for progress of people of this district from Govt as well as different NGOs. Transformation is being observed. Aim of this project work was to assess the level of environmental and health awareness of people of a village adjacent to the Purulia Town and at the same time to make them aware about the importance of clean, pollution free environment as well as the primary necessity of life, the utmost need of toilet. Around 500 families were dwelling in that village but 450 families of that area were surveyed at random, during the time period of project work with the help of a questionnaire. Almost two to three persons of each family were participating in interaction during the time of survey. After giving them a short lecture on environmental pollution and its effects on human health, they felt the significance of this survey and gradually became responsive and participated in question answering segment spontaneously. The geographical location of this village is 23'34"N, 86'35"E. The acquired results are represented in the representative graphs in terms of Percentage.

3. Results and Discussion

After analyzing the questionnaire, obtained results are represented by respective graphs. From Table 1, it is observed that 24.89 % families regularly engaged in planting trees, they liked to plant trees; among those 112 people, only 21.43% family nurtured trees and took care of those plants after planting trees. All of the population of the surveyed area would use plastic carry bags. People of 76% families (Table 1) had the urge to use the plastic carry bags more than once after washing those, this part of

population always tried to avoid single use of plastic carry bags. The problem arises when these finally becomes waste or unusable. 66.44% families used to burn the plastic wastes openly and 14.89% families used to throw these here and there and 18.67% families threw plastics in barren land (Fig 1). Plastic is not biodegradable so dumping of it in unscientific or uncontrolled manner often causes accumulation problem, obstruct the drainage system and reduces aesthetic value of nature. Land animals like dog, cow as well as water animals often swallowed plastics while eating food from garbage or dumping land. More to the point, burning of plastic in open places releases dangerous chemicals such as dioxins, furans, mercury, poly chlorinated biphenyls in to atmosphere that cause respiratory disorder, besides burning of Poly Vinyl Chloride emits harmful halogens and accelerate the incidence of climate change, thus released toxic materials are posing a risk to vegetation, human and animal health and environment as a whole. Polystyrene causes harm to Central Nervous System. The hazardous brominated compounds act as carcinogens and mutagens. Dioxins fall up on the vegetation and crops and in our water bodies and enter into our food chain and sequentially to the body system (Verma et al. 2016).

Only 16.44 % families (Table 1) would do complete segregation of biodegradable and non-biodegradable wastes at the sources of wastes without having the scientific knowledge of environmental significance. They used to follow this practice to feed their cattle or to apply a part of decomposable wastes to gardens as well as to the agro fields. 28.44% families of that village used a major portion of biodegradable wastes to feed their livestock or other animals while 46.67% families dumped those wastes collectively in nearby barren land or road side area, 10% families threw it in nearby pond or other waterbody and 14.89% families (Fig 2) partially separated the decomposable part of wastes and use these in farming purpose.

Although they had no scientific knowledge of organic pit, but only 12.67% families (Table 1) stored the biodegradable portions of domestic wastes in pit or in depressed land mixed with animal's urine, animals dung, crop residues and use as fertilizer in the agro-fields.

The another part of waste i.e. the non-biodegradable portion like syringe, metal cans, e-waste, broken bottles, broken PVC pipes, tanks, households wastes, pencil batteries etc, are dumped into separate place or dustbin by only 35.11% families (Table 1) among the surveyed 450 families of the said village. 86.89 % families (Table 2) noticed waste were scattered

here and there in road, land pond or barren land while 76% families (Table 2) informed that they regularly notice open burning of wastes in public area. Wastes when are being dumped here and there or in water bodies, this practice causes the soil, water, air and aesthetic pollution. Besides polluted and dirty water spread diseases like cholera, typhoid and diarrhoea, dracunculiasis, ulcers, hepatitis, kidney damage, endocrine damage etc. and ultimately leading to death (Rehman, 2019).

De and Debnath (2016) noticed in their study that people residing near a garbage dumping site of Garia in Kolkata had ill health. They were often suffering from the problem allergy, asthma, skin irritation and other Gastro Intestinal Diseases.

50.89 % families used old bucket and 49.11% families used plastic bags for collecting domestic wastes (Fig 4). 12.89 % family used soak pit for the drainage water disposal from bathroom and 87.11 % family used open drainage system (Fig 5). 24.89 % families used to clean drain per day while 75.11 % families used to clean drain per week (Fig 6). Regular cleaning and maintenance of Drainage systems in its proper condition should not be ignored as the negligence can create serious menace to community as well as healthcare causing spread of a number of diseases (Blom, 2015).

Out of total population 49.33 % families actively participate to clean their surrounding area (Table 1). If drains or surrounding areas are not being cleaned, it may spread diseases. Mosquito lay eggs in stored water or stagnant water so Malaria, Dengue may outbreak. So regular cleaning is of high necessity.

Out of total population 22 % families have cattle, either cow or goat or both and among those, 28.28 % family used to throw cattle waste here and there, 41.42 % family used to dry those excreta and later used as fuel in chullahs and 30.30 % family would used those wastes as fertilizer (Fig 3).

12.67 % family unit used to collect drinking water from municipality water supply, 78.89% used to collect from tube-well and 8.44% used to collect acquire from boring (Fig 7). 73.78% families used to consume drinking water directly after collection while 26.22% used drinking water after filtration (Fig 8). Besides for domestic works other than drinking purpose like cleaning, washing vegetables, fruits etc., and 5.78% family used municipality supply water, 60% family use tube well water, 8.44% family used boring water and 25.78% family used well water (Fig 13).

Consumption of contaminated drinking water and bathing in dirtied water can spread severe danger to human health and may cause wide range of bacterial, viral, and parasitic diseases. Infectious hepatitis, cholera, amoebiasis, salmonellosis, colibacillosis, giardiasis, bacillary dysentery, typhoid, paratyphoid etc. are very well known water borne diseases. Diarrheal deaths mainly correlated with inadequate sanitation, poor hygiene and consumption of contaminated drinking water (Pal *et al.* 2018).

Among the villagers 77.33% families did not take bath either in well or tube well or boring water, they used to go to nearby pond (Table 3) and among those 348 families, member of 48.89 % families used to take bath in pond where people of that village also bath their cattle while member of 28.44% families used to take bath in other pond. 56% family had mud house and 44% family had pucca house (Fig 9). Members of 76.89% family used to go for open defecation during that time period (Table 2). Open defecation is defined as the practice of defecating in open areas or fields, open drain and watercourse without any sanitary disposal of human excreta. People go to pond for post defecation cleaning, that practice contaminate water bodies and spread water borne diseases like Diarrhoea, Dysentery, Hepatitis A etc. Water quality is being greatly deteriorated by open drainage system. Moreover, bathing and post defecation cleaning contaminate water and may spread various types of water borne as well as skin diseases. Exum et al. (2020) informed in their paper that open defecation is a very common practice in India. This activity spreads waterborne diseases like diarrhoea and creates insecure as well as undignified situation for women.

22.89 % family used LPG, 26.89 % family used wood as fuel, 22.44% family used dried cow dung pellets and remaining 27.78% family used coal for cooking purpose (Fig 12). Cooking in poorly ventilated space often causes serious health problems like respiratory problems. Household combustion of wood or coal-combustion of wood produces heat and emissions. Coal is not a clean fuel as combustion of it releases like CO, CO₂, SOx, NOx, VOCs (Chmielewski, 2005). Household level heating and cooking with wood and coal is an important source of outdoor as well as indoor air pollution. Emissions from wood and coal heating cause severe health effects such as respiratory and cardiovascular mortality and morbidity. Burning of wood and coal also release carcinogenic compounds (WHO, 2015).

A good portion of people were using smart phone or at least mobile phone, many of them had TV or other electrical appliances in their homes. 99.33% families had electricity (Table 2), 66.44% families had electronic appliances like Television (Table 2), 81.11% families had at least

one smart phone and 18.89 % families had keypad phone (Fig 10), but still a big number of people preferred open defecation; and post defecation cleaning in nearby pond. 45.33% family used mosquito net, 17.11% family used good night liquid and rest 37.56 % family used Mortein (Fig 11) to get rid of mosquito bite as dengue, malaria my spread from mosquito bite. Only 5.11% families had the habit to do brush twice a day and girls of 27.11% families used sanitary napkin during periods (Table 3). 29.33% families reported that their member use soap after toilet and 24.67% families used either soap or hand wash before taking their food (Table 3). The people of the surveyed village have to develop their common sense about the necessity of toilet and stop of open defecation that is of more urgent need than having a smart phone, mobile phone or TV set in each family. Du et al. (2018) inspected the change in the environmental awareness in rural Chinese people over time. Data were collected from two surveys in three villages of northern China. They observed enhanced environmental consciousness between 2006–2015 in their paper. This was possible due to better understanding of environment as a result of an improvement in rural infrastructure and information provided to rural people related to the environment. Therefore regular supply of environment related information and the knowledge of importance of clean and healthy environment obviously will make the people of study area conscious about environment, health and hygiene.

Table 1: Percentage of Family Performing Environment Friendly Activities

Activities	Percentage
Regularly planting trees	24.89%
Reuse plastic carry bags	76%
Segregate biodegradable and non biodegradable waste	16.44%
Put waste in pit	12.67%
Put non biodegradable waste in to dustbin or separate place	35.11%
Regularly planting trees	24.89%
Clean surrounding area	49.33%

Table 2: Environment related survey data of Raghabpur Village, Purulia, WB

Activities	Percentage of family performing mentioned activities	
Observe scattering of waste here and there	86.89%	
Notice open burning of waste	76%	

Go for open defecation	76.89%	
Have electricity	99.33%	
Have at least one electric appliance like TV	66.44%	

Table 3: Health Related Survey Data of Raghabpur Village, Purulia, WB

Activities	Percentage of family performing mentioned activities
Do brush twice a day	5%
Female of these family use sanitary napkin during period	27.11%
Use soap for washing hand after toilet	29.33%
Use soap or handwash for cleaning before eating	24.67%
Families take bath in nearby pond	77.33%

Disposal of Plastic Waste

18.67%

family doing open burning of plastic waste

family throwing plastic waste here and there

family throwing plastic waste in barren land

Fig 1: Disposal of plastic waste by villagers

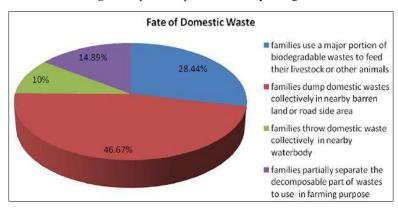


Fig 2: Disposal of domestic waste

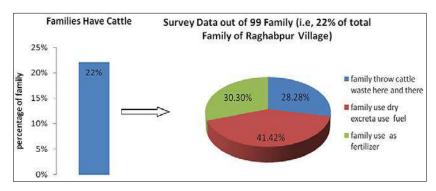


Fig 3: Use of cattle wastes

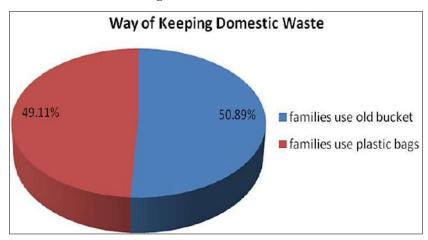


Fig 4: way of keeping domestic wastes

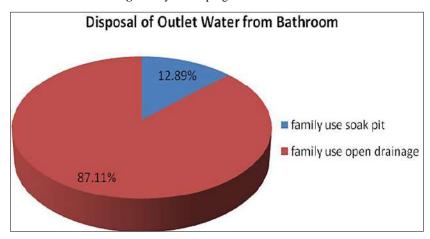


Fig 5: Drainage system

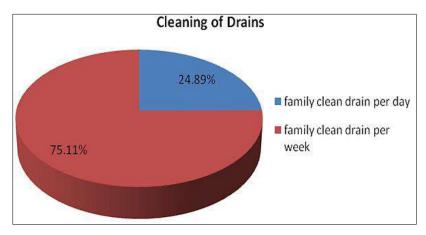


Fig 6: Frequency of cleaning drain

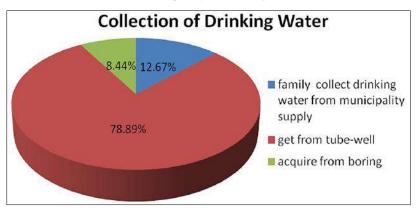


Fig 7: Sources of drinking water

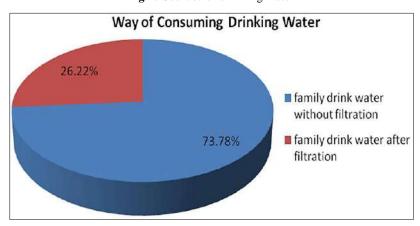


Fig 8: Way of consuming drinking water

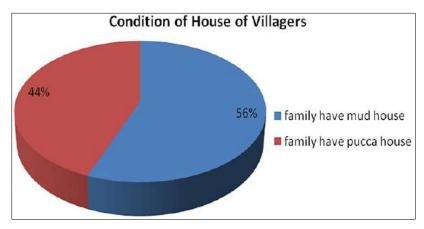


Fig 9: Condition of villagers house

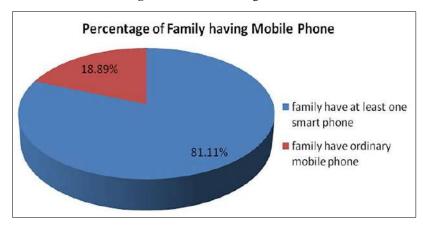


Fig 10: Family having mobile phone

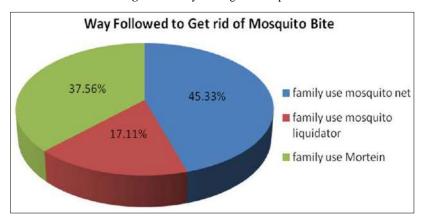


Fig 11: Way to get rid of mosquito bite

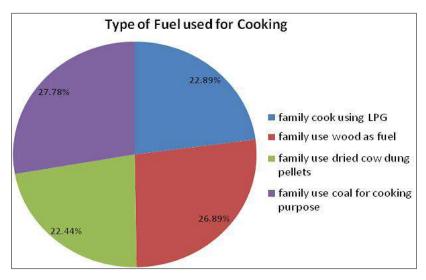


Fig 12: Fuel usedf for cooking

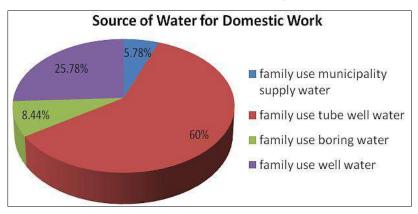


Fig 13: Sources of water for domestic work

4. Conclusion

As a conclusion it is observed from the present survey work that people of Raghabpur village are not very much aware or conscious about environment, health and hygiene. Peoples are becoming developed day by day. Education, social media, different types of helps like monetary helps and information from Panchayet level, State Govt, as well as Govt. of India, news from radio, TV, Paper leaflet, posters, different social activities either from NGOs or from NSS Units of different schools and colleges have created a gigantic wave of environmental, social and health consciousness among people, but the

paramount need is self realization, self support about environmental awareness, healthy life and good habits otherwise efforts from all sector of society will end up in futile. Present day COVID 19 pandemic situation also reveals the same reality. To cope up with this new normal, people of all layers of society, it does not matter whether he or she is from urban or rural area, from advanced or backward section or from economically stronger or weaker section, must have to follow the environmental, health and hygiene practices otherwise whole society will be collapsed by the storm of these type of diseases.

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Chapter - 7

Wisdom of Scientific Research

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Abstract: This chapter aims at highlighting the aim of scientific research, goals of research should be in a particular right direction, not promoting weapons of destruction, sabotage, which should be the wisdom under lying research in science

Keywords: research, beneficial, wisdom, peace.

Introduction

"Research" aims at bringing about a new aspect of area, problem, issue, topic, to resolve it in a particular way new direction, new approaches, new refinements keeping in view development of Earth's existence in a non-harmful way.

"Scientific" thought aims at bringing about optimistic economical technological advanced effective new improved methods energy efficient breakthrough achievements that tend to improve facilitate existence of earth and its various components.

"Wisdom" is about doing meaningful things that in to bring about betterment to existence on earth it should not be promoting destructive harmful things taking precautionary steps for prevention of untoward events is sign of wisdom. In other words, increasing the factor of safety in approach towards life and other events of day to day is a step towards existence enriched with Wisdom.

Wisdom for Scientific Research

Following the development of the atomic bomb, physicists formed the Pugwash organisation to try to limit the bad uses of their research. As other sciences have been used for destructive objectives, other scientists have become involved since then. Pugwash has participated in a number of treaties aimed at prohibiting the use of biological and chemical weapons, while there are still significant issues with monitoring their usage. (Atiyah

319) Pugwash is also dealing with a growing number of broader health and environmental challenges as a result of scientific advancements.

Science's issues of misbehaviour and integrity raise a number of difficult problems. All members of the research community, as well as leaders in the public and commercial sectors concerned with the health of science, must pay close attention to these challenges. In this regard, maintaining the integrity of the research process is similar to maintaining workplace safety: it is a process that necessitates ongoing participation from all levels of the research enterprise, including practitioners, host institutions, government sponsors, and legislators who provide funding. (Institute of Medicine)

In the policy world, the terms "good science," "poor science," and especially "sound science" are widely employed. This is frequently done so that parties having vested interests (primarily financial) in the outcome of a political decision can promote certain outcomes while attempting to discredit others. It has been alleged that certain businesses, such as the oil and gas industry and the tobacco industry, have appropriated the labels "sound science" and "junk science." The phrase "junk science" is applied to scientific research that contradict industry-favoured viewpoints. (Parsons)

Scientific study is an activity in which we strive to learn truths about numerous phenomena that surround us, how they happen, and what causes them to happen, motivated by intellectual curiosity and a desire to explore. Scientific research is progressing as a result of the efforts of many people who came before us. Today, scientific findings are essential to people's lives, with research having had enormous societal implications, notably in recent years. While scientists are pleased of this accomplishment, they are also aware that it comes with significant obligations and expectations.

Meanwhile, scientific study has sadly witnessed instances where the "pursuit of truth," science's most essential value, has been disregarded to some degree or another. If these incidents persist, public trust in research may erode, jeopardising scientific progress. Responsible scientists must respond appropriately to these situations: all scientists must understand the genuine nature of scientific inquiry and the correct conduct of a principled investigator. They must also use caution when guiding future generations.

Today, economists agree that science, technology, and innovation (STI) have made a significant contribution to individual countries' economic growth and wellbeing. In the industrialised world, by continuously improving the quality and range of goods and services while boosting productivity; in the developing world, by indirectly charting a route to rapid

development through technology transfer and technological catching up. In doing so, STI has sown the seeds of the global pattern of unsustainable development that we see today. (Soete)

Nuclear power nuclear power should be aimed for energy generation medicinal purposes, healing any effort towards developing Weapons of mass destruction should be prevented.

Weapons of advanced stages are possible because of scientific research various blast methods, energy generation, controlled blast for useful purposes have been applied for betterment of the world living conditions, aim should be of reducing weapons which should be completely banned instead the energy generation for captive implosion for peaceful usage should only be allowed.

Chemicals: destructive applications of chemicals should be completely banned for against humanity against Flora founder they should only be used for betterment of existence on earth. Any chemical causing harm to the environment should be banned.

Biological: biological agents developed by scientific research should be for betterment of of Earth's existence that is the earth's environment consisting of Flora Fauna natural resources should not aim at eliminating the useful species leading to imbalance in the environment on earth.

Covid-19: as we all know it is the result of DNA mutation research carried out between bats DNA and humans DNA resulting in leakage from the lab where this virus was stored for future research and leading to uh world-wide pandemic and it's very devastating effects.

"Wisdom" is a result of lot of trials and tribulations over a. of time it flows from lots of experience thoughtful pondering over a matter and issues. Lots of insight about outcomes from primary secondary tertiary experiences and puts information leads to correct analysis of outcome of a particular action situation accordingly wisdom leads to right decisions at appropriate time leading to beneficial steps, leading to appropriate and wise disease actions.

Different research is a continuous process leading to ever changing scenario that is development's it is very dynamic lots of variations in a single process leads to varied outcomes some of which may lead to voice outcomes leading to betterment on whole others may put forth destructive demolishing decaying outcomes causing pain and sorrow.

Wisdom is that even a good thing in evil with hands lead to bad outcomes accompanied by worst results. Wisdom can alone lead to choose

the right scientific research that should be e promoted resulting in a beneficial outcome for all and so should only be allowed and promoted. Without wisdom we may end up destroying the resources available on Earth in the name of development resulting in pollution of land water and air, and entering the very existence of flora and fauna on mother Earth. All the resources air water land food earth as provided for free so it is our duty to preserve it for future generations to come we should hand over to next generations more and rich, clean, green, comfortable temperature existing on earth to the coming generations leading to a sustainable Earth existence.

Conclusion

Scientific research should be for better of existence on earth, should be aimed at peaceful applications, all violent, destructive, evil, harm causing research should be banned. Then only we can say that wisdom exists, guides the scientific research. Should be peace promoting, non-violent applications of science should be promoted in research. We have a long way to go in this direction in future.

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Chapter - 8

Transformation of Religious Freedom and its Values and Practices in India

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Abstract

Transformation of religious freedom and its values and practices in India is an important issue of Indian history. There were various religions in India, but a good and cordial relation existed among these religions. But it may not be said that there never was any contest and inimical relation among different kinds of religion in India. However, before the discussion of the main topic it should be explained here the meaning of religious freedom. Religious freedom refers to the freedom of any religion to exercise its own religious faith and practices. According to Oxford advanced learner's dictionary of A. S. Hornby, the term freedom refers to "the right to do or say what you want without anyone stopping you". In ancient India, there was a contest of the Buddhist and Jainist religions with the Vedic religion. In medieval India, it may be observed an inimical relation of the Islamic religion with the Sikh religion. Under this situation, there was a transformation of the religious values and ethics in course of time in India. Despite religious diversity, there sustained unity in spirit in India. Rabindranath Tagore made an emphasis on unity in diversity for the formation of the nationhood in India. Therefore, there brought up the glorious tradition of harmony among various religions across India.

Keywords: Religious freedom, faith, nationhood, Rabindranath Tagore, glorious tradition.

Transformation of religious freedom and its values and practices in India

Transformation of religious freedom and its values and practices in India is a vital subject matter of the history of India. There was a huge number of followers of different religions in India. The followers of each religion

observed their own religious faith and customs. In many respects, there were similarities among various religions. But there was also differences among various religions.¹ Despite it, the followers of different religions simultaneously exercised their own religious ideas and practices. Though there remained religious tolerance among different kinds of religions, there was a transformation of the religious freedom and its value judgment. In this respect, it may be noticed two trends of transformation of the religious freedom. One trend emerged inside the religion and other trend grew in the interaction with the other religions. Since the ancient age, there was own religion of India and it evolved with the religious ideas and values of the contemporary Indians. On the other hand, a large number of outsiders entered into India. Majority of them assimilated themselves with the religious faith of the Indians. But, subsequently many of them refused to follow the religious ideas of the Indians. They had their own religious faith, values and practices. Here, an interaction occurred between the religious faith of the outsiders and the religious faith of the indigenous people.²

In the Harappan civilization, it may be noticed the religious liberty of the Harappan dwellers. A large number of women's idols were gotten on the Indus valley. So, it is thought from these female idols that in the Indus Valley civilization, there was the continuation of the adoration of goddesses.³ Apart from it, a meditated Yogi (ascetic) had been found on the Indus valley. This meditated Yogi (ascetic) was surrounded with several animals around him. It is supposed that this idol was the idol of Adi Shiva or Pashupati Mahadeva. So, it is regarded that there was the worship of Adi Shiva in the Indus Valley Civilization.⁴ There was the other religious practice of the Indus valley dwellers. It was the belief of eternity. The inhabitants of the Indus Valley civilization believed in eternity. So, they buried the dead bodies under the ground. Even along with the dead bodies, they buried the ornaments and other precious things used by the late persons in their life time. Some graves were complete graves, a few graves were halfgraves and other graves were with ornaments. These religious habits reflected the social classes of that time. During the Vedic period, there was the change of the religious faith and ethics in India. The Vedic religion was based on the religious freedom. The Vedic Aryans were the worshipers of numerous gods and goddesses. These gods and goddesses were divided into three categories as per their positions and residences. One group of the gods and goddesses of the Vedic Aryans stayed in the sky. Another group of the gods and goddesses of the Vedic Aryans resided in the air. Other group of the gods and goddesses of the Vedic religion existed in the earth. For

example, it may be mentioned that Mitra and Baruna were the gods of the sky, Indra and Maruta were the gods of air, and Agni and Soma were the gods of earth.⁵ Despite the numerous gods and goddesses, the Vedic Aryans did not deny the existence of almighty one god. They believed that though there were many gods and goddesses, but there was one all-powerful god. Of the gods, there were the goddesses in the Vedic religion. But they were little in number in comparison with the gods. Of the goddesses, Urba, Saraswati, Aditi, Prithibi, Aranyani etc. may be mentioned. Another important religious practice of the Vedic Aryans was the adoration of vivid manifestations of the nature. The natural objects and things which created curiosity in the minds of the Vedic Aryans were worshipped as the gods and goddesses by them.⁶ Besides it, they thought as sacred the trees, snakes, rivers etc. The Vedic Aryans believed in twice born. They thought that human being enjoyed the outcome of their Karma (action). They also felt that human being was able to achieve salvation through performing the good works. The Vedic Aryans supposed that human being as per their Karma (action) went to the heaven or hell. So, there was a complex religious philosophy in the Vedic civilization. The common people could not easily understand the issue of salvation, twice born, Karma (action) and other complicated philosophical issues of the Vedas and Upanishadas.

Protest movement against the Vedic religion came into existence. The leading religious persons of the protest movement understood the words of the minds of the common people. So, they propagated their religious ideas through simple religious principles. They exhibited no discriminations among their followers. They denied the caste based differences among their disciples. Anybody of any caste could take their entry into the followers of the protestant religious persons. Though the propagators of the protest religious movement spread their religious message in an intolerant way, they were voiceless about the existence of the god.⁷ It is surprised to note that their followers especially a section of the followers of Lord Goutam Buddha began to worship him as God. Religious liberation was largely observed in the Buddhist religion. All categories of people of the then society were able to follow Buddhism, if they wished to do the same. Non-violence enriched the ideology of the Buddhist religion. It increased the value judgment among the contemporary people. Even it was followed by some of the state rulers especially by Mauryan Emperor Asoka to put an end to the violence on the innocents. There was an exhibition of sympathy towards the animals by preaching the principle of not killing the animals. Values in contemporary society preached to so far that it was preached to respect the elders and the teachers. Besides it, religious value judgment was noticed by showing the sympathy to the servants and the laborers. This easy and simple religious teaching of the then society was caring one of the splendid virtues of the religious greatness. This religious greatness of India scattered beyond India with the collaboration of Sanghamitra and Mahendra, Kashyap Matanga, Silabhadra etc. Nevertheless, India became the heart and centre for the religious loftiness, morality and non-violence etc.

Towards the beginning of the medieval age, glorious existence of religious freedom and its values and rich practices got a severe blow at the entrance of the foreigners into India. The foreigners displayed no little respect to the religious heritage of the Indians. For example, it may be mentioned that Sultan Mahmud treated the Indians as his enemies. He not only invaded the Indians, but also invaded the religious centres. ⁹ In his many repeated invasions, he deconstructed the Somnath temple at Gujarat. It is supposed that he made severe attacks on India for 17 times. At his invasions, he plundered the wealthy treasures of the temples. So, the religious freedom and its values and practices faced a major challenge in India. This was harmful for the healthy environment of religious freedom for many years. This bad practice of striking the emotion of the other religion was followed by some of the fundamental medieval despots. They did not think about a large number of the Indians. They made a heinous initiative to spread their own religious faith in the place of the others. 10 Along with them, their fundamental religious propagators felt proud in preaching their own religious thought. Under this situation, freedom of different religions started to face a lot of challenges. The Vaishnavite and the Sikh gurus tried to protect their own religious faiths. In short, the preachers of the Vakti movement wanted to protect their own religious values. On the other hand, the Sufis made their efforts to simplify their religious ideas to the common people. Sri Chaitanyadeva with the greatest charm of 'Harinama' wanted to revitalize the Vaishnavite religious consciousness. 11 Guru Nanak preached the simplistic way of living. So, he propagated some easy and simple principles. His disciples later on got the unique religious identity as the Sikhs. But it is regretted to note that the independent way for the celebration of the Sikh faith was interrupted by the enemies for many times. So, it may be observed that several leading religious saints of the Sikhs along with their numerous Sikh disciples were slaughtered by their enemies in protecting their own Sikh religious faith. 12

In the modern age, especially after the establishment of the British rule in India, the religious freedom and its values and practices got a new shape.

There was a profound transformation of the religious ideas in India. The British education had a scientific base in taking the religious and social customs. The western education wanted to create scientific consciousness in the minds of the Indians. So, it was the necessity to justify the social and religious dogmas once more. The British had zeal to create an educated class in English teaching for the smooth conduct of their colonial state machinery.¹³ The Indians got an opportunity to educate them in the higher education during the British India. Modern education of the British stirred the intellectual world of the Indians. They engaged themselves in the study of the holy-scriptures like Veda, Upanishada, Ramayana, Mahabharata, Srimadbhagbat Geeta and the others of the glorious ancient India. They understood with their thinking of renaissance that there was going on many wrong religious and social practices in contemporary India. So, they made their outstanding designs in abolishing these superstitions like idol-worship, caste-ism, gender-inequality and other religious discrimination etc.¹⁴ It is observed that the western missionaries in the pretence of rendering social services like promoting of education and medical treatment to the poor and downtrodden Indians, made an effort to extend their own religious faiths among these Indians.

It may not be denied that a large number of lower caste people belonged to the untouchables. They were not given the religious freedom like the higher castes by the society. They were not allowed to stay in the same villages with the higher castes. They were not allowed to take their water from the water resources with the people of the higher castes. The lower castes of the society had to reside outside the villages of the higher castes. They were not permitted to enter into the temples. They were not allowed to read the religious scriptures. They were not given the respect like the higher castes. The untouchables had to do the dishonorable works with the low wages. They were engaged to work as the water bearers. During those days of hard transport system, they had to carry a heavy amount of water to a distant place from the water tanks. The people of the lower castes were also engaged to perform the duties of scavengers.¹⁵ They had to sweep the unclean and dirty places. By sweeping in a regular mode, they kept the various places of the society in neat and clean. Apart from it, the untouchables did the work of the tanner. They decorticated the skins of the dead animals like dead cows, goats and others. With these skins they constructed the drums and musical instruments. Though they kept the human society cleaned by their disrespectful works, they were not allowed by the society to enjoy the religious faith independently. Wise persons and social thinkers started movements to secure their right to religious independence. Here, Gandhiji tried to upgrade the religious prestige of the untouchables by designating them as 'Harizan'. ¹⁶ Jyotiba Phule and Dr. B. R. Ambedkar played a leading role to the attainment of the religious equality for the untouchables. They made a forceful entrance into many temples. They applied their own priests in the place of the priests of the higher castes. They showed no hesitation to burn a large number of the copies of the religious scriptures like puranas and others etc.

In this way, it may be observed the religious freedom and its values and practices throughout the different periods of the Indian history. The transformation of religious independence occurred with the change of the historical perspectives. Though, the religion made the Indians conducive for their sustainable development, at several times it witnessed the crucial treatment towards the others in the pretext of the orthodox religious belief. The religious discrimination made a hindrance for the comfortable living of the weaker section of the religious discriminated society. The Sikh martyrs protected their own religious identity from the oppressions of their enemies.¹⁷ Therefore, their independent religious identity got the recognition in lieu of numerous lives. The Dalit faced severe challenges in exercising their own religious faith independently. In collaboration with Dr. B. R. Ambedkar, untouchability in the name of the religious discrimination had been postponed in the constitution of sovereign India. Despite it, the freedom of exercising the religious practices and other relevant human values got severe challenges by some so-called higher caste minded influential orthodox people of the society. They thought of nothing about the equal religious treatment towards all irrespective of rich and poor, higher caste and lower caste, man and woman etc., but the assumption of their own power in the society by pretending religious justice.¹⁸

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Chapter - 9

Construction and Application Inquiry Training Model in Geography at Higher Secondary Level

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Abstract

Few models re based on information process source where the pupils are provided with the knowledge of the facts and necessary information. The solution of the problem and knowledge of stimuli are provided by creating effective environment. This type of model has proved useful for developing intellectual competencies of the pupils. Inquiry Training model has an important source of Information. This model is associated with the information processing Family.

This study has investigated the application Inquiry Training model over Traditional teaching method for Geography teaching at Higher secondary / College Level, here 80 students participate in this study purpose. The investigator has selected two randomized group and each ground 40 students included in experimental group and control group respectively. Experimental group were taught by using the Inquiry training model. Control Group were taught by using traditional type of teaching method. Protest design was administered before teaching practice and past test design was administered. The Researcher deals with the study by using statistics like – 't' test. The final result is student were most benefited by Inquiry Model of teaching rather than traditional method of teaching in class room teaching-learning climate.

Keywords: Inquiry training model, geography, higher secondary level

Introduction

According to Bruce R. Joyce the Modern teaching model has classified into four categories – Model based – on social Interaction Source, information processing source, personal source, behavioural modification source. In teaching model following six activities are included – to give practical shape to the learning achievement, to select such stimulus so that

the pupils may give expected response, to specify such situations in which the responses of the pupils may be seen, to specify the specific teaching strategies for achieving the desirable educational objectives by analysing the interaction in the classroom situations, to modify the teaching strategies and tactics if the expected changes in the behaviour do not occur, to determine such criterion behaviours so that the performance of the pupils may be seen. The major characteristics if teaching modes - assumption, presentation of appropriate experience, answer to fundamental questions, based on individual differences, use of student's interest, influenced by philosophy, maxims of teaching, practice and concentration, development of Human ability, teaching as an art, qualitative development of teacher's personality. The major fundamental elements of teaching model are – focus, syntax, social system, support system H.C. Wyld said that teaching model is to confirm in behaviour, action and to direct one's according to some particular design or ideal. The meaning of a model is the process of bringing change in the behaviour according to some objectives. According to Cronback and. Gagne the growth and development of teaching models is brought about by keeping in view the learning theories so that the teaching theories may be indoctrinated by using these learning theories. The teaching models are the basis and the first step for the indoctrinated of the theory of teaching. This model was designed by Richard Suchman to teach students to engage in casual reasoning and to become more fluent and precise in asking questions, building is natural. He used this model to teach learners a process how to investigate and explain unusual phenomena. In this model thinkers and scholars try to organise knowledge and make various principals. The researcher discussed different elements of Inquiry training model. This model has developed by Richard. Suchmnn is 1962. This model is useful for investigating and explaining unusual phenomena. It is a process building model puzzle, motivate, strategies explore, data, logical Co-operation and explanation are included. The major elements of Inquiry training models are - Focus

Lesson by enquiry model in geography subject

In Geography Geographical skills re the techniques that geographic use in their investigations both in field work and in the class room. In query based learning starts by posing questions, problem of sceneries rather than simply presently established facts or portraying a smooth path to knowledge. A good enquiry question should provoke curiosity and may set up a puzzling situation or problem. A good enquiry questions has both 'pith' and 'rigour'. It is engaging so that pupils want to answer it, yet it must give the

opportunity for careful and challenging development of pupils geographical learning.

Inquiry based learning is a form of active learning that starts by posing questions, problems or scenarios. It contracts with traditional education, which relies on the teacher presenting facts and their knowledge about the subject. This type of learning is often assisted by to facilitators rather than a lecture. Inquiries will identify and research issues and questions to develop knowledge or solutions. Inquiry based learning includes problem based learning and is generally in small scale investigations and projects as well as research. The inquiry based instruction is principally very closely related to the development and practice or thinking and problem solving skills. National Council for the social studies focussed social studies education on the practice of inquiry and emphasized on "the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain and argue about interdisciplinary challenges in our social world" Rebort Bain has introduced in similar approach which is so called problematizing history. After Charets Pascal's report in 2009, the Casoddian provisions of Onlarie's Ministry of education decided to implement a full day kindergarten progress that focuses on inquiry and play based learning which is called as The Early Learning Kindergarten program.

Review of Literature

Suchman's Inquiry Training Model is more effective than teaching base on the conventional methods in improving the achievement of the learner in biology (Prana & Sivakumar (1977). The inquiry based learning encourage collaboration in some from either through small group or whole class room educations. The inquiry based learning enhances the quality of learning and leads to cognitive development through students engagement with complex and novel problem, teachers student complex processes and procedure such as planning and communication and supports authentic inquiry and autonomy learning for students. Inquiry training model have significant effect on students cognitive affective development rate of learning (Visnl S.R; 2013. Based on some findings of the study it is shown the student taught by inquiry based learning method supported the 5E learning method represents more progress as compared to traditional method of teaching. The study also summarise that students taught by inquiry based learning covered more information and they have a broad sense of thinking. The performance of the students is active in class room (Kushik, V; 2021). Biological science inquiry model of teaching for science is significantly more effective than traditional method of teaching in term of academic achievement of students. Biological science inquiry model of teaching is significantly more effective is compared to traditional method of teaching in developing information processing strategies (Airekr. J; 2017) Inquiry Training Model is very active teaching in which all students participate in teaching learning process. In the study the researcher hard constructed inquiry training model for several units of mathematics subject for the 9th standard students. The result revealed that it is very effect on bay but not as much effective on girls to solve mathematical problems Bhatia N. and Sevak S; 2019). This model of teaching has five phases which are associated with the problem data gathering verification, data gathering - experimentation, formulating on experimentation analysis of the inquiry process (Siddiqui M.H; 2013). Application of appropriate inquiry training model used improve. Student's SPS Implementation of appropriate enquiry training model use to improve student (learning outcome). Implementation in the learning process of inquiry training desperately requires appropriate cognitive conflict with the context of learning materials and the level of student's understanding to support the student process in berinkari (Sihaloho W.H & Sahyar & Mariati P.S.; 2017), Rupsinh, S.V. (2006), concluded that the inquiry training model improved the achievement of students more as compared to the students taught through the traditional method. The students of all levels in experimental group benefitted by the ITM and the ITM developed reasoning ability in student better than that to traditional method. Neeru, Nerru (2001) Student taught by inquiry training model and Masterly Learning Micel retained more than these there taught through conventional method Upadhey Rohini (1999), in the research ITM was find to be more effective than traditional method in terms of General creativity, scientific creativity inductive reasoning. Priti Chaudhury (2015) has analysed data and the results obtained through opinion are it can be concluded that implementation of inquiry training model in effective in terms of arising curiosity of students. Aden Daru (2010). According to the research results, it was found that experiment teaching method was none effective than teacher - centered traditional teaching method in the knowledge and comprehensive level.

Objectives of Study

- 1) To find out any difference between the academic achievement in twelve grade urban and rural student in geography by inquiry based teaching method.
- 2) To find out significant difference between the academic achievement of twelfth grade urban and rural students in geography taught by traditional method of teaching.

- 3) There is any difference between pre-test of control group on experimental group with respect of achievement of geography.
- 4) There is any relationship between post-test of experimental group with respect to achievement in geography.

Hypothesis

- There is no difference the academic achievement in twelve grade urban and rural student in geography by inquiry based teaching method.
- 2) There is no significance difference between the academic achievement of twelfth grade urban and rural students in geography taught by traditional method of teaching.
- 3) There is no significance difference between pre-test of control group on experimental group with respect of achievement of geography.
- 4) There is no significant difference between post-test of experimental group with respect to achievement in geography.

Methodology

Sample of Study

The present study consists of <10 students ho studying in Government school for both boys and girls. The sample has been selected from three higher secondary schools of district Howrah of West Bengal. Purposive sampling technique was end in this purpose.

Sl. No.	Name of the School	Total No.	Gender		Treatment Girl	
SI. NO.	Name of the School	of Students	Boys	Girls		
1.	Nakardah Bamasundari Institution	83	53	30	Inquiry training model	
2.	Ankurhti Kibria Gazi School	72	52	20	Traditional	
3.	Salap Vivekananda School	62	36	26	Inquiry training model	

Data Analysis and Interpretation

't' test on Academic achievement of 12th grade student urban and rural student in geography by inquiry based teaching method.

Table 1: 't' test academic achievement score of experimental group and control group in pre-test design.

Groups	Mean of academic achievement scores	Sp	N	't' value	Significant level
Experimental	18.97	12.08	109	170	Significant at
Central	5.82	4.52	101		0.01 level

From the table 1: it shows that 't' value is 6.70 is significant at 0.01 level. It reveals that Inquiry training model has a positive effect on academic achievement score of student in geography.

2) 't' test on academic achievement of 12th grade student in geography taught by inquiry training method between urban and rural student.

Groups	Mean of academic achievement scores	Sp	N	't' value	Significant level
Urban	66.27	7.82	53		Not
Rural	56.20	14.54	47	0.82	significant at 0.01 level

From the above table -2 't' value 0.82 is not significant. It expresses that the score of achievement between urban and rural student and inquiry model do not significantly from each other. It does not indicates any significant differential effect among urban and rural on achievement. Hence null hypothesis is accepted. It is found that a significant effect among urban and rural students in the subject geography.

1) 't' test on academic achievement of 12th grade students in geography by traditional teaching method and inquiry based teaching method.

Table -3 't' test between traditional method and inquiry training mode on the achievement test.

Method	Mean of academic achievement Score	SD	N	t value	Significant level
Inquiry Method	18.26	10.12	52		Significant at 0.01
Traditional Method	13.3	5.2	26	4.29	level

The above mentioned table No. 1 indicate t value has significant at 0.01 level. It shows that mean seen of academic achievement between traditional method and inquiry training method differ significantly from each other. So the null hypothesis has rejected. S the researcher has concluded that the inquiry method is more influential than traditional method.

4) There is no significant difference between mean academic achievement score detained in post test of geography of experimental and control group.

Table – 4: Results of students of experimental and control groups in post test design.

Group	Mean of academic achievement Score	SD	N	SED	df	t value	Significant level
Experimental	45.56	9.62	50	3.08	98	3.58	Significant at
Control	42.93	10.27	50	3.08	76		0.01 level

From the above table it is seen that mean sense of academic achievement obtained in experimental group and control group re 45.56 and 42.93 t value in degree of freedom 98 are 3.58 at 0.02 levels. Here obtained on computed t value is greater than tabulated 't' value. The null hypothesis is rejected at 0.01 level. So, there is a significant differ between mean scores of achievement scores of pest test of students of experimental and control the group. So inquiry training model is effecting than traditional method of teaching.

Findings

1) From the above study it was shown that inquiry training model is more effective on academic achievement in geography subject of student of standard twelfth grade students. It was found that a significant effect among urban and rural students in the subject geography. It was found that there is positive effect by inquiry model in experimental groups than control group from the objective it was found that pupils were more benefited in inquiry training model than traditional method of teaching in geography.

Conclusion

Geography is a mother of all science. The map making process is a main artistic procedure of Geography subject. When we designing a map e will depend on inquiry training model or method than traditional way of all the teacher in secondary level should accepted inquiry training model in different level of teacher like understanding level, reflective level. Specially geography discipline should have adopted this model for teaching geography and it made geography as a mother of all sciences. This model should make geography as a art in our side and science in other side.

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Chapter - 10

A Study on the Land Capability Classification, with Special Reference to Kalimpong District

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Abstract

The capability of the soil plays an important role in determining how the land should be used. In this article we will discuss the classification of land capability based on land characteristics, this land capability classification is necessary to ensure proper land use for each land for peaceful coexistence, flora and fauna, including human habitation, and productivity sustained by human activities. Under the system established by the United States Soil Conservation Service, eight soil capacity classes are recognized, which are numbered I-VIII. The soils with the greatest capabilities for response to management and the least restrictions on their use are classified in class I. The minimum capabilities and the greatest restrictions are found in class VIII. Regarding Kalimpong district land capability classification under U.S Soil conservation service can't be relevant thoroughly however some classification involving the capability can be drown from this classification.

Keywords: Cultivation, land capability, land use, productivity, vegetation

Introduction

Land capability can be defined as the ability of the earth's surface to support natural plant growth/wild animal habitat or artificial plant growth/human habitat. Therefore, it indicates the type of land use suitable for a specific land type (such as human settlements, agriculture, pasture, forest, wildlife habitat, etc. Land capability classification is a system of grouping soils based on their ability to produce common crops and pastures without degradation over a long period of time. Different lands have totally different capabilities counting on the land characteristics like slope, soil type, soil depth and erosion conditions. The ultimate goal of distributing different land areas on large areas with different characteristics is to completely protect the soil. Complete soil conservation means perfect soil health and no permanent soil erosion. In addition, it helps to completely protect the soil.

Complete protection of water and vegetation. Therefore, this means long-term integrated management of the catchment area. The Soil Conservation Service (SCS) of the United States Department of Agriculture (USDA) has done a pioneering work on land capability classification [Klingbiel and Montgomery, 1961]. Accordingly, the capability of the land is broadly divided into two groups depending on the arable capacity of the soil the first group includes all soils suitable for cultivation, known as Group 1. Another group, which includes all land unsuitable for cultivation, is called Group 2 Lands. Each of these two groups is subdivided into four classes. Thus, Group 1 lands includes arable soils of Class I-IV, and Group 2 lands includes uncultivated soils from V to VIII.

Objectives

The detailed study of the land capability classification of the Kalimpong district along with available data has been made. So, the main objective of the present article is to determine the land capability classes of the study area.

Methodology

In this research paper data was collected from both primary and secondary data. Primary data were collected in a field survey and secondary data were obtained from various Government sources, census of India, district statistical directory, various bulletins, various books, magazines, newspapers, internet, etc. polythene bags, measuring tape and shovel used for field survey.

Study area

The Kalimpong district is located in the Eastern Darjeeling Himalayas at 6,000 feet above sea level. It split from Darjeeling on February 14, 2017 and became the 21st district of West Bengal. It consists of Kalimpong Municipality and three community development blocks - Kalimpong I, Kalimpong II and Gorubathan containing 42 gram panchayats. The Kalimpong district is located between 26° 13' and 27° 13' N and 87° 59 'and 88° 52' East, with a total area of about 3149 sq. Km.

Results and discussion

Land capability classification is a scientific appraisal of the physical characteristics of the land. "It is an inherent capacity of land to perform the general land use function." It is the quality of land and assessed by the physical properties of soil and terrain characteristics. Land capability is by and large ascertained by inherent soil characteristics, external land features and environmental factors limiting land use (Mohammad Noor, 1981).

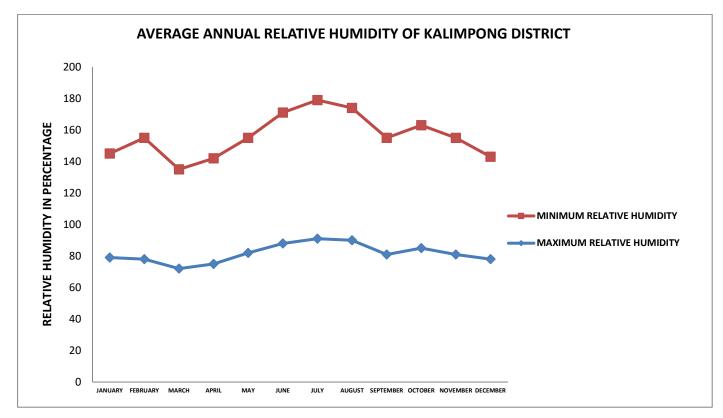


Fig: Average annual relative humidity of Kalimpong district

Soil is the more respective term, returning to collection of natural bodies with depth as well as breadth whose characteristics may be only indirectly related to their current vegetation and use. Land is a border term which includes among its characteristics not only the soil but after physical attributes, such as water supply, existing plant cover, and location cities respect to cities, means of transportation etc. Thus, we have forest land, bottom land and grassland, which may include a variety of soils.

Soil survey maps and reports have become two of the bases for a system of land capability classification. This system requires that every acre of land be used in accordance with its capability and limitations. Land is classified according to the most suitable sustained used that can be made of it while providing to adequate protection from erosion or other means of deterioration. Thus, an area whole the soil is deep, well drained, and have a stable surface structure and where the slope is only 1-2 % may be cropped intensively almost indefinitely with little danger of erosion or loss its productivity. Such as area has great capabilities and few have limitations in the use to which it can be put in contrast, an area on which shallow or poorly drained soils are found or when in steep slopes are prevalent has limited capabilities and many limitations as so its use. It can easily be seen hoe the characteristics of soils are one of the criteria for identifying the best land use.

Capability classes

Under the system set up by the U.S soil conservation service, eight land capability classes are recognized. These classes are numbered from I-VIII. Soils having greatest capabilities for response to management and least limitations in the ways they can be used are in class-I. Those with least capabilities and greatest limitations are found in class-VIII. A brief description of the characteristics and safe use of soils in each class follow:

Land Capability classification of the study area

Regarding Kalimpong district land capability classes under U.S Soil conservation service cannot be applicable fully but some classification regarding the capability can be drown from this classification.

Class-I:

Soils found in this land class have few limitations that restrict their use or even for wild life preserves. This class-I type of soils can be found in the southern part of Kalimpong district around areas of Gorubathan and its surrounding areas. In North-Eastern part also has this kind of class-I type, But in areas around Rechila forest. This type of class-I is limited and found in patches and not in long continuous plain.

Class-II

Soils in this class have some limitations that reduce the choice of plants or require conservation practices. In Kalimpong district, class-II type of soils is found around Kalimpong town, 3rd Mile areas around Pedong, Bhalukhop areas where soils are fertile and limited conservation measures are to taken.

Class-III

Soils in class-III have secure limitations that reduce the choice of plants or require special conservation practices or both. In Kalimpong district this type of soil are usually found in areas around Rangpo, Suruk areas where cultivable fertile soil are found but much of conservation measures are needed.

Class-IV

Soils in the class can be used for cultivation but there are very seven limitations on the choice of crops. Also, very careful management may be required. This class of soil are usually found in Kumai and Lish forest area of Kalimpong district, because of steep slopes, poor drainage, shallow soils, severe alkalinity or salinity may be the cause of such type of soils.

Class-V

Those in class-V are limited in their safe use by factors other than erosion hazards. Examples of such limitations areas follow (i) Subject to frequent stream overflow. (ii) Growing season too short for crop plants. (iii) Stony or rocky soils etc.

In Kalimpong district such type of soils are mainly found in areas of Rangpo, Pedong, and Patenengodak and its surrounding areas in Kalimpong district.

Class-VI

Soils in the class have extreme limitations that restrict use largely to pasture or range, woodland, or wild life. The limitations are the same as those for class-IV land, but they are more rigid.

This type of class-VI soils is mainly found in Lish Forest area, areas of Gorubathan, Kumai area are Kalimpong district.

Class-VII

Soils in class-VII have very severe limitations which use to grazing woodland or wild life. The physical limitation is the same as VI expect try we so strict that pasture improvement is impractical. In Kalimpong district

this type of soil we found in parts of Lish forest area, Gorubathan and Rechila forest area.

Class-VIII

In this land class are soils that should not be used for any kind of commercial plant production. Their use is restricted to recreation, wild life, water supply or aesthetic purpose. This type of soil is mainly found in northern part of Rechila forest in Kalimpong district.

Generally, the soils of Kalimpong district is fertile and highly productive especially for vegetable, flora and plants grown, but it has-been much effected by the climatic conditions and the relief features of the region which effect the formation of the soil of the region.

Conclusion

The land capability potential of the study area was assessed based on indigenous characteristics and suitability for agriculture, forestry, grazing, recreation and wildlife, so the lands were classified according to different capacities. The land capability class is grouping of land according to its inherent characteristics. It is grouped into 8 classes and every elegance is indicated through numbers from I to VIII. These first 4 classes of land are appropriate for cultivation and the last 4 aren't appropriate for cultivation however beneficial for grazing forestry and wildlife.

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Chapter - 11

Education as an Instrument of Social Change

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Abstract

Change means deviation from the existing norms. So social change is the change in society or socio-cultural system. It is also a change in social relationship, social patterns, social interactions and social processes.

Keywords: Society, education, social relationship, social patterns, culture.

The Term Social Change Defined

The term 'Social Change' has been variously defined by experts. A few definitions of social change are given below.

- 1. View of MacIver and Page. According to MacIver and Page: "Social change is a process responsive to many types of changes, to changes in the man-made conditions of living, to changes in the attitude of the man and changes that go beyond human control to the biological and physical nature."
- 2. Dellbert C. Miller's View. According to Dellber C. Miller: "Social Change refers to a pattern of social relationship in a given social setting which exhibits change over some definite period of time."
- 3. View of Davis. Davis says, "By social change is meant only such alternations as occur in social organizations, that is, structure and functions of society."
- 4. View of Gillin and Gillin. To quote Gillin and Gillin: "Social changes are variations from the accepted modes of life: whether due to alterations in geographical conditions, in cultural equipment, composition of the populations, or ideologies and whether thought about by diffusion or inventions within the group."
- 5. Social Change Vs. Cultural Change. Certain sociologists identify social change with cultural change. Dawson and Getty are of the view: "Cultural change is social change since all culture is social in its origin, meaning and usage."

Highlights

Social Change is

- 1. View of MacIver and Page "Changes in man made conditions of living."
- 2. Dellbert C. Miller's view "Changes in Patterns of social relationship over some definite period of time."
- 3. View of Davis "Alterations that occur in structure and functions of society."
- 4. View of Gillin and Gillin "Variations from the accepted modes of life."
- 5. Social change Vs cultural change "Cultural change is social change".

In short, social change implies a replacement of what has stayed too long, even though it may be a good custom. It may be pointed out here that certain human values like beauty, goodness and truth are everlasting.

Factors affecting social change

Change is inherent in any social structure. MacIver observes that "the social structure is subject to incessant change, growing, decaying, finding renewal, accommodating itself to every variant conditions and suffering vast modifications in the course of time." Prof. V.R. Taneja is right when he says that change in one element of society causes change in another. Each aspect of the social structure is linked with every other. In fact, it is this interaction that we call social change.

The following are the major factors which bring about social change

1. Geographical Factors.

Certain geographical factors like climatic conditions influence social conditions. In the same country. Different areas are affected by peculiar climatic conditions which happen to occur there. The state of Andhra in India may be affected by floods and the state of Bengal may be influenced by an earthquake or famine. Agricultural insufficiency or food shortage may make people more mobile and adventurous as compared to those who are self-sufficient.

2. Environmental Factors.

Environmental factors such as newly built cities, industrialization and urbanization, also affect social conditions. For example, in certain parts of

the country there is brisk movement between the rural and urban population. This as urbanized villages as well.

3. Migration.

Migration is caused by environmental as well as climatic factors. An earthquake, floods, famine or war may cause people to move to new place and new environment. India's partition and Bangla Desh war stand as living examples of social change due to migrations.

4. War.

War is the most potent factor in social change War destroys age – old conventions and affects inter-personal relations. Economic, social, mental and political life of the people undergoes much change.

5. Population Explosion.

Population explosion considerably effects the economic and social standards of the people. As long as the population of a country is within control, the established social order faces no threat. For example, migration of people from India to Canada, America, England and certain other countries added to the population there and effected the social structures of these countries. In our own country, the unprecedented increase in population over the past years has caused inflation in economic circles and shake up in the social circles.

6. Scientific and Technological Advances.

Scientific and technological advances also bring about social change. People move from the farm to the factories and from the countryside to the big industrial cities and towns. This creates problems of housing, slums, over –work, pollutions, law wages, etc.

7. Ideological influences.

The birth of new ideas spreads their waves across the social horizon. For example, Roussenau's idea of Liberty, Equality and Fraternity brought about French revolution. In the same way, Gandhi's idea of non-violence routed the British out of their feet in India.

8. Culture Diffusion.

In most societies cultural diffusion is an important factor in social change. Societies which live in

Role of Education in Social Change

1. Levels of Social Change.

Social Change in something that works itself out in the society at two levels. The first level is the surface level at which changes are apparent. Some of these changes may be short-lived and may not have much of the discernible effect. The second level is the in-depth level, The changes which go deep into the fabric of the society persist for quite some time and affect a large section of the society. Such changes create a cycle and give birth to new changes. The cultural and technological changes are of this type. They cause value orientation as well.

2. The Vital Role of Education.

Education has a vital role to play in the process of social change. Besides education, there are other media such as books, magazines, newspapers, radio, television, and movies which act as powerfully as education does. The chief advantage that education carries is its controlled environment and its capacity to catch its clients young. Moreover, it is a social necessity and that gives it an edge over the other media.

3. Three-fold function of Education. Education as an agent of social change may act in three ways

- a) It can retard the process of change.
- b) It can maintain the status quo.
- c) It can accelerate the process of social change.

According to Prof. V.R. Taneja, the three-fold function of education is

- i) Preservation of worthwhile heritage;
- ii) Transmission of worthwhile culture;
- iii) Dissemination of new knowledge, thus motivating dynamism and stimulating progress.

The fact remains that "Education is or certainly may be, more than a mechanism of maintenance of societies, it is or may be a means of their growth" (J.B. Shroud).

4. Education, a Creative Force. The function of education as a creative force is very important.

- It can liquidate illiteracy.
- It can remove social barriers.
- It can overcome cultural lags.
- It can act as means of social reconstruction.
- It can strengthen democratic forces by making way for freedom of thought, freedom of expression and freedom of common consent.

 It can create leaders which can strengthen forces of constructive social change.

5. Expectations from Education (with special reference to India).

Winds of change are blowing. Democratic forces are gathering momentum.

Much is expected from education, particularly in India in the wake of the emerging pattern of education, that is, 10+2+3.

- i) A new society based on industrialization and mechanization is emerging, keeping the agrarian society intact. Education must prepare the youth to meet the challenges faced by this society.
- Educational and vocational guidance must become an integral part of the new system of education. This necessitates diversification of course,s and this is happening.
- iii) To meet the challenge of the emerging social order, education in science and technology is essential.
- iv) Diffusion of scientific and technological knowledge is essential to bridge the gap between scholarship and manual work.

It is the teacher who is the architect of social rights, social goodness and social beauty. The teacher-the enlightened teacher-should become the source.

Role of Education in Effecting Social Control

Before discussing the role of education in effecting social control we may discuss that is social control. Social control is the control of the society over its members. Some members are law binding where as some other are problematic in nature. So social control is necessary for those members who involve themselves in undesirable and unapproved activities. To brearly, "Social control is a collective term for those processes and agencies, planned and unplanned by which individuals are taught, persuaded or compelled to conform to the usages and values of the group to which they belong."

MacIver and Page said, "By social control is meant the way in which the entire social order coheres and maintains itself, how it operates, as a changing equilibrium." According to Gillian and Gillin, "Social control is that system of measures, suggestion, persuasion, restraint and coercion by whatever means, including physical force, by which a society brings in to conformity to the approved pattern of behaviour a subgroup or by which a group moulds into conformity its members."

This social control may be direct or indirect. Direct social control is exercised by the opinion of the members living in the society. But indirect social control is exercised by different factors which are separated from him. For example when the behaviour of a member is controlled by the opinion or reactions of other members of the society is called direct control. But when the behaviour is controlled by law and social mechanism is called indirect social control. This is the view of Karl Mannheim. But according to Kimball Young, Social Control can be classified as positive and negative. Some members of the society want recognition of the society. So, they obey the rules and regulations of the society. But some people obey the principles of the society out of fear of punishment.

Role of Education: Social control out of fear or punishment is temporary. Here when such people think that there is no fear for punishment they show the un-ruling behaviour and involve themselves in antisocial activities. So here social control is not natural rather it is due to compulsion. But education teaches man to live according to nature. It is an art of adaptation. It can be said that education adapts man to society. In family, school, playground, club everywhere man is taught how to socialize. So systematic guidance is required to abolish confusion in absence of an organized education system. Social control is arbitrary. One systematic and organized education system enables the individual to control himself of its own accord. It is called self-control or self-discipline.

Conclusion

Society is a web of social relationships. Hence social change is a change in social relationships. It is the change in these which alone we shall regard as social change, human society is constituted of human beings. Thus whatever apparent alteration in the mutual behavior between individuals takes place is a sign of social change. This fact of social change can be verified by glancing at the history of an society. Man is a dynamic being. Hence society can never remain static. It undergoes constant variation.

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Chapter - 12

The Emanicipated Protagonist in *The Bindig Vine* of Shashi Deshpande: A Study

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Abstract

Deshpande is a well-known and prolific writer who explores the pains and pangs and predicaments of women and loss of their identity in the male dominated society. She has portrayed women questing for their identity and selfhood. Whereas her couple of earlier novels portrayed women protagonists with a cloistered self, who are unable to overcome, break and resist the so called socio patriarchal shackles of domination. But in her next couple of fictional works, The Binding Vine (1993) and A Matter of Time (1996), female protagonists are portrayed with a new rejuvenated spirit who resist and break the mute suffering. This paper aims at liberation of Deshpande's women characters from silence suffering to resistance. However, the protagonists in this novel, akin to her previous novels, are bold women who speak out boldly against the false attitude of the patriarchal society. The major character in *The Binding Vine* is completely different from Shashi Deshpande's earlier protagonists. Being educated women, she realizes the constraints imposed by the tradition, the meaninglessness life of modern women in the male chauvinistic society. Urmila, the protagonist of the novel, liberates herself from the shackles of tradition and gives her voice to the voiceless.

Keywords: Identity, patriarchal society, cloistered self, traditional women, suffering.

Shashi Deshpande is a renowned and widely read Indian woman writer. Deshpande in her various works portrayed the lives of modern middleclass women. The great novelist questioned the male chauvinistic domination in Indian society. She discussed the plight of women in the oppressed, frustrated and shackled identity in the male dominated society.

The novelist attempted to present the transformation of men and women characters from the submissive nature to the self-recognition. In her novels like *That Long Silence* and *The Dark Holds No Terror*, she depicted the female characters as submissive but her next couple of novels, *The Binding Vine*, and *A Matter of Time* portray women as progressive, protective and lovers of egalitarian society.

This paper attempts to analyse Shashi Deshpande's novel *The Binding Vine*. Unlike the early novels of Shashi Deshpande, the novels published in the second phase could not attract the attention of readers and critics. *The Binding Vine* also deals with feminine issues and the novelist not only has portrayed the traditional women characters but also how the educated middleclass women have raised their voice at times. The writer successfully represented the modern women's quest for identity, self-respect and independence. Major characters of Shashi Deshpande constantly search for definition of self and society and importance of their role as a woman in the society. The fictional world of Deshpande reflects the vision of contemporary progressive women and how they are liberated breaking the shackles of the tradition in order to prove their ability and to achieve their empowerment. In *The Binding Vine*, the novelist clearly presented the positive and progressive attitude of educated middle class women and depicted their fight against the male chauvinistic society.

Come, my brothers, come sisters

Let us join our hands

A new road, a new way

A new age begins. (TBV, 44)

The major character in *The Binding Vine* is completely different from Shashi Deshpande's earlier protagonists. Being educated women, she realizes the constraints imposed by the tradition, the meaninglessness life of modern women in the male chauvinistic society. Urmila, the protagonist of the novel, liberates herself from the shackles of tradition and gives her voice to the voiceless. The protagonist believes in that women are leading monotonous and meaningless life. The main objective of their life is to survive therefore women have no enough time to move beyond constrains. The patriarchal society never freed women to prove their identity and ability. Bell Hooks writers, "sexism is perpetrated by institutional and 'social structures', by individuals who dominate, exploit or oppress; and by the victims themselves, who are dominated, exploited or oppressed; who are socialized to behave in ways that make them act in complicity with the status

quo". Having borne the loss of her one-year daughter-Aru, she is able to understand and relate to the silent sufferings of other women like Vaana, Mira, Shakutai, Akka and Sulu who act in complexity with the status quo. The novel depicts a society where women are emotionally powerful, professionally skillful to handle the circumstances that challenge their lives. *The Binding Vine* is the story of women those who conquered their surroundings, defeated the pain and who excelled in the art of living. The protagonist of the novel Urmila observes that the live is only the force that can bring all the suffering hearts together and that teaches the art of living thereby transforms the earth into heaven. She invites all men and women to march forward jointly since "a new road, a new way a new age". Realizing the law of compensation that determines one's life expands human intellect and leads to success in one's life.

The love is a major theme in the novel *The Binding Vine*, the protagonist Urmila goes for a love marriage. The protagonists has great respect for love and faith in its power, but she believes that such a love is absent in her married life. For Kishore, sex is the solution to her problems, but for Urmila emotional bonding is more important. Urmila's experiences taught her that she cannot unveil Kishore's disposition of indifference. "Kishore cannot remove his armour; there is something in him I will never reach" (141). Deshpande focuses on the colonial brought up of a girl child in the male dominated society where she is subjected to subjugation and oppression right from the beginning of her childhood. In order to make the girl child ready for marriage, the mother prepares her for household job. Parvati Bhatnagar in her article Go Home like a Good Girl: An Interpretation of That Long Silence observes, "The tale of girls belonging to middle class is different. They are sent to school and college and required to help senior ladies of the family in the kitchen and other household work in their free time more as a part of their training" (136).

In the novel, Vaana is an educated working woman but never dares to question her husband's supremacy. This outdated and obsolete distribution of responsibilities between male and female is no more acceptable to modern women. But woman's entry into new areas of commercial market has multiplied her problems. She doesn't get any help from her male counterpart in the novel, Harish does not care of his household duties and moreover he seems to be unsympathetic towards his wife. Akka is another victim of patriarchal system. She was afraid of marrying of Kishore's father because she has crossed the marriageable age. Sulu is always feared that her husband might expel her out of the house as she failed to give him a child. She finds it

a grave shortcoming on her part and a continuous complex of perplex in her life: "After marriage she changed. She was frightened, always frightened. What if he doesn't like this, what if he wants that, what if he is angry with me, what if he throws me out? (195). Here Deshpande highlighted the loopholes of Indian institution of marriage and she exposed how it demoralized the vivacious girl and turned her into a fearful and nervous human being.

Shakutai, unlike her sister Sulu, hesitates to continue the meaningless marital relation and to be a better half of good-for-nothing husband. Meanwhile, she knows the fact that it is not a cakewalk for a woman to get out of marital relation. Thus, Shashi Deshpande clearly exposes how the institution of marriage suppressed women, how it imposes implacable pain upon married woman and makes life miserable. However, irrespective of their professions or domestic lives every woman considers marriage as a trap from which they cannot escape from their life time. But the Shashi Deshpande's protagonists' greatness is that they never attempt to break their marital relationship.

The strained relationship and lack of mutual understanding between wife and husband obviously affects the mother daughter relationship. It is evident that Shashi Deshpande's heroines seem to have hostility towards mothers. *The Binding Vine* mirrors the mother-daughter strained relationship through the examples of Urmila's mother – Mira, Shakutai – Kalpana, Akka – Vaana and Vaana – Mandira. No pair mentioned here enjoyed the harmonious relation that gratifies their mental and emotional needs. Deshpande beautifully depicted the bitter reality of male dominated society where woman ratifies to the traditional values for their survival. The traditional and conservative women believe it is necessary to oblige the social norms to make their life meaningful and successful. The woman became preservers of these social norms which they consider as ideals, and these mothers inject the values in their daughters. As Simon de Beauvoir points out: with

Most women simultaneously demand and detest their feminine condition; they live it through in a state of resentment-vexed at having produced a woman. She hopes to compensate for her inferiority by making a superior creature out of one whom she regards her double ... Sometimes, she tries to impose on the child exactly her own fate: what was good enough for me is good enough for you, I was brought up this way, you shall share malot. (533-34).

The separation between Urmi's and her mother result in Urmi's anger on her mother. Though the dominating nature of Urmi's father caused the separation between mother-daughter but it was the mother of Urmi who had to experience the rage and wrath of her daughter. Vaana and Mandira couldn't enjoy harmonious relation due to their dual role in their lives. "I don't want Hirabai, I want my mother" (72). But the most precious and pious bond between mother and daughter, cupped with tensions and complications is the one between Kalpana and Shakutai. Shakutai's estrangement with Kalpana starts even before her birth. As she accepts before Urmi, "I didn't want the child. I didn't want Kalpana. In wanted her to die". So, the forced motherhood brings out more burden than the emotional fulfilment. Kalpana's carefree outlook filled her with a kind of fear when she says, "If you pant and flaunt yourself, do you think they will leave you alone?" (146). Kalpana holds her mother responsible for her desertion (Shakutai) by her father. She said, "You're always angry, always quarrelling, that's why he's gone" (93).

This determined attitude of Kalpana towards mother and also she hesitated to share anything with her mother. Shakutai fails to read the heart of her daughter who wants to lead an independent and carefree life which her mother and aunt never experienced. The mother in the novel symbolizes tradition and the male domination determined their attitude. This male domination and social norms caused the strained relations between mothers and daughters in the novel. Rousseau's statement that "Man is in chains everywhere" is apt in the context of woman as well. No traditional value protects women from sexual violation or any physical abuse. The purity and chastity of her body is damaged through unavoidable physical relation. Frank Hosken opines that cruelty against female is perpetrated "with an astonishing consensus among the men in the world "Every married man strongly believes that he has every right on the soul and body of his wife and thinks that the body of his wife is his property. Committing sexual abuse on one's wife is also a criminal act but, in our society, no one considers it as crime. Deshpande is brave enough to deal with such subject in her novel. In her earlier novel The Dark Holds No Terrors, she talked about the issue of 'marital rape' and in this novel she confirms that rape is not only mere a social sin but a 'psychological perversion stemming from desire to overpower the self and identity of woman'.

In India, an overall continuum of silence seems to pervade this issue, which if at all is discussed in Indian milieu, is done in whispers and subdued tones. But one should always remember that if words have consequences then silence too. Silence speaks a lot; it means a lot but no one knows about

this except the person who is silent. Similarly, in this novel Urmi is voicing not only her own despairs and frustrations but those of each and every woman who is a victim of this male-driven world and is not allowed to think herself as an entity. Imtiaz Dharker in her poem, "Sacrifice" emphasizes that society and tradition weigh to heavily on a woman's consciousness that fear along can sum up her situation. Traditionally, women are seen as 'belonging to men like their property'. In this context Bhattacharya Benarjee opines:

Herself a piece of commodity she could not give gifts but could be given in sacrifice, always lost and won in chess, bought or sold as goods. She had no right to property; none over her own body-she was a man's absolute possession" (32).

So, the binaries of male/female, man/woman, powerful/powerless are central to the issue of rape. Moreover, the fear of rape curtails a woman's freedom, confining her to m ere a scapegoat of 'seemingly happy homes' in India, since "Rape is dishonour, a shameful thing for a woman. It is a crime where the victim faces "dejection (of both society and her family) (Premlatha 23).

The suffering of Mira, for Urmi, is similar to an innocent goat waiting to be killed by her tender age of 18, though she desires to educate herself further and improve her poetic skill. But the manipulative behaviour of her husband succeeds in getting her as his wife. He is interested in her body and unable to establish close relation with her. Because of this hopeless marriage, she develops "an intense dislike of the sexual act with her husband, a physical repulsion from the man she married" (63). In one of her poems she presents her far of sexual act. "But tell me, friend, did Lakshimi too twist brocade tassels around her fingers and tremble, fearing the coming of the dark-coloured, engulfing night?" (66)

A husband's right over his wife body is socially acclaimed and it becomes a wife's duty to satiate the material pleasure of her life partner. Shashi Deshpande in her fiction makes a scathing attack on such meaningless traditional dogmas that permit a male to have right to quench his biological needs without giving any priority to wife's consent, thus, sanctioning crimes like marital rape. As Indrani Jaisingh opines,

"It is assumed that by marrying a man, a woman has given her consent to sexual intercourse with her husband at any time. Thus, even if he forces himself on her, he is not committing an offence (of rape) as her consent is assumed" (17).

Through the character of Kalpana, Deshpande sketches the plight of a raped girl, who is cursed by her own mother for her vegetal (rape) state in

the hospital little does Shakutai (the mother) realizes that Kalpana's boldness, her waywardness are not thee as one of her sexual violation; rather it is her own maternal uncle, who lets the beast out of him and tries to silence her by raping her. Ignorantly, she blames her own daughter, for bringing such shame and dishonour to their family. The virtues of 'Virginity and chastity' are firmly rooted in our society since ages, making rape the most serious, disgusting and horrible of all the crimes. As Adrienne Rich also observes, "it is not rape of the body alone but rape of the mind as well". Although, our society believes that the term 'Marital Rape' can't be applied to the Indian context but a rape is regardless of where and in what context it occurs. A marriage should not be held as a license to rape anyone. Societies such as India that condemns adulterous relationship often force men into marital relationships only for free access to physical consummation, which puts women under immense sexual threat.

This unsympathetic and biased mindset of society, media, judiciary, and police adds misery to the innocent victims of sexual assaults. In the novel, a case is registered by police officer on Kalpana as an accident and not as a Rape-Victim. As he says, "She's going to die anyway, so what difference does it make whether on paper, she dies the victim of an accident or a rape" (88). So, this inhuman treatment towards women is shown in these forms of rejection, isolation, loneliness, and negation from society and living partner of their own families is portrayed through the lives of Vaana, Mira, Shakutai, Urmi, and Kalpana.

The decision of Urmi to publish the poems of Mira: a step towards her resurrection, to make her dynamic again. Urmi risks the friendship of Vaana because it involves the exposure of her father's behaviour. The novel *The Binding Vine* is different from Deshpande's first three novels. Protest against societal roles and attitudes come easily from the protagonists. In the earlier novel of Deshpande, no other character is rebellious as Urmila presented in the novel. Her protagonists of previous novels know of the disparities in the society but they never tried to set them right. But Urmila revolts against the inequality, knowing fully of the unequal treatment given to women. "The hope for Indian women lies in the happy fact, that though, here are Mira's and Kalpana's and Shakutai's, we also have our Urmila's. (Nityanandham. 66).

Though Urmi has no relation with Kalpana and Shakutai but, she shares a blond of 'sympathy and emotional attachment. Her regular visits to hospital and their house show her concern towards these women. She becomes successful in making Shakutai understand that it's not Kalpana's fault but the real culprit who did this is the man, Prabhakar. The novel is quite different from the earlier ones in the sense that it introduces a concept of female relation i.e. the desire to help less fortunate female being by one woman. Indu, Saru, and Jaya battled their own battle. Urmi strives hard for other women with the help of her friend Malcom, she becomes successful in bringing the issue into limelight and government orders a fresh investigation. Her efforts become fruitful when Shakutai realizes who the real culprit was after suicide of Salu.

Though Urmila is educated who shows rebellious side of her nature but this nature never shows male heartedness. She does not seem to believe. Simmon De Beauvoiu's is in opinion that marriage diminishes man but almost annihilates woman. She believes in the institution of marriage and its importance in the lives of women like Sulu and Shakutai for who it guarantees a 'social, economic and physical security'. She finds herself in a better position as she is known of herself, educated, economically independent to cope up with any adverse circumstance. She realizes that a relationship becomes strained when one refuses to flow with the main stream'. And this realization with her husband Kishore, that one day he will remove his armour of withdrawal' and she will try 'to reach his soul'. She realizes her pain of losing Anu, but she still has Kartik. She understands that however oppressive these are, however doleful and hopeless our experiences are, one should never give up: "We struggle to find something with which we can anchor ourselves to this strange world we find ourselves in only when we love? Do we love to find this anchor?" (137).

She understands the power of love that binds people and save them from being an alienated one. It is only through love that Urmi become successful in bringing a change in Shakutai. She surpasses all her fellow women characters and her earlier counterparts in the sense that she tries to ameliorate the conditions of less fortunate one. Truly, she emerges as the voice of the voiceless by societal norms. In spite of understanding of the value of love and relationships, she receives the greatest knowledge from Shakutai.

This is how life is for most of us, most of the times: We are absorbed in the daily routine of living. The main urge is always to survive (203).

And they become successful in this urge to survive which becomes clear from their busy routine given on the last pages of story. She consents to Mira, who says, "Just as the utter fertility of living overwhelms me, I am terrified by the thought of dying, of ceasing to be" (203).

Thus, the need of the survival makes the novel, *The Binding Vine*, a good novel from the earlier one and the feeling of female solidarity which Urmi shows, puts her on upper pedestal than Indu, Saru, and Jaya. She believes that a change is a slow but sure process. Things are gradually improving; hence Urmi is not a revolt against the existing doleful system. She just tries to encourage her fellow women to redefine themselves. The society she lives in demands total surrender, total silence on part of women. But she rejects to surrender to this hypocrisy and strove against this conspiracy of 'silence'. She attempts to locate a road beyond this silence where the inexplicable pain and forgotten tales could find a place to itself heard.

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Chapter - 13

Superiority of Art Over Life in O'Henry's the Last Leaf

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Abstract

Matthew Arnold's definition 'Poetry is a criticism of life' is well applicable to other literary types. The short story, as a specific literary form, may also be interpreted as a criticism of life. The deep thoughts about the charm of life and the gloom of death are struck by O'Henry in his *The Last Leaf*, a short story of about five pages. It is wrong to give way to the depressing sense of death. After all, life, with all its pains and troubles, has joy and hope to make this human world worth living. The creative power adds to the beauty and truth of life and perpetuates what seems easily perishable. Life and art are greater than death, however relentless and inevitable this may be O'Henry's story confirms this consolatory message that makes one bear the agonizing uncertainty of death. This is the message that the story conveys and constitutes its very philosophy, its criticism of life.

Keywords: Pain, masterpiece, revived, revelation.

Introduction

"Beauty is truth, truth Beauty. – That is all

Ye known on earth, and all ye need to know."

Keats in his *Ode on a Grecian Urn* has shown that art immortalizes the moment and makes it a permanent source of truth, beauty and joy. Beauty and joy eternized in art provide life and sustenance to weary human existence. Moments of life are fleeting but a moment arrested in art becomes permanent. The story too illustrates how art saves life. And Art is greater than life.

Characters: Johnsy, Sue, Behrman, Mr. Pneumonia

O'Henry's *The Last Leaf* presents an engaging tale of three artists – two young women painter, and an old painter. They lived in the same building,

old and shabby, on low rents in the artist's colony. The two young women artists were Sue and Johnsy, struggling and aspirant for success in their profession. The third one was an old painter Behrman, past sixty, with a long professional career for forty years, without the least of success.

The story touches on the very life-style of those three painters when the cold, rough weather of November brought in a hard and unsparing ailment, Pneumonia. The icy relentless fingers of that dreadful disease touched Johnsy. Laid down with fever and cold, the young frail, weak Californian woman was obsessed with an unhealthy morbidity. Her interest in life and the living world around her was lost. The doctor grew hopeless about her and frankly told her friend Sue that her chance of recovery was very remote, only one in ten, because her very attitude to life served to foil the curative power of his medicine.

Indeed, Johnsy became a poor prey to melancholy and was possessed of a strangely dismal feeling. As she lay down, under the acute attack of Pneumonia, she looked listlessly through an open window at a vine tree outside. That was an old tree creeping on the old brick wall. Its leaves, turned yellow and pale, shaken by the rough, cold November wind, dropped down one after another. She saw the rapid fall of leaves and counted what had remained behind. Her sensitive mind was haunted with an awkward anticipation of her death with the fall of the last leaf. She awaited eagerly the fall of the last leaf with an inexplicable belief in her death with the same. Her friend Sue was all anxious, whereas her old well wisher Behrman felt much annoyed with such a trend in her mind. The former tried to chase away that gloomy thought from her mind without any avail. But the old painter made a desperate plan to foil her faith and fill her with the new zeal for life.

Johnsy lay helplessly ill and looked out to see the fall of the last leaf. But strangely enough the last leaf remained, as it had been. The night of storm and rain wore away and the morning light slowly dawned. To her utter surprise, Johnsy found the last leaf yet in its self same station. That was a revelation for her sickly mind. She realized that it was a sin to want to die. Her spirit revived. She felt inclined to live and succeed in the venture of life. She recovered quickly and asserted her ambition to paint the 'Bay of Naples'.

So Johnsy was restored from the shadow of death to the light of life, from the desire for death to the lust for life. That was a grand transition to health and hope, to life and liveliness, from death and depression.

And all that was made possible by the marvel of old Behrman's art. The lat leaf, that restored Johnsy's interest in life and love for the living world,

was no real, natural leaf. It was the leaf, painted by the old painter, in the place of the original leaf, on the very dreadful night of its fall. That painted leaf was the long stipulated, much belated masterpiece of that old painter, Behrman. Of course, in course of drawing that masterpiece, the old fellow got seriously affected with Pneumonia and died in the hospital two days after.

But Behrman, a failure in art and his profession, died with a noble zeal to save one life, ready to go on the dark, unknown track of death and the honour of his art, much slighted and despised. That art triumphed, caught reality perfectly in its representation and thereby taught the sin of seeking death and brought back and lust for life to enjoy the present and hope for the future.

So, Behrman's characterization is a stroke of O'Henry's great artistic genius. He is an old man of past sixty and "had a Michael Angelo's Moses beard curling down from the head of a satyr along the body of an imp." He is a failure as a painter and somehow lives by painting for commercial articles and advertisements. He earns a little by serving as model to those young artists who cannot pay the price of a professional model. He is a fierce little old man who scoffs at sentimentality and softness in anyone and regards himself as a guardian of the two young artists – Sue and Johnsy who have studio upstairs. He is indeed a whimsical old man who has been waiting for twenty five years to produce his masterpiece. But his blank canvas on an easel in his room has not yet received the first line. When he hears of Johnsy's strange fancies about the fall of ivy leaves and about her waiting for the fall of last leaf, he dismisses this fancy as idiotic. He speaks in his strange dialect and says that he will pose as a model for Sue's old hermit miner. He cannot endure that the good young Johnsy shall lie sick. He will paint a masterpiece someday and then they will all go away from the place which is not good for them.

No one knows what is his plan. He works silently and quietly. On that night of beating rain and violent storms, he drags a ladder from its place and takes a lantern, brushes, palette with green and yellow colours. He climbs the ladder and paints the green-yellow leaf sticking to the stem of the ivy vine against the wall. As a result of his exposure to rain and storm, he catches cold and is stricken with acute Pneumonia which leads to his death. No one knows that it is the painted last leaf that gives Johnsy her desire for life, for painting. The gateman finds the ladder, the lantern, the scattered brushes and the palette. The mystery of the last leaf is revealed. Behrman shows his skill in painting. He creates the illusion of the green-yellow leaf that preserves the

life of Johnsy. It is his masterpiece. He produces his masterpiece at the cost of his life. A true artist bears the load of sufferings to create art. The joy of artistic creation lies in the pain of creation. This paradox is exemplified in the painting of Behrman who has been rejected as a painter.

Conclusion

Great art is produced under the burden of acute sufferings. An artist can paint his masterpiece when he suffers most. Behrman feels intensely the weariness, fret and fever of Johnsy. She has given in to despair and is consumed by the desire to die. Johnsy's feelings of death and despair affect Behrman intensely and out of the intense feelings and empathy for the utter life-weariness of Johnsy, he can produce his great art. He risks his own life to save the life of poor, weak Johnsy. This is the triumph of art over life. Great art is produced by sufferings and sacrifice. Behrman who is a failure as a painter but who has ambition to produce a masterpiece succeeds at last in producing his masterpiece at the cost of his own life. Behrman attains heroic stature both as an artist and as a man.

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Chapter - 14

The Problems and Possibilities of Good Governance in Rural Panchayati Raj in West Bengal - A Survey

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Introduction

Government is the organisation or magistracy which exercises the power of the State over all its people and areas. In fact, it formulates, expresses and enforces the will of the State. Garner says, "Government is the agency through which the will of the State is formulated, expressed and realised". Each government performs three public functions: Law- making, Lawenforcement and Law- adjudication. No study of the State can be complete without the study of its government. Government is the instrument through which the sovereignty of the State gets operationalised. The word 'Governance' became common currency everywhere. Governance means governing together. Governance in public administration indicates that the decision- making process is carried out in co-operation with the participation of all stake- holders and that managers act in a conciliatory, transparent, accountable effective and responsible manner. Good Governance is a new approach that includes all the principles such as consistency, responsibility, accountability, fairness, transparency, participation and effectiveness while fulfilling these responsibilities will contribute to the development of all sorts of institutions. The cure to almost all problems that we face in the society such as corruption, inefficiency, and improvidence is to fully adopt and implement the principles of good governance. Good governance takes place at four levels in societal life- (i) Public level (ii) Private sector level (iii) NGO level and (iv) Individual level. Lately many segments of society public including managers and intellectuals and representatives suggested using the principles of good governance for solving problems encountered in public administration. Besides them, individuals and civil society organisations try to get information from public authorities and try to hold them accountable. For them, Good Governance is the ultimate principle that will make these organisations more important actors in social life.

Good Governance at the public level depends on the ability of state organs and public service organisations to encourage participation. It also depends on a consistent, transparent and accountable public administration that ensures the fairness and effectiveness of decisions and their implementation. Secondly, Good Governance at the private sector level may be realised through two interlinked channels. On the one hand, corporations themselves apply corporate governance and in line with that they realise accountability, participatory form of effectiveness and efficiency in their own management structures. On the other hand, by allocating resources for social responsibility projects, they encourage their personnel to donate a part of their time for the activities of civil society organisations through these projects. Thirdly, when the civil society organisations apply good governance principles in their own operations and choose both their own personnel and recipient of their services based on merit-based processes, they become more effective in entrancing good governance principle in the society. Lastly, individuals carry an important responsibility in the realisation of good governance principles. At the personal level, every human being is a consumer, a citizen and also an individual with social responsibilities. Adopting Good Governance principles one can contribute to the development of all sorts of institutions.

Impartiality is a principle of justice holding that decisions should be based on objective criteria, rather than on the basis of bias, prejudice or preferring the benefit to one person over another for improper reasons. Quality Government is based on the idea of importance of impartiality in the exercise of governmental power. When implementing laws and policies, government officials shall not take anything about the citizen/case into consideration that is not before stipulated in the policy of the law. It is to treat people alike irrespective of personal relationships and personal likes and dislikes. This goes also for decisions about recruitment to the civil service, implying that it should be based on the merits and qualifications that beforehand are stated as necessary for the position. Things like money (in the form bribes), political or family connections, ethnicity, religion, age, sex, social class etc., are to be irrelevant for the decisions made by the bureaucracy unless it is stipulated in the law/policy.

Statement of the problem

Parliamentary democracy has been successfully developing in India since the inauguration of the constitution of India on 26th January 1950. The Constitution of India contains several features which stand designed to

initiate the process of meeting several socio-economic challenges. Successive governments have been continuously working in a democratic way for securing the objectives and goals laid down by the Constitution of India. Indian democracy has been continuously working as well as developing. It has earned worldwide recognition, and today India is being perceived as a responsible democratic state having a fast developing economy, a responsible and advanced nuclear power and a state marching ahead towards the securing of the status of being a super power in the world. However, it must be admitted that along with all achievements, there continue to be present several socio-economic challenges before Indian Democracy. It has been successful but mostly in its political dimension. In respect of its social and economic dimensions, the success has been working as world's second largest and rapidly developing economy. But poverty, illiteracy, unemployment, rural under-development and slow development of infrastructure continue to keep Indian economy and polity under strain. Corruption is an issue that adversely affects India's economy of central, state and local government agencies. Not only it has held the economy back from reaching new heights, but also rampant corruption has stunted the country's development.1

Good-Governance cannot be secured without securing a democratic society characterised by social and economic equality. A political democracy a devoid of socio-economic democracy can produce more inequalities and social imbalances than any other system of government. As having a democratic system of government in India the holding of election is very expensive. Only the rich can in reality contest elections and become elected representatives of the masses. The most major concern of the poor is to control their poverty and not to get political power. Socio-economic backwardness of rural India combined with groupism and factionalism too adversely affect the working of panchayati Raj.² The inability of the representatives elected by the rural people to comprehend fully the programmes and policies of the panchayati Raj and apathy towards the duties as representatives of the people together make the working of Panchayati Raj institutions inefficient. The objective of securing the involvement of all the people of rural areas in the process of securing development through community efforts is put into practice but it brings advantage to landlords and the upper classes of rural people. The rich landlords dominate the elections to the Panchayats and thereby become the dominant actors in the working of the other two institutions of the Panchayati Raj. The rural poor fail to really get involved in it. The

challenges of Good Governance would certainly require government to be re-invented, bureaucracy to be re-positioned, non- government business sectors to be re-invigorate with a social motive. For all these a shift of emphasis to the normative model of managing government would be needed.³

Objectives of the proposed study

- 1. To examine the existence of principle of equality- without any discrimination, people are treated as equal socially, politically and legally.
- 2. To determine how much local self-government is protective at the grass root level in giving a solid foundation for ensuring the stability, strength, and health of the Indian liberal democratic political system.
- 3. To find out the existence of popular freedom, popular participation and popular control about the regional issues.
- 4. To examine effective implementations of all policies, plans and laws and stringent measures for checking corruption.⁴
- 5. To evaluate whether Panchayati Raj institution are empowered and motivated to become measure instruments of all rural development.
- 6. To find out credibility of judicial system whether it work independently i.e, without any outside interference by the other two organs of the Government.
- 7. To make assure about the mechanism of decentralisation.⁵
- 8. To find out impartiality among Politico-Administrative leadership.
- To find out level of transparency in working of Government and Administration, ensuring responsibility and accountability of bureaucracy.
- 10. To assess the reservation policy whether it is periodically and suitably modified. ⁶

Methodology

The study is primarily empirical and analytical in nature. Examination and analysis will be made from primary documents like well-designed survey, opinion poll, report, census, correspondence and related documents. Efforts will be made from secondary sources. There are many good contributions by leading authors, both Indian and foreign, which deal with discussion from both empirical and analytical perspectives. Discussion on both conceptual and practical levels have been made keeping in mind the

issue like problems of Good Governance, its challenges in general and that of the Indian local rural self-government in particular. ⁷

The sampling process adopted for the study is purposive sampling. The focus of this research is on the people of four blocks – Nanoor, Bolpur-Sriniketan, Illambazar, Rajnagar in Birbhum District, West Bengal. For the purpose of the study the primary data is collected from 500 people for each gram panchayat from all four blocks in Birbhum District, West Bengal. For the collection of data a structured questionnaire is used for the people and interview technique is adopted. The data collected from Primary sources is analysed with the help of software and statistical tools.⁸

Overview of the existing literature

It is clear that a study of this nature and dimension demands analysis of both primary and secondary sources. All the primary sources report, census, correspondence, survey, journals provide a vivid account of the study. Of all the secondary sources a few of them may be mentioned. Parramatta Sharma's "Public Administration in India", is regarded as a major source book in any study of the concept of Good Governance.9 Another work by Mark Robinson, "Fostering New Approach to Governance" is very important. But most important work exclusively on Good Governance is by S.L Goel, titled "Good Governance and Integral Approach" contributes much. Besides that, M.L. Mishap's "Contemporary Management Thinkers" is very desirable work in this matter. The great contributory works by Shivnath Chakra borty - "An introduction to politics", C.F. Strongs -"Modern political constitution", "Modern democracies" by J. Brice, " Business ethics and managerial values "by S.K. Bhatiya, "Secret of right activity" by Paramananda Swami, Subhas Kashyap's, "Crime collection and good governance" have immense value in this study. 10

Limitations of the study

The study has acknowledged some limitations. The participants in this study are mostly rural people. Their apathy towards their duties lack of political awareness affect the response. Inconsistency in the response has created a hindrance for collecting adequate data. Poverty, lack of education, social I and political insecurity among the rural people causing a timidity to confront the truth. For cross checking purpose certain items are repeated in the questionnaire and the elements of inconsistency removed. These limitations however do not affect in any way the quality of study and in fulfilling the objectives set out by the study, 12

Research questions

The proposed study would seek answer the following questions which are directly related with the problem under discussion. These are: -

- a) How is the education system used for making all the people of Birbhum District fully aware of the benefits of the family welfare programme?
- b) How does Panchayati Raj take steps for further empowerment and motivation to become major instrument of all round rural development ?¹³
- c) How are the rural local self-government institutions in Birbhum District prompt to eradicate all kinds of corruption for implementing the principles of Good Government?
- d) Is there law and order machinery transparent, efficient, responsible and accountable to the local people?
- e) Is there high level of transparency in the working of government and administration, ensuring responsibility and accountability of bureaucracy and political leadership?¹⁴

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Chapter - 15

Hemchandra Kanungo: The Neglected Bengali Revolutionary

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Abstract

The contribution of all-India national leaders in the history of India's liberation struggle is inscribed in golden letters on the pages of history, just as much as the Bengali leaders did not find a place. While the role of the Bengali youth community is not insignificant from the point of view of all-India political personalities, the contribution of the Bengali youth community and leaders in various aspects of the national struggle is noticeable. But along with Arvind, Bipin Chandra, Suryasen, Surendranath and many other Bengali youth and leaders appeared. Many of them could not find their place in the pages of history. Among all the neglected Bengali youth and leaders who have made significant contributions to the history of the liberation struggle, the name of the revolutionary Hemchandra Kanungo must be at the forefront. Although Arvind initiated the armed extremist movement in Bengal, the important contribution of Hemchandra behind it cannot be denied. In particular, the process of making bombs in Bengal and killing prominent British dignitaries was carried out with his own hands. My main purpose in this article is to highlight the revolutionary activities of the revolutionary Hemchandra Kanungo and to expose him in the light of history.

Keywords: Liberation Struggle-Bengali-Hemchandra-Arvind-Terrorism-Use of Bombs

Introduction: Most of the names of the Bengal revolutionaries who gave and took blood in the freedom struggle of the country are dirty in the dust of criticism today. Most of the dedicated revolutionaries on the altar of patriotism have not found a place in the pages of history; they have remained very disrespectful, outside the light of history in so-called stories and rumors. It will be unfair for them if their tireless work for the country is not

exposed in the pages of history and in front of the civilized society. Not only the words of Khudiram, Arvind, Masterda but also the words of those who were involved in revolutionary activities in the age of fire need to be written in golden letters in the pages of history. Hemchandra Kanungo was such a revolutionary who was neglected and behind the scenes.

In the late nineteenth century, various secret societies were formed in various European countries against the British rule. Some of the exploitative terrorist activities against the regime inspired many freedom-loving young people in India that day. At that time one secret society after another was being formed in Bengal and various provinces of India. These associations have played a major role in advancing the violent revolution in the Indian independence movement. Hemchandra came to Calcutta and joined Barin Ghosh's 'Anushilan Samiti' to give impetus to the revolutionary movement in this turbulent period of the revolutionary movement in Bengal.

Hemchandra came in contact with Gyanendranath Basu in 1902 and got acquainted with Arvind Ghosh through him. Hemchandra joined the secret committee formed by the leaders like Arvind to assassinate some 'Lat-Belats' in order to drive out the British out of hatred of the British. The hero, who was associated with Barin Ghosh's immature-planned and failed campaigns in various places in Bengal and Assam, realized that they did not have the organization and tools they needed for a true revolution, and even the lack of a leader-deputy leader.

On the one hand, Barin Ghosh, by publishing the nationalist magazine 'Jugantar', is trying to create a strong public opinion for the armed struggle against the British terrorism, sometimes in the guise of literature, sometimes under the guise of religious criticism. However, Hemchandra came and saw that the activities of the association were limited to publicity, recruitment of members, collection of donations and collection of one or two revolvers. In any case, it is not possible to take the movement forward on a large scale. Not only blindly clinging, but also to understand the real situation and make the right decision, Hemchandra started taking information from the secret societies of different provinces of the country, went there and tried to know everything on the spot. In this, some truths became clear to him like water.

Hemchandra realized that not much work was being done except in a secret society in Nashik. Most of the associations have become arenas of spirituality or exercise and stick play. No matter what happens in this, there will be no deportation. It is not possible to build a major revolution or movement against the huge British forces without increasing their arsenal

and advancing through training. In such a situation Hemchandra decided to go abroad. Contact the secret societies there and see for himself how they work. In addition, he will learn the techniques of making bombs and various weapons. Although huge sums of money were required for this, Hemchandra would not take any financial help from anyone. In fact, countless secret societies have sprung up in the name of the country to extort money, and the leaders have been using the money to further their own ends,--- this fact made him disgusted with taking money from the people. As a result, he sold his house in Medinipur and moved to Europe with that money.

After spending some time in England, he realized that the environment was not conducive at all. Here he got some help from Shyamaji Krishnavarma, but it was not enough. Moreover, even the expatriate Indians at that time could not believe that the independence of the country was possible by fighting the British. Eventually, on the advice of a foreign revolutionary, he decided to go to France. Hemchandra was able to become a member of the secret committee of the real revolutionaries through various efforts in Paris and learned the formula for making powerful bombs. It was in Paris that he was introduced to Madame Kama, a wealthy patriotic woman. Madame Kama's money and influence helped him. At the request of Madam Kama and Krishnavarma, Hemchandra painted India's first tricolor national flag. Returning to Maharashtra, he was disappointed. No one's morality, consciousness is right. Settling in Calcutta, he realized that Arvind was more inclined towards spirituality in order to achieve fame in international leadership. No action was taken even after presenting the details of how the secret committee went abroad to the leaders of Bengal.

Hemchandra was dragged to work at Barin Ghosh's bomb-making factory in Muraripukur. The first of the three bombs he made was used to assassinate the mayor of Chandannagar, but the mayor survived for a short time. The second was the size of a book and had a spring attached to it. Mr. Kingsford survived by not opening the book in time. And the third was used in Muzaffarpur with Khudiram and Prafulla Chaki. Although these details are known to many people, it may not be known to many that Hemchandra's vision was realistic and he felt that the preparations for the revolution in 1906 were very immature. Hemchandra is the only person in the Alipore bomb case who did not give a statement to the police. Even the requests of Barin Ghosh and others could not convince him. He was then deported to the Andamans. He was released from captivity in 1921.

Hemchandra's mentality is remarkable for its remarkable qualities: his character's firmness, his scientific outlook, and his fine analytical ability. His

book 'Banglay Biplab Prachesta' ('Revolutionary Efforts in Bengal') is the first book on the Swadeshi movement written in Bengal - which is also the first in Indian language. He also wrote several self-written poems and songs. Hemchandra says in his book that by the middle of 1902, he was attracted to the idea of forming a 'secret society'. Sticks, swords, wrestling, boxing were taught there. 'In order to be a civilized class, one had to take initiation by touching the sword, touching the Gita.' But before that, 'we had no mantra, no relationship with religion or God.' Even in 1904, the provision that one cannot be entitled to be an assistant leader if one is not a perfect, Buddha, free man in yoga, and not to be a disciple if one is not practicing, was not prevalent then. The fashion of boasting of selfless deeds was not prevalent then.' Hemchandra blamed Arvind Ghosh and other leaders for introducing the 'fashion'. Seeing that despite many efforts, the ideology of the Guptasamiti could not take root in the minds of the people, the leaders started praying for God, Kali, Durga, etc., while spreading their ideas.

Especially after Vivekananda's trip abroad and the 'World Conquest', this ideology became strong and led the revolutionary movement: 'That is, the aim now is to rescue the traditional Hindu civilization and establish the monopoly of Hinduism (not just in India, but in all the world, especially in Europe and America), and state independence is the way to go. It seems that Swami Vivekananda was the first to teach us to talk about this futile competition. 'As a result of this futile competition, an idol of Kali was placed in the chat room of the Revolutionary Society and 'worship was always done with flower sandalwood'. His hand-crafted revolutionary 'Khudiram' said, and in any case, by the grace of Kali quite a few goats could be eaten; Hemchandra did not hesitate to ridicule the leaders who practiced yoga as 'nose-pressing' revolutionaries.

Hemchandra, a chemist, carefully explained this destructive phenomenon of confusing revolution with Hinduism. Religion is incompatible with patriotism, especially with democracy, because the only goal of patriotism is nationalism. It is a completely materialistic matter. This emergence depends on scientific knowledge. Science has broken and is breaking the enigma of religion, hence the quarrel of science with religion. That is, there is a conflict between the spiritual rise and the national rise. Patriotism and religion, in other words national rise (or democracy) and theocracy; the relationship between these two things is exactly the same between light and darkness. One is impossible, the other is impossible. 'Standing in today's Kapalik-filled India, salute this free-minded man as a revolutionary in a slightly different sense.

Hemchandra Daskanungo (1871-1950), a son of the 'Akulin' ('lower class'?) Family of Medinipur, who did not complete his medical college or government art school curriculum in the wake of the revolution Threw. Accused in the Alipore bombing case, he was deported to the Andamans in 1909. Hem Kanungo was released in 1921. Hemchandra tried to make a living by painting for some time after his release from prison. Later in life, Manabendranath tried to work with Roy's team. Towards the end of his life, he spent peace in his hometown. Until his death in 1950, he was involved in painting and photography.

From Ashwin in 1922 to Magh in 1927, Hemchandra wrote a series of stories of his revolutionary life in the monthly Basumati. In 1928, the Kamala Book Depot published a book entitled 'Banglay Biplab Prachesta'. Towards the end of his life, Hemchandra produced the manuscript of an enlarged version of this legendary book. It had been neglected for so many days. Hardworking researcher Swadesharanjan Mandal has recovered and published the manuscript. For this the whole Bengali society will surely inform him. Hem Kanungo's book "The Future of the Future" is also based on the socialist ideology of Edward Bellamy. Here the boldness of his transparent thinking about society, politics, and even male-female sexuality is astonishing. Several letters, including transcripts, are an invaluable asset to these works. Another great identity of Hemchandra is that he is a painter. The editor has collected and printed some rare oil paintings painted in a very masterful manner. Not only oil paintings, but also photographs of Arvind Ghosh and his wife Mrinalini taken by Hemchandra himself. There are several self-written poems and songs. One of his Ramprasadi parodies may still seem relevant to some today:

'Country is what the mind says

He is a prison of thirty crores.

Just understand the difference between the mind, the cage and the zoo (His) whatever he borrows from this side, the wall in the middle.'

Conclusion: Thus, there is no denying that Hemchandra Kanungo is certainly a memorable name in the field of revolutionary activities in Bengal. Although he is not known as Arvind or other national leaders, his invaluable contribution and activities for the country have to be acknowledged. He was a pioneer in terrorist activities like making bombs in Bengal. Khudiram Basu went to kill Kingsford with his bomb. Although the assassination attempt failed. Nevertheless, with the help of Barin Ghosh, a bomb-making school was set up in a house in Bhabanipur and Hemchandra was appointed as the

school teacher. In a short time the school was uprooted by the ruler's activities; But the fact remains that he was the first to hand over to the armed revolutionaries of Bengal a relatively modern weapon to fight against the British - the 'Bomb'.

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Chapter - 16

ICT Among Rural HS Teachers' in Classroom Transaction: Present Status and Future Prospects

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Abstract

The present paper is an attempt to determine the attitude of male-female and trained-untrained rural higher secondary school teachers' towards application of ICT in classroom transaction. The study was conducted on 150 teachers from 30 schools of Nagaon District of Assam covering male and female, trained and untrained teachers. For the study descriptive survey method and stratified random sampling has been used. For measurement the attitude among rural teachers' in using ICT in classroom transaction the investigator has applied "Attitude Scale Towards Information Technology for Teachers" developed by Dr. Nasrin and Dr. Fatima Islahi, Aligarh Muslim University. Data's were analysed employing descriptive statistics mean, standard deviation, correlation and inferential statistics 'Z' test. The result of the study revealed that most of the rural higher secondary school teachers' have extremely favourable attitude towards using ICT in classroom transaction. While gender and training wise study it was found male slight ahead of female counterpart and in training sector trained were found higher favourable attitude to untrained teachers in case of applying ICT in classroom transaction. Therefore, it can be firmly mentioned that for successful classroom transaction in education process ICT is one the important element along with professional degree.

Introduction

The 21st Century is the age of information and communication technology. During the last few decades there has been a tremendous growth in the use of ICT, which has made a dynamic impact on industries, businesses, societies, lives of people and education also. The ancient education system of India was primarily based on the "Gurukul System" and

today to reach present system it has gone under various stages where modern education is not restricted within the classroom transaction only. The recent development of technology has brought out changes the whole world including the classroom and ICT plays a crucial role in this respect.

Here, a teacher plays a pivotal role in the process of teaching-learning. Hence, knowledge of ICT and skills to use ICT in teaching-learning has gained enormous importance for today's teachers. Teachers are expected to know to successfully integrate ICT in to his / her subject areas to make learning more meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing teachers' willingness to integrate technology with classroom teaching. During the last few years, IT for change's work in education has included research to develop a deeper understanding of ICTs in education, teacher-capacity-building on technopedagogical processes, piloting demonstrating projects with schools and policy advocacy. Thus, in the 21st century, teaching is a learner centred education system. It reduced the teacher-centred traditional system. The tremendous growth of exploration of knowledge it is only help of information technology, which influence of all section of people. It is also known as A3 means any one, anytime and anywhere.

Concept of ICT

ICT stands for information and communication technologies are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the internet, e-mail, web based PC, mobile phone, wireless sets, projectors, interactive boards, broadcasting technologies (radio and television) and different interactive boards. So, ICT is a system that gathers different information or data to communicate over some distance with the help of modern technology. Thus, integrating of ICT into education has been assumed as the potential of the new technological system. ICT is not only the backbone of the information age, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers.

Attitude has always been a subject of interest for many researchers as well as psychologists. It is considered as exciting and mysterious to some researcher. It can function as a shield to someone or it can even function as a weapon to someone. Having a certain attitude in life is crucial to people so

as to help them live in harmony and towards better understanding of things around them. Attitude plays a major role in determining a person's personality. This is because attitude affects the way people perceive and act towards people.

In developing countries, in particular, the policy-makers appear to have adopted ICT in education to accelerate the nations development efforts too in the process. In such hasty adoption, however, building teachers' skills and attitudes towards ICT would have often been ignored. The literature hints at the need for studies not only on the teachers level of IICT skills and their attitude towards ICT but also on the factors responsible to have produced or hindered them. Studying teachers' attitude is particularly important in developing countries like India, where ICT is usually not a part of the school culture. Due to its novel presence in society at large and its intervention in schools in particular, technology may not be well received by the teachers it should prove to be an extra burden on them. The mismatch between the teachers' culture of techno-centric mindedness and their pedagogic culture would often result in their alienation from the use of technology. The delicacy of this situation calls for an investigation of teachers' attitude. The present study focused on examining teachers' attitude towards ICT. It is likely that due to the presence of different types and levels of ICT skills and attitudes possessed by teachers or due to their various pedagogical practices, the actual integration of ICT in pedagogy may get hindered. This study attempted to identify the relationship between the possession of ICT skills by teachers, their attitude towards ICT the actual implementation of ICT in the classroom, all this identifying the factors that determined the success of ICTpedagogy integration to its facilitation stage.

Approaches to ICT integration in Teacher Education

Use of ICT within teacher training programmes around the world is being approached in a number of different ways within varying degrees of success. These approaches were subsequently described, refined and merged into following approaches:

- ICT skills development approach: Here, importance is given to
 providing training in use of ICT in general. Teachers expected to be
 skilled users of ICT for their daily activities. Knowledge about
 various software, hardware and their use in educational process is
 provided.
- 2. ICT pedagogy approach: Drawing on the principles of constructivism, pre-service teachers design lessons and activities

that centre on the use of ICT tools that will foster the attainment of learning outcomes. This approach is useful to the extent that the skills enhance ICT literacy skills and the underlying pedagogy allows students to further develop and maintain these skills in the context of designing classroom – based resources.

- 3. Subject- specific approach: Here, ICT is embedded into one's own subject area. By this method, teachers/ subject experts are not one's only exposing students to new and innovative ways of learning but are providing them with a practical understanding of what learning and teaching with ICT looks and feels like.
- 4. Practice driven approach: Here, emphasis is on providing exposure to the use of ICT in practical aspects of teacher training. Focus is on developing lessons and assignments. Using ICT and implementing it in their work experience at various levels provides students an opportunity to assess the facilities available at their school and effectively use their own skills.

Thus, teacher can be trained to learn how to use ICT tools. ICT can be used as a core or a complementary means to the teacher training process.

Objectives of the Study

- 1. To study the attitude among rural Higher Secondary school teachers' (subject) in applying ICT in classroom transaction.
- 2. To find out the difference between rural male and female teachers' in their uses of ICT in classroom transaction.
- 3. To find out the difference between trained and untrained rural teachers' in their of application ICT in classroom transaction.

Hypotheses

- H: 01. There is favourable attitude among the rural Higher Secondary school teachers' in applying ICT in classroom transaction.
- H: 02. There is no significant difference between rural male and female teachers' in their uses of ICT in classroom transaction.
- H: 03. There is no significant difference between the trained and untrained rural teachers' in their application of ICT in classroom transaction.

Methodology

The descriptive survey method and stratified random sampling technique has been used for data collection in the present investigation.

Sample

For the purpose of present study, 150 higher secondary subject teachers' were selected from rural areas of Nagaon District of Assam. Stratified random sampling technique was used to select the sample. Totally 30 rural higher secondary schools and 5 teachers' were selected from each school. Moreover, 150 teachers' were equally divided into two equal halves consisting 75 each as male and female; trained and untrained.

Tool Used

To measure the attitude of teachers' in using ICT in classroom transaction, the investigators have used the "Attitude Scale Towards Information Technology for Teachers" developed by Dr. (Mrs.) Nasrin, Associate Professor, Department of Education, Aligarh Muslim University, Dr. (Mrs.) Fatima Islahi; Researcher, Department of Education, Aligarh Muslim University.

Delimitations of the Study

Following were the delimitations of the study:

- (a) Population of the present study consists of rural higher secondary schools of Nagaon District of Assam.
- (b) The study has been conducted on 150 Higher Secondary subject teachers' only.
- (c) The Government Higher Secondary Schools were only selected for the study.

Analysis and Interpretation of Data

The data is analyzed by using descriptive statistics. The normality of the data (attitude scores towards ICT application) is assessed by calculating Mean and Standard Deviations. In order to study the significant differences in mean scores among the higher secondary school teachers' (i.e. male and female, and trained versus untrained teachers) 'the 'z' test is employed.

To study the attitude among rural Higher Secondary school teachers' (subject) in applying ICT in classroom transaction.

Table No 1: General Attitude of Rural Higher Secondary School teachers' in applying ICT in Classroom Transaction

Sl. No	Level of attitude	No.	Percentage
1	Extremely Favourable	118	78.67
2	Moderately Favourable	29	19.33
3	Extremely Unfavourable	3	2
Total No.= 150			100

The above table shows the percentagewise analysis of general attitude among the rural higher secondary teachers' (subject) towards applying ICT in classroom transaction. From the table it is found that 78.67% teachers have Extremely Favourable attitude towards ICT application in classroom Transaction. While 19.33% teachers' are found moderately favourable and on the other hand only 2% teachers' have extremely unfavourable attitude in the same area. It implies that most of the Rural Higher secondary teachers' Nagaon District have extremely favourable attitude towards ICT in classroom transaction. There the hypothesis formulated: There is favourable attitude among the rural Higher Secondary school teachers' in applying ICT in classroom transaction, is accepted here. This figure is more clearly visible in the fig no-1 shown below.

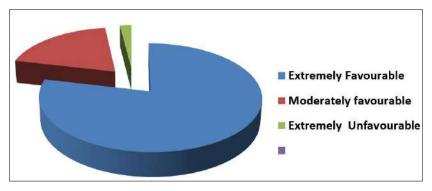


Fig 1: Graphical representation of General Attitude of Rural Higher Secondary School teachers' in applying ICT in Classroom Transact

Table 2: Sex-Wise Rural H.S. School teachers' Attitude in using ICT in classroom transaction

Sex	Mean	S D	SE_d	'Z' Value	
Male	119.65	19.14	3.15	0.79	
Female	117.15	19.40	5.15	0.79	

From table-2 it is observed that there are differences in the attitude among the rural male and female higher secondary school teachers' of Nagaon district; the table shows 119.65 and 117.15 mean scores of rural male and female teachers' respectively. Similarly, the standard deviations of the same groups are found 19.14 and 19.40, whereas the standard error of difference between two means is obtained 3.15. Thus, it shows vivid picture that there is a meagre difference between rural male and female teachers' in their attitude towards using of ICT in classroom transaction. When Z-test is applied to know the significance of difference between two mean it was

found 0.79 which is not significant at both 0.05 and 0.01 level. From this we can infer that there is no significant difference between rural male and female teachers' in their attitude towards application of ICT in classroom transaction. Thus, the null hypothesis made there is no significant difference between rural male and female teachers' in their uses of ICT in classroom transaction is accepted here.

To find out the difference between trained and untrained rural teachers' in their application ICT in classroom transaction

Table 3: Trained and Untrained Rural Higher Secondary School teachers' in Application of ICT in classroom transaction

Variable	Mean	SD	SE _d	'Z' Value
Trained	120.99	17.31	3.12	1.66
Untrained	115.81	20.80	3.12	

The above Table reveals that the mean value of attitude scores of rural trained and untrained Higher secondary school teachers' in their application of ICT in classroom transaction. The mean value of trained teacher is found 120.99 with standard deviation of 17.31 and that of the untrained is 115.81 with a standard deviation of 20.80. This indicates that, there is a significant difference in mean of attitude scores among the rural trained and untrained higher secondary teachers'. On the other hand, obtained 'Z' value 1.66 is found significant at both 0.05. Thus, there is a significant difference between the rural trained and untrained higher secondary teachers' towards application of ICT in classroom transaction. Therefore the null hypothesis, which states: there is no significant difference between the trained and untrained rural teachers' in their application of ICT in classroom transaction is rejected here.

Findings of the Study

From the analysis of the data revealed that (table-1), there are more than seventy percent Rural Higher secondary school teachers' showing extremely favourable attitudes and only a little number of teachers' bearing extremely unfavourable attitude towards application of ICT in Classroom transaction. From table-2 it can be observed, that there is no significant difference between the rural male versus female teachers' in ICT application in Classroom transaction of Nagaon district. Whereas the last table reveals that there is a significant difference in the attitude of rural trained and untrained higher Secondary school teachers' in using of ICT. So, training can be considered as an important parameter in this regard, specially with young generation teachers.

Suggestions

- Most of the government schools including higher secondary lacking in Information & Technology connection and providing proper classroom for their application. Despites that on teacher willingness some can be applied. So, selecting some appropriate ICT can be used for better classroom transaction.
- 2. ICT is useful in our walk of life. But in educational sector it needs to be careful from forge site in finding out relevant and appropriate sources for correct transmitting of knowledge.
- 3. Teachers should have adequate time to plan for using of ICT into their pedagogical practices to ensure high quality and appropriate learning.

Conclusion

India has one of the largest networks of schools in the world. During the last five decades the system has grow manifold in size both in terms of institutions and enrolment. Some say, that the nature of Indian education system shifted from an elite system to a system of mass education. The system demands new knowledge and skills for the teacher and head teachers. It also demands grater capability at the school level to respond to the emerging diversity in the student population and among those entering the teaching profession. The forgoing study reveals the attitude of rural higher secondary school teachers towards using of ICT in classroom transaction in the studied area. A brief study was undertaken to give a clear picture about how differences in attitude are found among teachers' regarding sex and training. Results showed that there are slight differences in attitude among teachers' towards applying of ICT in classroom transaction in regard to training and it is found to be a significant one. But in case of gender, the difference is not significant. So, the role of ICT in education as well as classroom transaction is considered an important one. Therefore, the Government should take initiative to make ICT an integral part of formal education system considering national curriculum framework, which is a remarkable one in Indian education history in this regard. However, considerable work is being done in the direction of integrating IT in to the existing curriculum, developing new strategies, preparing instructional material for effective implementation of IT in education in the formal system. But from Assam's perspective in this area seems to be slow progress.

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Chapter - 17

Impact of Online Businesses on Offline Business of Readymade Garments

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Abstract

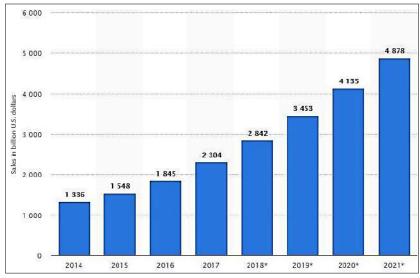
The advance of technology strategies helps businesses to grow more in terms of market, customer, and revenue. the web business assistances to form a business from anywhere within the world, the web business makes the planet a market, the web business helps many businesses to interrupt geographic barriers free. the web business is useful to customers to use the varied product of readymade garments. The customer can enjoy their lifestyle after saving his/ her time, money and energy, etc. While doing the web business the businessman has less operation cost. the web businessman gets the opportunities to sell their product throughout the planet i.e. global selling, there's no deadline for patrons and sellers to get or sell the merchandise. The business needn't bear the expenses of rent, labor charges, electricity charges, etc. like an offline businessman. the purchasers are happy that they're getting the sorts of products and satisfaction. during this research, the researcher has got to determine the satisfaction of consumers. How the purchasers save time, money, and energy. Descriptive design of research is going to be used for research work, the first data are going to be collected through surveys, interviews, and questionnaires from the shopkeepers and customers. the straightforward convenient sampling method will bring into use, the dimensions of the sample are going to be 300, 200 customers, and 100 shopkeepers. The researcher has concluded his research as customers are happy and satisfied while purchasing a web sort of products at an inexpensive rate and time and expenses saving in online business.

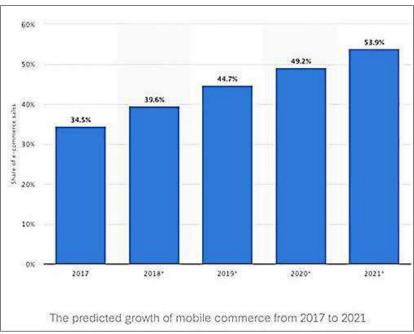
Keywords: Online, customer, shopkeepers, offline

Introduction

Online selling is understood as E-Commerce. There are different models of online selling within the business, as business to business, business to

client, customer to customer, purchaser to the commercial, business to administration, and administration to business. Earlier, whenever the customer wants to form purchasing he has got to enter the market but in online shopping, the customer needn't need to physically attend the market. Online shopping is useful to customers also as shopkeepers. In online shopping, customers make purchasing from their house. There are variety of advantages to customers in online purchasing. The customer can enjoy the various sort of products at an inexpensive rate, there's no time binding to the customer to form purchasing i.e. 24 X 7. The customer has available different products of sorts; this different products customer can differentiate with the comparing the costs thanks to competition during a workplace. The customer can enjoy the benefit within the price, quality, etc. The customer saves his time while purchasing the web product. In online purchasing customer gets fresh and fancy products. there's no role of the salesperson, customers get information about the merchandise on what percentage other customers have selected that specific product and what's their opinion about the merchandise. during this way, the customer makes it easy to pick the merchandise. In online, the acquisition facility is out there from home with delivery services of the merchandise. The transparency within the selling policy of online the customer gets all the knowledge with an image of product and specification of product. There are not any hidden terms and conditions of the refund and return policy online purchasing, the purchasers are liberal to return or refund the merchandise if they disliked the merchandise. In online purchasing the merchandise, customers are availing the advantage of discounts in several ranges, the purchasers are enjoying worldwide market to get their liking product. within the point of view of sellers, if the sellers aren't able to modernize their business from offline to online, they're facing the subsequent problems. The offline businessman requires sufficient space to stock the variability of products during a shop and for that offline businessman has got to bear the burden of the expenses. during this situation, they need to stay the updated inventory. Offline businessmen aren't able to update their knowledge of technology. The sale of offline is impacted by that impact goes on their turnover. Naturally, their loan-getting capacity is affected. Hence, wholesalers or distributors aren't able to give them goods on credit. thanks to the shortage of space to stay the stock is becoming impossible for them, they're within the intention to clear the old stock. Sometimes they sell their old stock at a loss. In absence of data of technology, an offline business cannot create their website, etc. The offline businessman has got to make advertisements to extend their sale volume by that they're bearing the loss. In online business, goods are sold at an inexpensive rate, due to worldwide vast market competition. the web sale features a system to supply the merchandise information and user's feedback, hence the customer can easily decide whether to get or how. the web sellers needn't need to worry about shop opening time and shutting time. The customer has the chance to form purchases 24X7 from their house.





As per the bar diagram shown in above figure number 1. The future of e-commerce How the online store will change next, in 2014 sales was 1386 billion US dollar, 2015 sales increased up to 1548 billion US dollar, in 2021 sales reach up to 4878 billion US dollar, it means the sale of e-commerce is consistently increasing overall. The bar diagram figure number 2, above indicates that the market share of online shopping in percentage is also increasing overall year-wise. In 2016 market share was 34% thereafter, it increased up to 37% in 2017. In 2020 it was 47 % and after that, in 2021 it reaches up to 50%.

According to these statistical figures customers are giving preference to the online readymade garment. While forming the research questionnaire, objectives will be taken into consideration for shopkeepers and customers. The nature of the question will be closed-ended and it will be relevant to the research work. The collected data will be used as primary data. The secondary data will be collected from newspapers, magazines, etc. The collected data through a questionnaire will be analyzed with the help of statistical tools and tested the hypothesis.

Literature Review

(Gupta) Identify the level of performance of customers regarding offline and online retailing. Study challenges of offline and online retail from the customer's perspective. Develop a theoretical framework for retail in India. Data was collected through questionnaires and surveys. Secondary data is collected through books news reports etc. A correlation study used not identify the potential cause of the behavior. The descriptive statistic is used for frequencies, averages, and other statistical calculations, t-test, ANOVA, Factor analysis. Result in the comparative study offline and online retail in India in respect of electronic and apparel. (Saini) Analise the preference of consumers of Kirana stores and online grocery stores. Study the factors affecting consumers to purchase offline store or online. Examine the consumer's lifestyle affects consumer's attitude towards offline and online. Understand buying pattern of consumers purchasing online or offline stores. The exploratory research design was used as a research method. Simple random sampling is used as a sample design. Data collected primary and secondary. Research contributed knowledge of positive attitude and attention to purchase groceries online (Vala) Analyze the impact of online advertising on consumer purchasing behavior. Evaluate awareness of online advertising among the customer Identify the shortcoming of existing marketing strategies in the product industry. Online strategies for creating a positive impact on customer purchasing behavior in the product industry. Primary data secondary data used in data collection average, Chi-square used as statistical tools Resulted as online advertising is effective for the competitive scenario.

(Salman Shamshi). The consumer behavior and concept of sale promotion. To examine the impact of the sales promotion techniques (discount, buy one get one, product trial, brand, loyalty). The study was not found in respect, impact on readymade garments and footwear with reference to Delhi NCR. (Khurram Shahzad) The sales promotion tools are how impacting consumer buying behavior in the garment industry. Researchers considered discount coupons and buy one get one of sales free component of sales promotional tools. Secondary data was collected through published reports and libraries. The primary data was collected through the questionnaire. The sample size of the study is 110. The random sampling method was used in the study. The statistical tool is used is a Cronbach Alpha. Through the use of the sales promotion generation of profit for the company made possible (Pennanen) The researcher reviewed the trust of consumers. Consumers understand risk. The risk reduction strategies and relationships among them. The data was collected through the interview method. The sample size is taken as 10 interviews. The total number of informants was 20 and in the end, 156 respondents were contacted. The risk reduction strategy is discussed from the viewpoint of trust formation. (Geetharani K) The customer's needs and delights to be identified. The primary data was collected from the readymade garments showroom. The sample size was 103. The statistical techniques use correlation, analysis percentage weighted average. Delighted customer helping to increase the company's profitability and lead to repeat purchase and positive word of mouth (Hasan) Identify the influencing factor of apparel retail store positioning. Finding the competitive position of selected apparel retail stores based on product attributes. A retailer needs to accept strategies after determining their positioning in the market by that growth and survival in the competition are ensured. The researcher has used exploratory cum descriptive research. The quantitative and qualitative combined survey was used on consumers. The representative size works out as 480. 600 respondents were approached through the structured questionnaire. The secondary data was also collected from other sources. The data checked skewness and kurtosis measures, z-value. The study resulted in the significance of product attributes, subconstructs towards the impact of store and product. (Shrishti) To identify the personalization of various factors over globalization in marketing in respect of the readymade garment business. To understand upcoming administrative challenges, need to face wholesalers and manufacturers. The retailer in readymade garment Ramayana and Mahabharata an eminent epic gives the description of a variety of fabrics in ancient India. The primary data was collected through interviews, questionnaire survey methods. Present visit and observation. Secondary data was collected through Annual reports, journals, various books, and the internet. The sampling method was random and stratified random sampling. Data analyzed by calculation of average frequency distribution, percentage distribution. The sampling size was 40% and collected responses from 100 consumers manufacturers started a different policy for the basic structure of the business. The broad idea is a given in the entire process from manufacturing to retailing to get the response from customers. The researcher made attempt, that there is a need for an organization for readymade garment issue can be solved and improved.

Research Objective

- To study the online business and its importance.
- To examine the online business.
- To investigate the online transaction is safe for businessmen and customers.
- To evaluate the overall possibility of online business that will lead India online business towards growth even in the novel situation.

Research Hypothesis

- Promote online business through networking will be benefited both businessmen and customers.
- Online business is safe for both businessman and customer in terms of payment and receipt of goods and services.
- Online business is the easy way of doing business.

Research Methodology

For the purpose of study primary data was collected through a questionnaire, a survey on Google form due to the pandemic period of covid-19. To know the opinion of respondents towards online business. The majority of businessmen and customers have given preference to the online business over the physical offline business.

The Google link is provided to the businessman and customers. We got responses from respondents who are running an offline business and who are purchasing in an offline business. We use the Z test to analyze the responses from various respondents.

Interpretation

All the above three hypotheses were tested from primary and secondary data that have been collected through the questionnaire, a survey on Google forms and newspapers magazine during the month of May and June, tested one by one hypothesis and accepted appropriate hypothesis, and rejected the inappropriate hypothesis.

Sample Size

The sample size was a total of 300. 100 shopkeepers and 200 customers. Sample collection is done through the convenience sampling method.

Result

Online business is taking up a larger proportion of consumers' time and spending. There are several factors, which are convenient to the consumer of online business. The major finding of the study is as follow.

- Offline retailers turnover and profit decrease during the past few years.
- Offline stores are not enough engaged in services to the customer's satisfaction.
- In an online business variety of products are available to the customers.
- Offline stores now started to give services of home delivery.
- Consumers are more comfortable and satisfied in online business.

Conclusion

The research paper concluded that online business is very good for both businessmen as well as customers to provide a variety of products and services with the necessary information. The online business is convenient to both, hence, there is the possibility of expanding the business and increase the satisfaction of customers. The offline business has the drawback of not accepting modern technology. The offline retailer's intention is to clear the old stock due to a shortage of space. The offline salesperson forces customers to purchase a particular product, hence, there is not remain choice for the customer.

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Chapter - 18

Doklam: Geopolitical Conflicts between India & China

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Abstract

Now a day it is a burning issue that India and China getting involved to each other on the aspects of Doklam issue, not in the term of problem-solving but in more form of rivalry. Though Doklam is neither been in India nor situated in disputed territory of India, but its play a very crucial role in India's geopolitical-security system. So, in this article I'm going to emphasize in these issues. Before going to the main objects, we should discuss about what is geopolitics and its many sides, points of views etc.

Keywords: Geopolitics, India, China, Doklam, International Politics, Boarder Security, Power Politics, Foreign Policy, Bhutan, Peace-Conflict, Geography

Geopolitical Concept of International Politics

In the simple means, geopolitical is a kind of political analysis of a state which is based on a certain geographical location. Geography and politics and their combination form is geopolitics, and literally when more than one country involved in regarding certain issues it became an international politics. It is not bounded by the narrow meaning of this only, in the broad way it is involved with many other things which is play a very crucial role for determining foreign policy. it's a theory which is learn the technic of war, study about the country's security, and similar many more things. If I give some examples of this issues that will be so easier to cope up, supposed in the todays political conflict Doklam playing a very crucial role of India's politics as well as foreign policy, and also security, so it is very clear that geopolitics determine the foreign policy.

The ideas of Geopolitics creating a clear image of war, empire as well as diplomatic relations amongst the countries. Its indirectly provoked competing for controlling territory. There is another sense by which I mean geopolitics creates images in the theory, language and practice, classifies

swathes of territory and masses of people. For instance, we can mention the cold war era, where we have seen clearly the conflicts between USSR and USA, which is solely responsible for certain geographical locations and the power of controlling those areas, and gradually it became an ideological war.

In contemporary world and with the intent of offering a critical analysis, how should we define geopolitics? Our goals of understanding, analyzing, and being able to critique world politics to require us to operate with more than one definition.

First, we mustn't connect the relations between geopolitics and statesmanship: the practice and representation of territorial strategies. For now, we take a limited perspective on this definition-and note how state or countries have competed for the control of territory or the resources. At the end of the nineteenth century, the European power indulge in an unseemly struggle for colonial control over Africa, what is known as the scramble of Africa. In a contemporary sense and the deployment of troops in Afghanistan, Iraq, and in bases across the central Asia, in separable from these practices of fighting in Iraq and Afghanistan for example, is the role of representation: the fight gains evil the spread of democracy etc.

Second, geopolitics is more than the competition over the territory and the means of justifying such action, geopolitics is a way of seeing the world. From a feminist perspective, geopolitics is a masculine practice, hence my use of the term statesmanship in the previous paragraph relatable to the much quoted words of Donna Horary, representation and the practices of geopolitics have relied upon "A view from Nowhere". In other words, geopolitical theoreticians constructed their frameworks within particular political contexts and within particular academic debates that were influential at the time, the latter sometimes called paradigms Geopolitics

Geopolitics was initially understood as the realm of interstate conflict, with the quiet assumption that the only region being discussed and that was the powerful Western countries. In other words, theoretical attempting was there to separate Geopolitics from imperialism. ¹ The dominance of powerful countries over weaker states Sir Halford Mackinder is, perhaps, the most well-known and influential of the geopoliticians who emerged at the end of the nineteenth century.

Geography and Geopolitics

Colin flint, "introduction of geopolitics"; A framework for understanding geopolitics, pp. 13-16

Situated knowledge is one of the classical examples of Geopolitical theories, this literally indicates the images of international politics more specifically foreign policies. We have seen that all the theorists basically those who are from classical views of geopolitics are white Eurocentric males with conservative outlook and holding a degree of social privileges.

But their "situation" can be analyzed through Agnew's geographic framework of location, local, and sense of place.²

In sum, the classic geopoliticians carried a definite sense of place regarding their own country and other parts of the world, which was instrumental in formulating their geopolitical outlooks

The theorists' classification of the globe into particular regions. Our job now is to provide a framework for seeing how geopolitical actions are "situated" within the dynamics of the world politics.

Geographical position of Doklam

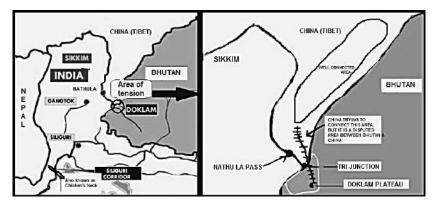
In China mainly Tibet, Chumbi valley is known as a well-connected area where china gained full access through the establishment of railways and roads, but from the very end of Chumbi valley to Doklam area is not well connected, so this area became critical to control from main territory of china, and that's why china trying to build a road in this area. But the question arise when it enters to the Doklam plateau, because even though it is not in Indian Territory but it's became a headache for India when china trying to connect this area with the main territory. Though Doklam plateau situated in a disputed territory between China and Bhutan.

In the 19th century British view of this territory which was published through the imperial Gazettes of India representing that the Dongkya range separates Sikkim from the Chumbi valley bifurcates at Mount Gipmochi into two spurs, one lying south-east and other running through the south-west. Jaldhaka river is also known as Dichul, runs between these two separates valley. The joining point of the Doklam stream with the Amo Chu river and western shoulders of the plateau is spreading almost 89 sq.km, this is the main land or area known as Doklam.³

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² Simon Dalby, "Environmental Geopolitics"; the geopolitics reader, pp. 180-184

³ https://en.wikipedia.org/wiki/Doklam (Access on 29 oct,2017)



Doklam map pointed on disputed area, edited according to explaining the factual issues (Geographically this map may not be accurate)⁴

Why is Doklam so critical?

Geographically Doklam is a very narrow plateau situated in Trijunctions, these junctions are India, China and Bhutan. China arguing that Doklam is not a disputed area, even if this belongs to disputed area there is no issues with India, because locationally India is completely out of this region. Therefore, it contests the presence of Indian army in this region as a transgression. The disputed region is very close to India's Siliguri Corridor which connects the seven north eastern states to the Indian mainland. Chinese border troops are continuing their patrolling and defending the Doklam area.

Chinese Foreign Ministry spokesperson Hua Chunying told a daily news briefing "We will make an overall assessment of the weather conditions and all related factors, and according to the actual circumstances complete construction plans for the Doklam,"

In the year of 2017, June over 270 armed Indian troops with two bulldozers crossed the boundary into Dong Lang (Doklam), Chinese sovereign territory, to obstruct infrastructure construction. After a military stand-off lasting more than two months China confirmed that India had withdrawn personnel and equipment from Doklam. Doklam, which borders India's Sikkim state to the west and the Kingdom of Bhutan to the south, is part of Chinese territory and has been under Chinese rule for a very long time. Hua said for a long period of time, China has constructed infrastructure facilities including roads to meet the needs of soldiers and civilians, and

⁴ Downloaded from http://www.clearias.com/ and edited by me. (Access on 28 oct,2017)

improve their living conditions, not for any aggressive intentions.⁵ But we all know that neighbor countries are important to make other countries foreign policy as well as establishing strong internal security, that is why India's susceptive mind makes sense to interfere in these problems. And also, we know that Indo-China bilateral relation is like a fragile parcel, have to handle very carefully otherwise it will break any point of time. So, in this state Doklam play a very significance role to India's boarder security threat without any doubt.

What India's interest to support Bhutan?

Even though Doklam is not situated in Indian Territory, but its play a very important role for India's north-eastern states security. Siliguri corridor also known as chicken's neck which is about 18 km long. When china trying to build road through chumbi valley to Doklam plateau, it became a sensitive issue for India's security, basically north-eastern part of Indian territory. So, it is clear to predict that there is no guaranty for china will not attempt to capture Siliguri corridor and control north-eastern part of India. Because Arunachal Pradesh is already suffering the same, what if the same thing happens with the all-north-eastern states? this is the most annoying question, which makes India suspectable towards Chinas policy. It's a type of precautions which provides more stronger boarder security.

We can call china now a days became a super power, but where Bhutan is a very small independent state and obviously unable to defend china, so in this situation a basic question arises, and that is why India's interferes in this issue? The answer is very simple and also, I'm trying to discuss that in the beginning of this paragraph.

Bhutan and India have a very cordial relationship were as Bhutan and China maintain only formal relations. In 2007 India signed a treaty with Bhutan known as "Friendship Treaty" that commits India will protect Bhutan's interests and will help with close conditions of military alliance. Through the power of this treaty India can interfere in this dispute behalf of Bhutan's will, also it's a headache for India, if Doklam road constructions which in initiated by China is completed, then China will gain a greater access to India's strategically vulnerable chickens' neck which linked the seven sisters to the Indian mainland.⁶

Indo-China Relation changing process & Foreign policy

⁵ FM spokesperson, "China to continue patrolling, defending Doklam area"; Global times, Xinhua Published: 2017/8/30

^{6 &}quot;Political transition in Bhutan"; Economic & political weekly, Vol. 41, Issue No. 14, 08 Apr, 2006

Even during the friendly period of Sino-Indian relations (1954-1956) differences Map In 1954 some maps published in China showed large parts of Indian territories as arose over Chinese. During his visit to China in October 1954, Nehru brought this fact to the notice of the Chinese authorities and was told that these were the copies of old Maps and were to be revised in the times to come but by 1957-58 the border dispute appeared to be developing between India and China.

What originated in early 1950s as the Chinese game of map man ship came to develop in the fifties into the Chinese game of annexing a large part of Indian territory from the cater that there was no boundary dispute between China and India, there came to be a stand British policy of aggression against the Tibet region of China and therefore unacceptable Emend China War and Ceasefire. In 1960 war crowds began to gather over Ladakh and NEFA continuous encroachment of Indian territories by China.⁷ Finally war broke out in 1 equipment's Indian was not able to face the China in 'tit for tat' manner Indian troops were pushed back. Within three weeks China's massive attack made her in a position to move over all mountain passes and to threaten Assam. This war turned out to be a border war when China declared ceasefire 1962. Because of pout after acquiring some of the Indian border regions the impact of 1962 Border War It was a watershed on Sino-Indian relations. It changed India's attitude towards China fundamentally, India was shocked into reality by this war. The war gave a big blow not only to Sino-Indian relations but also to India's prestige at international level. Many Western observers felt that the crisis with China was a watershed in the history of India's foreign relations and orientations.

The defeat lowered Indian prestige in the eyes of Afro-Asian nation encouraged Pakistan to think in terms of forcing a military solution of Kashmir on India In this thinking which led to Pakistani aggression against India in 1965 Economically this war gave a set-back to the Indian plans for growth and development India as forced to spend more on defense In 1971, when the Bangladesh crisis was in favor of Pakistan. The third Indo-Pakistan War the dismemberment of Pakistan, China's close friend. This new development in South A tilted the balance of power in favor of India and unsettled Chinese diplomacy and took away he gains that China reaped in the Indo-Chinese War of 1962 China adopted a very hostile attitude towards India for nearly fourteen years after the war.

Similarly, Bhutan is also consider as a neighbor country so answer to this question its coming to the point of India–Bhutan relation too. Here some

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⁷ Ramesh Trivedi, "India's Relations with Her Neighbors," kindle version, pp. 135-137.

basic relations trying to emphasize on this assessment. In 2007 India signing a new treaty of friendship with Bhutan to re-negotiated the treaty of 1949. This new treaty makes Bhutan more independent, hence Bhutan needn't any India's permission to import arms for maintaining its internal security as well as external security. In 2007, Dr. Manmohan Singh visited Bhutan and expressed strong support for Bhutan's move towards democracy. India allows 16 entry and exit points for Bhutanese trade with other countries and has agreed to develop and import a minimum of 10,000 megawatts of electricity from Bhutan by 2021.8

The present Indian Prime Minister Mr. Narendra Modi visited Bhutan as his first foreign destination after receiving the power. He literally emphasizing regional co-operation. He had inaugurated the Supreme Court Complex in Bhutan and also promised help to Bhutan on IT and digital sector. These are the signs of starting friendly relationship between these countries.

Since 1960, when Bhutan's King Jigme Wangchuk entrusted the then Prime Minister, Jigme Dorji, with modernizing the country, that had previously stayed closed to the world, those (Doklam to towards south) roads built and Indian Border Roads Organization maintained the Project Dantak, have brought the countries together for more than one reason. All the new roads proposed to construct were being aligned to run southwards towards India from the main centers of Bhutan. In order to keep Bhutan on track India must prepare both its military moves and its message with the special conditions.⁹

Conclusion with my point of view

At the very end of this article, it is really making an important question, is Indian boarder ready to face the challenges to china on this point of view of Doklam? There are very complicated answers are there, you cannot put your thought directly neither positive nor negative. Sometime its easy to assess that this is nothing to worry, Because Doklam geographically not situated in Indian territory, but geopolitically its play really very important role. We already discussed the impact of such critical issues. As of now only 21 roads have been developed by India in this territorial area, the time was 2012 to completing this task but it has been extending up to 2020 to get done this work. So lack of experiences and lagging working mind making India

^{8 &}quot;India-Bhutan: A New Relationship"; economic& political weekly, Vol. 42, Issue No. 14, 07 Apr, 2007

⁹ Suhasini Haidar, "The crossroads at the Doklam plateau"; The Hindu, Delhi, July 26, 2017.

week this region on the other hand China developing its lots of skill development program to improve its connectivity in this region, CPEC, OBOR as well as Doklam is the foremost example of it. Along with that, the force is not yet equipped with advanced armories that were envisioned for them.

Besides these negative impacts some other positive issues are there. these are the following, recently India has done great job to including its Bhupen Hazarika setu, which is 9.2 km long, playing very important role to connect Assam with Arunachal Pradesh. which bring down the travel time of this region, as well as military response time. Geographical position of Sikkim is an advantage for India, because it is more or less parallel to the Chumby valley which is in Tibet chines territory. If it needed India can gain access of this region.

And finally, we can say Brahmos cruise missile regiment deployed in Arunachal Pradesh clearly a positive sign of gaining power of this region, which makes China more bounded.¹⁰

Recently in this conflict India and China pulled their troops back from a 10-week-long standoff on the disputed Himalayan plateau of Doklam, though it is not clarifying the fully solved the problem but initiative of this from both side really demand the credits. While India withdrew all its soldiers to its territory, China drew back most of its military personnel from the area that is claimed by both Beijing and Thimphu. Prime Minister Modi, who will attend the BRICS Africa leaders' summit there, will also meet Chinese President Xi Jinping, officials from both countries said. It is at that meeting, the officials said, that the leaders of India and China will try and reset safeguards that have helped the two nations avoid military conflict for half a century despite a disputed border - an understanding that has frayed dramatically in recent years. 11

We hope, abide by historical and international principles India will earnestly safeguard peace and tranquility in the border areas.

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अध्याय - 19

'माध्यमिक स्तर के विद्यार्थियों के व्यक्तित्व के संदर्भ में उनके शैक्षिक उपलब्धि का' अध्ययन'

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पृष्ठभूमि

शिक्षा किसी भी समाज का आधार एवं किसी भी समाज को जीवित रखने का माध्यम है शिक्षा के द्वारा ही राष्ट्र का विकास एवं उसकी समृद्ध आधारित होती है । कोठारी आयोग ने कहा कि- भारतीय विचारधारा के अनुसार शिक्षा धन उपार्जन का साधन ही नहीं है ना ही विचारों की पौधशाला या नागरिकता का स्कूल है वरन यह मानव कि आत्मा को प्रेरित करती है और उसे सत्य की खोज हेतु प्रशिक्षित करती है । शिक्षा कों सामाजिक राष्ट्रीय आर्थिक विकास का साधन समझा जाता है डीवी ने लिखा है कि- जिस प्रकार शारीरिक विकास के लिए भोजन की आवश्यकता होती है उसी प्रकार समाज के विकास के लिए शिक्षा की आवश्यकता होती है। शिक्षा वास्तव में मनुष्य का निर्माण करती है प्राचीन काल से लेकर वर्तमान शिक्षा तक शिक्षा का एकमात्र उद्देश्य व्यक्तित्व विकास करना है क्योंकि व्यक्तिव ही जीवन की आधारशिला है तथा व्यक्ति तथा उसके मानसिक व्यवहार को व्यक्तित्व प्रभावित करता है हेनरी मर्रे ने लिखा है कि-मस्तिष्क नहीं तो व्यक्तित्व नही ऑलपोर्ट लिखते हैं कि- व्यक्तित्व कुछ है तथा कुछ करता है I इस इस प्रकार व्यक्तित्व का सर्वांगीण विकास अत्यंत महत्वपूर्ण है I शोधकर्ता अपने विषय वस्तु के रूप में 'माध्यमिक स्तर के बहिर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि का अध्ययन शीर्षक पर अध्ययन कर माध्यमिक शिक्षा में अध्ययनरत विद्यार्थियों का व्यक्तित्व एवं शैक्षिक उपलब्धि से संबंधित विभिन्न पक्षों का अध्ययन कर माध्यमिक शिक्षा की गुणवत्ता को बढ़ाने का प्रयास करेगा I माध्यमिक शिक्षा के क्षेत्र में

बहुत सारे बहुत सारे प्रयास किए गए जिसमें मधु यादव 2016 ने किशोरों में लैंगिक विभिन्नता का संबंध उनके व्यक्तित्व शीलगुण एवं समायोजन का अध्ययन प्रकार किया भत्ता 2015 ने अपने शोध शीर्षक माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि और व्यक्तित्व का अध्ययन किया सुलेखा 2008 ने अपने शोध शीर्षक छात्रों के समायोजन और उनके शैक्षिक उपलब्धि के बीच संबंध का अध्ययन सुरेश 2003 ने अपने शोध शीर्षक अंतर्मुखी और बहिर्मुखी किशोरों के समायोजन एवं शैक्षिक उपलब्धि के बीच संबंध का अध्ययन एवं शुक्ति मिश्रा शारदा शुक्ला 2002 ने अपने शोध शीर्षक समायोजन के सार्थक प्रभाव और उपलब्ध की आवश्यकता का सृजनात्मकता पर प्रभाव का अध्ययन किया विभिन्न अध्ययनों के माध्यम से माध्यमिक स्तर कि शिक्षा के क्षेत्र से बालक से संबंधित अनेक शैक्षिक समस्याओं को उजागर करने एवं उसका उचित समाधान करने हेतु उपाय बताएं इस अध्ययन से शिक्षक, विद्यार्थी, अभिभावक, निर्देशनकर्ता, विद्यालय संगठन, नीति निर्धारक एवं पाठ्यक्रम निर्माणकर्ताओं के लिए विभिन्न प्रकार से विद्यार्थी से संबंधित शैक्षिक एवं समायोजन संबंधी समस्याओं के समाधान में उपयोगी होगा। प्रस्तुत शोध पत्र के निम्न उद्देश्य हैं –

- 1. सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के विधार्थियों के व्यक्तित्व का अध्ययन करना l
- 2. गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के विधार्थियों के व्यक्तित्व का अध्ययन करना I
- 3. सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के विधार्थियों शैक्षिक उपलब्धि का अध्ययन करना l
- 4. गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के विधार्थियों शैक्षिक उपलब्धि का अध्ययन करना।

प्रस्तुत शोध पत्र मे निम्न परिकल्पनाये है -

- सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है ।
- 2. गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है।

- सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालकों के शैक्षिक उपलब्धि के बीच सार्थक अंतर है ।
- 4. सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है I

शोध विधि:-

प्रस्तुत शोध पत्र में वर्णनात्मक शोध विधि की सर्वे उप तकनीकी का प्रयोग किया गया है । एवं व्यक्तित्व :- प्रस्तुत शोध पत्र में व्यक्तित्व मापन हेतु तारेश भाटिया के व्यक्तित्व आविष्कार का का प्रयोग किया गया है।

शैक्षिक उपलब्धि :- प्रस्तुत शोध पत्र में कक्षा 11वीं के विद्यार्थियों का कक्षा 10वीं में बोर्ड द्वारा प्राप्त कुल अंक के प्रतिशत को सम्मिलित किया गया है I

प्रस्तुत शोध में प्राचाल के रूप में गोरखपुर जिले के सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के विद्यार्थियों को सिम्मिलित किया है एवं प्रतिदर्श के रूप में साधारण यादृच्छिक प्रतिदर्शन विधि की तकनिकी लाट्री पद्धित का प्रयोग कर विद्यालयों का चयन किया गया है। प्रस्तुत शोध पत्र में प्रदत्त के विश्लेषण हेतु वर्णनात्मक सांख्यिकी के अंतर्गत प्रतिशत,मध्यमान, मानक विचलन, ग्राफ इत्यादि सांख्यिकी विधि का प्रयोग किया गया है जबिक अनुभाविक सांख्यिकी के अंतर्गत क्रांतिक अनुपात का प्रयोग किया गया है।

परीक्षण

परिकल्पना 1

H0= सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है l

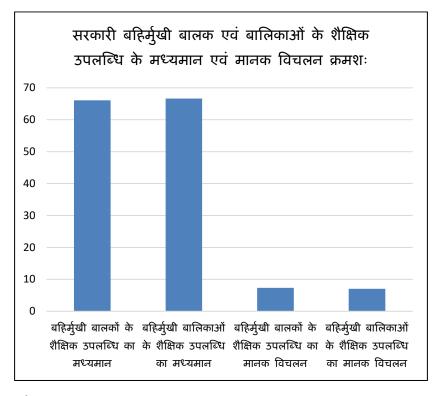
H1= सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है I

H0= m1=m2

H1 = m1 # m2

तालिका 1

समूह	संख्या	माध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता स्तर .01	सार्थकता स्तर .05
बहिर्मुखी बालकों का शैक्षिक उपलब्धि	45	66.07	7.37	0.36	असार्थक	असार्थक
बहिर्मुखी बालिकाओं का शैक्षिक उपलब्धि	45	66.62	7.06			



आरेख 1

निष्कर्ष

सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है कि जांच के लिए शून्य परिकल्पना सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है बनाया के सांख्यिकी परीक्षण हेतु क्रांतिक

अनुपात की गणना किया जिसमें समूहों का मध्यमान क्रमशः 66.07 एवं 66.62 है और मानक विचलन क्रमशः 7.37 एवं 7.06 है के आधार पर क्रांतिक अनुपात का मान 0.36 प्राप्त हुआ जो सार्थकता स्तर .01 एवं .05 के मान से कम है अतः शून्य परिकल्पना को दोनों सार्थकता स्तर पर स्वीकार की गई एवं शोध परिकल्पना को अस्वीकर या असार्थक पाई गई के आधार पर हम

निष्कर्ष के रूप में कर सकते हैं कि – सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई अंतर नहीं है अर्थात दोनों बराबर हैं क्यों कि दोनों का माध्यमान लगभग बराबर है ऐसा संयोगवश हुआ।

परिकल्पना 2

H0=गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालको के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है I

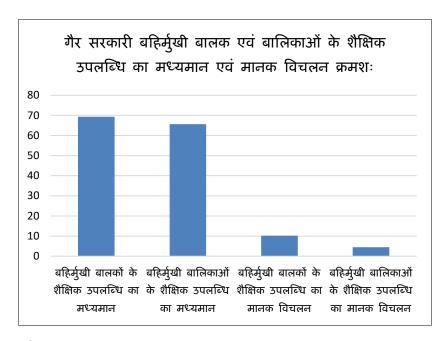
H1=गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालको के शैक्षिक उपलब्धि के बीच सार्थक अंतर है I

H0= m1=m2

H1= m1#m2

तालिका 2

समूह	संख्या	माध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता स्तर.01	सार्थकता स्तर.05
बहिर्मुखी बालकों का शैक्षिक उपलब्धि	45	69.33	10.24	1.83	असार्थक	असार्थक
बहिर्मुखी बालिकाओं का शैक्षिक उपलब्धि	45	65.65	8.92			



आरेख 2

निष्कर्ष

गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है कि जांच के लिए शून्य परिकल्पना गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वी के बिहर्मुखी बालको के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है बनाया के सांख्यिकी परीक्षण हेतु क्रांतिक अनुपात की गणना किया जिसमें समूहों का मध्यमान क्रमशः 69.33 एवं 65.65 है और मानक विचलन क्रमशः 10.24 एवं 8.92 है के आधार पर क्रांतिक अनुपात का मान 1.82 प्राप्त हुआ जो सार्थकता स्तर.01 एवं.05 के मान से अत्यंत कम है अतः शून्य परिकल्पना को दोनों सार्थकता स्तर पर स्वीकार की गई एवं शोध परिकल्पना को अस्वीकार या असार्थक पाई गई के आधार पर हम

निष्कर्ष के रूप में कर सकते हैं कि –गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालक एवं बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है अर्थात दोनों एक सामान बराबर है क्यों कि दोनों का माध्यमान लगभग बराबर है ऐसा संयोगवस हुआ है।

परिकल्पना 3

H0= सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालको के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है I

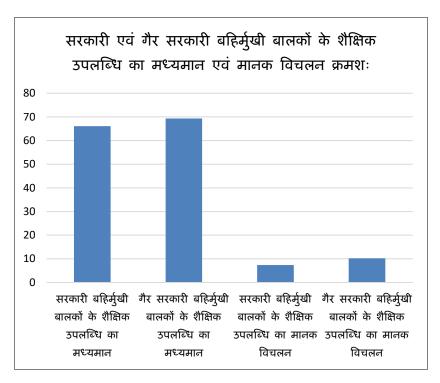
H1= सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालको के शैक्षिक उपलब्धि के बीच सार्थक अंतर है।

H0= m1=m2

H1= m1#m2

तालिका 3

समूह	संख्या	माध्यमान	मानक विचलन	क्रांतिक अनुपात	सार्थकता स्तर .01	
सरकारी बहिर्मुखी बालकों का शैक्षिक उपलब्धि	45	66.07	7.37	1.73	असार्थक	असार्थक
गैर सरकारी बहिर्मुखी बालकों का शैक्षिक उपलब्धि	45	69.32	10.24			



आरेख 3

निष्कर्ष

सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालकों के शैक्षिक उपलब्धि के बीच सार्थक अंतर है कि जांच के लिए शून्य परिकल्पना सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालकों के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है बनाया के सांख्यिकी परीक्षण हेतु क्रांतिक अनुपात की गणना किया जिसमें समूहों का मध्यमान क्रमशः 66.07 एवं 69.32 है और मानक विचलन क्रमशः 7.37 एवं 10.24 है के आधार पर क्रांतिक अनुपात का मान 1.73 प्राप्त हुआ जो सार्थकता स्तर.01 एवं.05 के मान से अत्यंत कम है अतः शून्य परिकल्पना को दोनों सार्थकता स्तर पर स्वीकार की गई एवं शोध परिकल्पना को अस्वीकार या असार्थक पाई गई के आधार पर हम

निष्कर्ष के रूप में कर सकते हैं कि –सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालको के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है अर्थात बराबर है क्यों कि दोनों का माध्यमान लगभग बराबर है ऐसा संयोगवश है I

परिकल्पना 4

H0= सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है l

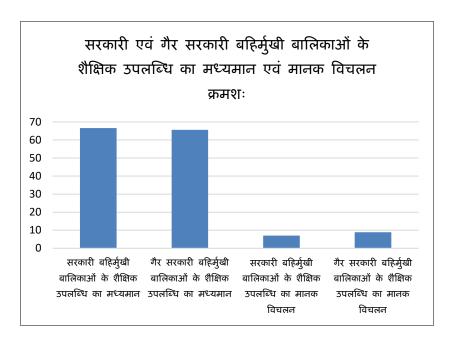
H1= सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है I

H0= m1=m2

H1= m1#m2

तालिका 4

समूह	संख्या	माध्यमान	मानक विचलन		सार्थकता स्तर .01	
सरकारी बहिर्मुखी बालिकाओं का शैक्षिक उपलब्धि	45	66.62	7.06	0.57	असार्थक	असार्थक
गैर सरकारी बहिर्मुखी बालिकाओं का शैक्षिक उपलब्धि	45	66.65	8.92			



आरेख 4

निष्कर्ष

सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच सार्थक अंतर है कि जांच के लिए शून्य परिकल्पना सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बिहर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है बनाया के सांख्यिकी परीक्षण हेतु क्रांतिक अनुपात की गणना किया जिसमें समूहों का मध्यमान क्रमशः 66.62 एवं 65.65 है और मानक विचलन क्रमशः 7.06 एवं 8.92 है के आधार पर क्रांतिक अनुपात का मान 0.57 प्राप्त हुआ जो सार्थकता स्तर.01 एवं.05 के मान से अत्यंत कम है अतः शून्य परिकल्पना को दोनों सार्थकता स्तर पर स्वीकार की गई एवं शोध परिकल्पना को अस्वीकार या असार्थक पाई गई के आधार पर हम

निष्कर्ष के रूप में कर सकते हैं कि –सरकारी एवं गैर सरकारी माध्यमिक विद्यालयों के कक्षा 11वीं के बहिर्मुखी बालिकाओं के शैक्षिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है अर्थात बराबर है क्यों कि दोनों का माध्यमान लगभग बराबर है ऐसा संयोगवश है।

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অধ্যায় - 20

"যত্ৰ ৰাৰ্যস্ত পূজ্যতে, ব্ৰমন্তে তত্ৰ দেবতাঃ"

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সাবাংশ-

ভারতীয় সমাজে নারীদের অবস্থান বিশ্লেষণ করলে দেখা যায়, একদিকে নারীরা দেবীরূপে পূজিতা, অপরদিকে বাস্তবিক জীবনে তারাই শোষিতা, নিপীডিতা, নির্থাতিতা। সেক্ষেত্রে প্রাচীন বৈদিক যুগে নারীদের স্থান ছিল অনেক বেশি সাম্মানিক এবং সমানাধিকারে পূর্ণ। পরবর্তীকালে এই সমানাধিকার ক্রমে ক্ষয় পেতে থাকে এবং নারীর অধিকার হয়ে উঠেছে অস্ত্রাসঙ্গিক।ধর্মভেদে বিবিধ প্রকার প্রথা এবং রীতির নাগপাশে জর্জরিত নারী হয়ে যায় কেবল গৃহস্থালীর পণ্যস্বরূপ।সেই সাথে নারীদের উপর হওয়া নানা প্রকারের সাংসারিক অত্যাচার হিসেবে যুক্ত হ্য় অকখ্য শারীরিক ও মানসিক নিপীডন। মহাভারতের যুগে হওয়া সহমরণ প্রথার মত কুপ্রথার অবসান ঘটাতে সমাজ থেকে বহিষ্কৃত হতে হয় রামমোহনের মত দোর্দণ্ডপ্রতাপ মহীয়ান ব্যক্তিম্বকে, অখচ এই শত বছরের অন্তরালে ভস্মীভূত কয়েক লক্ষ নিষ্পাপ জীবনের হিসাব কেউ রাখে না|কৌলিন্য প্রখার আড়ালে বৃদ্ধ স্বামীকে বিবাহ করার ফলে অনেকে কিশোরী অবস্থাতেই হয়ে ওঠে বিধবা।ফলে সংসারের মধ্যে থেকেও সকল প্রকার সুখ স্বাচ্ছন্দ্য খেকে বঞ্চিত ক্ষুদ্র প্রাণ যেন নারীর প্রতি হওয়া সমাজের ক্রুরতম অত্যাচারের প্রকৃত স্বরূপকেই প্রতিফলিত করে। পরবর্তী সময়ে বাল্যবিবাহের মত বিবিধ কুপ্রখা রোধের দারা দামাজিক দাম্যতা প্রদানের যে প্রয়াস করা হয়, আজও সেই সংগ্রাম অব্যাহত। একথা চিরন্তন সত্য যে, একটি দেশের প্রগতি কেবলমাত্র সকল জাতি, ধর্ম এবং লিঙ্গের মানুষকে একসঙ্গে এগিয়ে নিয়ে চলার মধ্যেই নিহিত থাকে। তাই সমাজ তথা দেশের সর্বাঙ্গীন উন্নতির জন্য সকলপ্রকার কুপ্রখা, নিপীডন এবং অত্যাচারের শৃঙ্গল খেকে নারীদের মুক্ত করা অত্যন্ত আবশ্যক এবং বাগুনীয়। আর এর দ্বারাই সম্ভব সামগ্রিক উন্নতি। তাই একখা বললে অত্যুক্তি হবে না যে, এই সর্বসাম্যের মানসিকভার দ্বারাই-

"ভারত আবার জগত -সভায় শ্রেষ্ঠ আসর লবে" ।

মুখ্য শব্দ- নারী, সংগ্রাম, সমানাধিকার।

প্ৰস্তাবনা-

বৈদিক যুগে নারীরা শিক্ষাগত, পারিবারিক তথা সামাজিক দিক থেকে যেমন সমান অধিকারের অংশীদার ছিলেন, তেমনি তারা সকল ক্ষেত্রেই সমাদৃতা হতেন। এক্ষেত্রে নারীরা অত্যন্ত পূজনীয় স্থানের অধিকারী ছিলেন আর্যসমাজে নারী এবং পুরুষের পরস্পরের প্রতি প্রীতিভাব,গার্হস্য ও আধ্যাম্মিক কর্মে পরস্পরের প্রতি সহায়ক মনোভাব ছিল সামাজিকতার মূল মন্ত্র। ব্রাহ্মণ,ক্ষত্রিয় এবং বৈশ্য— এই তিন উচ্চ বর্ণের নারীদের বেদাধ্যয়নের পূর্ণ অধিকার ছিল এবং তারা অধ্যাপনার কর্মেও নিযুক্ত হতেন —

"পূ্রাকল্পে কুমারীণাং মৌঞ্জীবন্ধনমিষ্যতে। অধ্যাপনং চ বেদানাং সাবিত্রীবচনং তথা।।"¹

বৈদিক সাহিত্যে সংহিতার মন্ত্রসমূহের দ্রন্তীর্দে বহু নারী ঋষি এবং অন্যান্য সাহিত্যে বহু রমণী অধ্যাপিকা, শিষ্যা,তপশ্বিনী,ব্রহ্মচারিণী এবং ব্রহ্মবাদিনীর নাম পরিলক্ষিত হয়। ঋষেদে মন্ত্রদ্রন্থাদে বিশ্ববারা, রোমশা, লোপমুদ্রা, অঞ্পী বাক্, পৌলোমী, ঘোষা, জরিতা, কামায়নী এবং আশ্বলায়ন গৃহ্যসূত্রে উল্লিখিত "বড়বা প্রাতিথেমী" প্রমুখ বিদুষী রমণীর নাম বিশেষর্গে উল্লেখযোগ্য। দেবতাবিষয়ক 'বৃহদ্বেতা' নামক গ্রন্থে এই দ্রষ্টাগণকে ব্রহ্মবাদিনী নামে অভিহিত করা হয়েছে।উক্ত ব্রহ্মবাদিনী ছাড়াও পুরুষদের ন্যায় ব্রহ্মচর্যপালনরতা বহু ব্রহ্মচারিণীর নাম বৈদিক সাহিত্যে এবং রামায়ণ,মহাভারত,পুরাণে উল্লিখিত আছে। সেই সাথে ব্রহ্মচর্য সমাপনান্তে যুবতীগণকে যোগ্য যুবকদের সাথে বিবাহ দেওয়া হত যা বৈদিক সমাজে নারীদের শিক্ষাগত সাম্যতাকে তুলে ধরে— "ব্রহ্মচর্যেণ কল্যা যুবানং বিন্দতে পতিম্ ।।"²

বৈদিক যুগে বিবাহিত নারীরা কেবলমাত্র সংসারের যাতাকল টানার জন্যই শ্বশুরালয়ে আসতেন না।তারা ছিলেন পুরুষেরই সমকক্ষ।ঋক সংহিতার বিবাহ মন্ত্রগুলির দ্বারা অনায়াসে গুহে তথা পারিবারিক প্রেক্ষাপটে নারীর এই সাম্মানিক উন্নতস্থান হদয়ঙ্গম হয়—

সম্রাজ্ঞী শ্বশুরে ভব সম্রাজ্ঞী শ্বস্রাং ভব। ননান্দরি সম্রাজ্ঞী ভব সম্রাজ্ঞী অধিদেবৃষ্।।"

এই উন্নত মানসিকতার জন্যই পিতামাতা কেবলমাত্র বিদ্বান্ পুত্রসন্তানের কামনা করতেন না, কন্যা সন্তানের জন্যও তাদের অত্যুগ্র আকাষ্ম্মা ছিল। এমনকি বেদে কন্যা প্রাপ্তির জন্য পিতামাতা কর্তৃক অনুষ্ঠিত ধর্মীয় ক্রিয়ার উল্লেখ থেকে একখা স্পষ্টতই ব্যক্ত হয় যে, নারীরা বৈদিক যুগে প্রকৃত অর্থে সমাদৃত এবং কাষ্ম্যিত ছিলেন—

"অথ য ইচ্ছেদুহিতা মে পণ্ডিতা জায়েত সর্বমায়ুরিয়াদিতি তিলোদনং পাচয়িত্বা সর্পিল্পন্তমন্ত্রীয়াতামীশ্বরৌ জন্মিত বৈ।।"⁴

অপরদিকে সামাজিক দিক থেকেও নারীগণ উচ্চস্থানে আসীন ছিলেন ব্রাহ্মণগ্রন্থে বিধান দেওয়া আছে যে, দেবতারা অবিবাহিতদের হাত থেকে আহুতি গ্রহণ করেন না অপরদিকে বিশঙ্গীক পুরুষেরাও যক্তসম্পাদনে অনধিকারী ছিলেন। শতপথ ব্রাহ্মণে যক্তের অর্ধাংশরূপে পত্নীর উল্লেখ থেকেই সপত্নীক যজমানের যক্তকর্মে অধিকারিত্বের প্রসঙ্গটি স্পষ্ট হয়ে যায়-

"পূর্বার্ধো বৈ যজ্ঞস্যাধ্বর্যুঃ, জঘনার্ধঃ পন্নী।"5

ফলে যজ্ঞপ্রধান বৈদিক যুগে নারীদের অধিকার তথা তা বিষয়ে সন্দেহের কোনো অবকাশ থাকে না। এক্ষেত্রে উল্লেখনীয় যে, পরবর্তীকালে রামায়ণেও কথিত আছে যে, রাজসূয়যজ্ঞে যজমান রামচন্দ্রের পাশে পদ্ধীরূপে স্বর্ণময় সীতার মূর্তি স্থাপন করা হয়েছিল বিদিক যুগে রমণীরা কেবলমাত্র আধ্যাদ্মবিদ্যা অর্জন করতেন না, তারা সামরিকবিদ্যাতেও সমান পারদর্শিনী ছিলেন। এমনই এক বীররমণীর উল্লেখ বেদের অশ্বিনীসূক্তে প্রাপ্ত হয়, যেখানে ঘোর সমরে নিজের উরুতে গুরুতর আঘাতপ্রাপ্ত খেলপদ্ধী বিশ্বলাকে লৌহ নির্মিত কৃত্তিম উরুদানের উল্লেখ পাওয়া–

"চরিত্রং হি বেরিবাচ্ছেদি পর্ণমাজা খেলস্য পরিতক্স্যায়াম্। সদ্যো জংঘামায়সীং বিশ্পলায়ৈ ধনে হিতে সর্তবে প্রত্যধত্তম্।"

পরবর্তীকালীন সময়েও নারীরা যে শিক্ষাগত যোগ্যতায় সমান পারদর্শিনী ছিলেন সেটি 'কঠী', 'কলাপী', 'বৃহচী' প্রভৃতি শন্দের বুঢ়িপত্তি ব্যাখ্যার জন্য পাণিনিকৃত কতিপয় সূত্রের সমাবেশ থেকে স্পষ্টর্গে অনুধাবন করা যেতে পারে । এমনকি মহাকাব্যগুলিতেও বিদুষী নারী এবং তপস্থিনীদের উল্লেখ পাওয়া যায় যাদের মধ্যে রামচন্দ্রের সাথে সাক্ষাটিরতা ঋষি শবরীর নাম বিশেষভাবে উল্লেখযোগ্য। তেমনি মহাভারতেও তপস্থিনী ভিক্ষুনী সুলভার আধ্যাত্মিক আলোচনা নারীদের আধ্যাত্মিক বিদ্যাচর্চার অত্যুঙ্জ্বল দৃষ্টান্ত । বৈদিক যুগের বিদুষী রমণীদের যোগ্য উত্তরসূরি হিসেবেই যেন মহাভারতে রাণী দৌপ্রদী চরিত্রটির অবতারণা হয় যিনি অস্ত্রবিদ্যা, রাজনৈতিক ও আধ্যাত্মিক ভত্ত্বে ভার সুনিপুণ জ্ঞানের দ্বারা প্রমাণ করেন যে, বেদপরবর্তী সময়েও সমাজে নারীশিক্ষা ছিল অত্যন্ত প্রাসঙ্গিক ।ভারতীয় সমাজের মূল আধার হল বেদ, যেথানে ব্যক্তিগত জীবনের উত্থান,সামাজিক জীবনের বিকাশ তথা ব্রহ্মাণ্ডের সকল সৃষ্টির মধ্যে নিহিত সাম্যবস্থাকে ভুলে ধরা হয়েছে।ভাই বেদবচন "জায়া ইত্ অস্তম্ব" থেকে একথা স্পষ্টরূদেই অনুধাবন করা যেতে পারে যে, নারীই হল গৃহের মূল তথা পরিবারের সার্বিক কল্যাণের চাবিকাঠি। ভারতীয় সংস্কৃতির আত্মান্বরূপ বেদের এই চিন্তাধারার অনুসরণেই স্মৃতিশান্ত্রকার মনু অল্লানবদনে বলেছেন—

"যত্ৰ নাৰ্যস্ত পূজ্যতে, বুমন্তে তত্ৰ দেবতাঃ।

যত্ৰৈতাস্ত ন পূজ্যন্তে, সৰ্বাস্তত্ৰাফলাঃ ক্ৰিয়াঃ ।।"

কিন্তু যুগোত্তরণের সাথে সাথে ক্রমান্বয়ে নারীর ভূমিকা এবং ভার্টিপর্য্য প্রাসঙ্গিকতা হারাতে থাকে। এক্ষেত্রে ভারতীয় মহাকাব্যদ্বয় রামায়ণ এবং মহাভারতও সম্পূর্ণরূপে অপাপবিদ্ধ ন্য।কেবলমাত্র প্রজানুরঞ্জন হয়ে থাকার তাগিদে নিজের স্ত্রীকে দ্বিতীয়বার অগ্লিপরীক্ষা দিতে আজ্ঞা করা যেমন নীতিবিরুদ্ধ তেমনি লম্ভাকর।অপরদিকে দ্যুতক্রীড়ায় নিজের পত্নী ট্রোপদীকে বাজী রাখার মধ্য দিয়েও পরিস্ফুট হয় সমাজে নারীদের প্রতি সম্মানের ক্রমিক অবনমন। এক্ষেত্রে মহাভারতে ট্রোপদীর শোকাগ্লিই অন্তিমে কুরুবংশের বিনাশের কারণ হয় যার দ্বারা একখা স্পষ্টতই প্রমাণিত হয়, যে কুলে নারীরা শোকমগ্ল খাকে, সেই কুলের শীঘ্র বিনাশ সম্পন্ন হয় -

"শোচন্তি জাময়ো যত্র বিনশ্যত্যাশু তৎকুলম্। ন শোচন্তি তু যত্রৈতা বর্ধতে তদ্বি সর্বদা।।"

বর্ণভিত্তিক যুগে শূদ্ররা যেভাবে তিনবর্ণের অধীনে ছিল,একইভাবে যুগের সাথে সাথে সকল প্রকার অধিকার থেকে বঞ্চিত নারীরা হয়ে ওঠে পুরুষপ্রভুর অধীন।এক্ষেত্রে নারীদের এই অধীনতাকে স্পষ্ট করতেই যেন স্মৃতিশাস্ত্রকার মনু কর্তৃক উক্ত হয়েছে —

"বাল্যে পিতুর্বশে তিষ্ঠেৎ পাণিগ্রাহস্য যৌবনে।

পুত্রাণাং ভর্তবি প্রেতে ল ভজেৎ স্ত্রী শ্বতন্ত্রতাম্।।"

সেইসাথে স্মৃতিশাস্ত্রকারগণ ত□কালীন সময়ে নারীদের প্রতি হওয়া এই নিষ্ঠুর সামাজিক দৃষ্টিভঙ্গিকে সুদৃঢ় করার উদ্দেশ্য নিয়েই যেন নারীকে কেবলমাত্র শস্যক্ষেত্রের সাথে তুলনা করেছেন–

"ক্ষেত্ৰভূতা শ্বৃতা নারী বীজভূতঃ শ্বৃতঃ পুমান্।।"⁰

সেই সাথে সকল প্রকার সুখ থেকে বঞ্চিত নারীর দামিত্বভার কেবলমাত্র গৃহস্থালীর কর্মে সীমাবদ্ধ করে দেওয়া হয় । ফলে জন্মসূত্রে প্রাপ্ত নারীদেহ শ্রমসেবার পাশাপাশি ইচ্ছারহিত সকল প্রকার দেহমূল্য দিতেও দায়বদ্ধ ছিল। উপরক্ত ক্ষেত্ররূপী নারী এবং বীজরূপী পুরুষের মধ্যে যে পুরুষ–ই শ্রেষ্ঠ সেটি স্পষ্ট করতেও মনু কুঠাবোধ করেননি—

"বীজস্য চৈব যোন্যাশ্চ বীজমুৎকৃষ্টমুচ্যতে ।"11

মহাভারতের কালে মাট্রীকৃত সহমরণ ছিল স্থৈচ্ছিক । কিন্তু সেই ঘটনাকে কেন্দ্রবিন্দু করে লোকান্তরগত পতীর উদ্দেশ্যে আবশ্যিকরূপে পালনীয় সতীদাহ প্রথার যে নিকৃষ্ট ছবি পরবর্তীকালীন সমাজব্যবন্ধায় ফুটে ওঠে তার বীজ বেদোত্তর যুগে নারীর মর্যাদার ক্রমিক অবনমনের মধ্যেই নিহিত ছিল। অপরদিকে বাল্যবিবাহ, বহুবিবাহ, কৌলীন্য প্রথা — এই সকল ছিল নারীজীবনের দুর্বিষহ জীবনযাপনে সংযোজনমাত্র। কেবলমাত্র হিন্দু সমাজেই নয়, মুসলিম সম্প্রদায়ে নিহিত বহুপত্নী প্রথা, পর্দাপ্রথা ,তিন তালাক প্রমুথ ছিল নারীসমাজের উপর হানা অত্যাচারের নিত্যনতুল চাবুক। তথাকথিত 'পদ্মাবত' নামক চলচ্চিত্রে রানী পদ্মাবতীর জওহর প্রসঙ্গে একবারেরতরেও মনে হ্যনা রাজা রতন সিংয়ের নিজ পরিবার

রক্ষা্য অক্ষমতার কথা,বরং লারীকে আত্মসম্মান রক্ষার্থে নিজেকে অগ্নিবক্ষে সমর্পণ করার দৃশ্য দেখে বিগলিতন্যন হয়ে ওঠে হিন্দুসমাজ।অত্যন্ত করুণাবশত–ই যেন রবীন্দ্রনাথের লেখনী তাই বলে ওঠে–

"......মেমেমানুষকে দুঃথ পেতেই হবে, এইটে যদি তোমাদের ব্যবস্থা হয়, তাহলে যতদূর সম্ভব তাকে অনাদরে রেখে দেওয়াই ভালো......"। 12

পরবর্তী সম্মে ব্রিটিশ শাসনকালে কিছু সমাজসংস্কারকদের হাত ধরে নারীদের নিপীড়িন এবং অত্যাচারের উপশম ঘটাতে বেশ কিছু কুপ্রথার উচ্ছেদ হতে যেমন দেখা যায় , তেমনি দেখা যায় নারীউন্নতির জন্য বিবিধ প্রগতিশীল পদক্ষেপগ্রহণ।উদাহরণস্বরূপ সতীদাহের মতো নৃশংস প্রথার উচ্ছেদ ঘটার ফলে বহু নিষ্পাপ জীবন রক্ষা পেলেও আবালবৃদ্ধবনিতা বিধবাদের ক্রন্দন ঝাঁঝরা হয়ে পড়া সমাজব্যবস্থাকেই যেন চোথে আঙুল দিয়ে দেখা।এক্ষেত্রে উল্লেখনীয় মে, বৈদিক যুগে পতির মৃত্যুর পর পুনরায় নারীর বিধবা বিবাহের উল্লেখ পাওয়া যায় যা সেই যুগের এক প্রগতিশীল মানসিকতার চিত্রকে ভুলে ধরে।এমনকি স্মৃতিশান্ত্রেও খ্রীর পুনঃ পতিগ্রহণের প্রসঙ্গ পাওয়া যায়-

"নষ্টে মৃতের প্রব্রজিতে ক্লীবে চ পতিতে পতৌ।

পঞ্চস্বাপত্সু নারীণাং পতির্নে্যা বিধীয়তে। l"¹³

পরবর্তীকালে স্মৃতিশাস্ত্রের এই প্রসঙ্গের উপর ভিত্তি করে সমাজ সংস্কারক ঈশ্বরচন্দ্র বিদ্যাসাগর মহাশ্ম প্রমাণ করেল যে, বিধবা বিবাহ সম্পূর্ণরূপে শাস্ত্রবিহিত এবং তাঁরই অক্লান্ত প্রচেষ্টায় বিধবা বিবাহ আইল পাশ হয় যা বহু নিষ্পাপ প্রাণকে সমাজের মূল্দ্রোতে ফিরিয়ে আনতে সক্ষম হয় । এক্ষেত্রে উল্লেখনীয় যে, স্বাধীনতোত্তর যুগে যদিও বা বিবিধ কুপ্রখাগুলির উপশম ঘটেছে, কিন্তু ১৯৪৭ সালের ১৫ই আগষ্টের এতগুলি দশক অতিক্রান্ত হলেও তা ভারতীয় নারী সমাজকে প্রকৃত অর্থে স্বাধীনতা এনে দিতে পারেনি।

"ম্রিয়ো রত্নান্যযো বিদ্যা ধর্মঃ শৌচং সুভাষিত্রম্। বিবিধানি চ শিল্পানি সমাদেয়ানি সর্বতঃ।।" - এই উক্তির মধ্য দিয়ে নারীকে কেবলমাত্র ভোগ্য পণ্য রূপে প্রতীয়মান করার যে চেষ্টা সুপ্রাচীনকালে বিদ্যমান ছিল, শত বছরের ব্যবধান সত্ত্বেও সেই বর্বরোচিত মানসিকতাকে বহাল রাখতে কিছু মুষ্টিমেয় মানুষ আজও কুণ্ঠাবোধ করে না। আর তাই যৌতুক প্রথা নীতিবিরুদ্ধ এবং আইনত দণ্ডনীয় অপরাধা হওয়া সত্ত্বেও আজও তাই বহু নিপীড়িত নারীকে মৃত্যুদেবীর কোলে ঢলে পড়তে হয়। এপ্রসঙ্গে রবীন্দ্রনাথ ঠাকুরের 'দেনা পাওনা ' নামের ছোটোগল্পটির অন্তিম সংলাপ যেন চিপ্রিকার করে বলে ওঠে নীরবে সইয়ে থাকা নারীর দূর্বিসহ জীবনচিত্র—

".....বাবা তোমার জন্যে আর একটি মেয়ের সম্বন্ধ করিয়াছি..... এবারে বিশ হাজির টাকা পণ এবং হাতে হাতে আদায় ।"¹⁶ মনুর পূর্ববর্তীকাল থেকেই নারীদের স্বাধীনতা কাম্য ছিল না । সেক্ষেত্রে ব্রীধন প্রসঙ্গে ব্রীলোকের বহু প্রকার ধনপ্রাপ্তির যে তালিকা পাওয়া যায় তা থেকে একথা বললে অত্যুক্তি হবে না যে এই সকল সম্পত্তি ছিল ব্রীলোকদের সক্তুষ্ট রাখার উপায়মাত্র —

"অধ্যগ্ন্যধ্যাবহনিকং দত্তং চাপ্ৰীতিকর্মণি।

ভাতৃপিতৃমাতৃপ্রাপ্তং ষডবিধং স্থীধনং স্মৃতম্।।"¹⁷

যদ্যপি পুত্রপৌত্রাদিরহিত স্থামীর ধন মৃত্যুর পর তার বিধবা স্ত্রী উত্তরাধিকার সূত্রে লাভ করতেন, কিন্তু একইসঙ্গে পুত্রপৌত্রাদিরহিত বিষয়ের প্রসঙ্গ থাকায় একথা স্পষ্টই বোঝা যায় যে, স্বাচ্ছন্দ্য বিষয়ে নারীদের অধিকার প্রদানে পুরুষতান্ত্রিক সমাজ সর্বদাই উদাসীন ছিল। এমনকি হিসেব করলে দেখা যাবে আজও ছেলের পাতেই বাড়ির বড় মাছটা পড়ে, আর সবার শেষে আসে বৌমার থালায় ভাত—গ্রামাঞ্চল থেকে শহর সর্বত্রই অধিকাংশ ক্ষেত্রে এই নিয়মের ব্যতিক্রম লক্ষ্য করা যায় না। সেই সাথে সন্তান উ∐পাদনে অক্ষমতার কারণ যে পুরুষও হতে পারে তা যেন শাস্ত্রকারগণ কল্পনাগোচর করতেও অপারগ।সেক্ষেত্রে নিপূর্ণত্ব কেবলমাত্র নারীর উদ্দেশ্যেই বর্তায়—

"সা ভার্যা য গৃহে দক্ষা সা ভার্যা যা প্রজাবতী।" 🕫

ফলে সমাজের দর্শণরূপ সাহিত্যগ্রন্থে নারী চরিত্রবর্ণনের দুর্বিষহ দুর্দশা খেকে সামাজিক প্রেক্ষাপটে নারীর দুর্দশাগ্রস্থ জীবনযাত্রাকে সহজেই অনুমান করা যায়। শতবছরের অন্তরালে সত্ত্বেও সন্তানের জন্ম না হওয়ার বিষয়টি যে পুরুষের অক্ষমতার কারণেও হতে পারে- এই বাস্তব সত্তাটি মেলে নিতে যেন পুরুষের মেরুদন্ড কুঁকড়ে যায়। ফলে "গৃহানগচ্ছ গহপন্নী যথসী বশিনী ত্বং বিদথ সা বদসি" — বৈদিক মন্ত্রের দ্বারা যেখানে নববধূকে গৃহে প্রবেশের আমন্ত্রণ জানিয়ে সকলকে শাসনের মধ্যে রাখার কথা বলা হয়েছে, পরবর্তীকালে সেই শ্বশুরালয়ই সন্তান উর্ত্তিপাদনে অক্ষমতার কারণে (যদিও বা পুরুষ জনিত কারণেও সম্ভব সেটি জানা সত্ত্বেও) গৃহ থেকে বিতাড়িত করতে পিছুপা হয়না। ফলে দেখা যায়, দেবী রূপে পূজিত নারী বাস্তবিক জীবনে সত্তিই ভীষণ অসহায়।

এই সকল নেতিবাচক দৃষ্টিভঙ্গির পাশাপাশি চিরকালই কিছু নারীকল্যাণকর পদক্ষেপ বিদ্যমান ছিল যা আজও নারীর অস্তিত্বে টিকে থাকার লড়াইকে শক্তি জুগিয়ে এসেছে।বৈদিক যুগোত্তর পর্যায়ে নারীমর্যাদায় যে ক্রমাবনমন ঘটে চলছিল,ব্রিটিশ শাসনাধীনে থাকাকালীন ভারতীয় সমাজ তা অনুধাবন করতে সক্ষম হয়।এক্ষেত্রে নারী লক্ষ্মীবাঈ এর পরাক্রম তথা শিবাজীমাতা জীজাবিঈ এর গভীর বিচক্ষণ শক্তি,প্রীতিলতা ওয়াদ্দেদারের দেশপ্রেম এবং মাতঙ্গিনী হাজরার অবিচলিত চিত্ত প্রকৃত অর্থেই সমাজকে নারীশক্তির আদিরুপকে স্মরণ করতে উদ্বুদ্ধ করে তোলে। জীবাল্লা স্রীও নন পুরুষও নন, আবার নপুংসকও নন। ক্রমানুসারে তিনি যথন যে দেহ প্রাপ্ত হন, তথন সেই শরীর ধারণ করে তিনি স্বাতন্ত্র্য লাভ করেন –

"নৈব স্থ্রী নৈব পুমানেষ ন চৈবায়ং নপুংসকঃ। যদ্যচ্ছবীব্যাদত্তে তেন তেন স বক্ষ্যতে।।"¹⁹

উপনিষদের এই উচ্চ মার্গের চিন্তুনকে পাথেয় করেই পরবর্তীকালীন স্বাধীন ভারতবর্ষ নারী শিক্ষা, নারী সুরক্ষা তথা নারীর সর্বাঙ্গীন উন্নতি সাধনে বদ্ধপরিকর হয়। শ্বাধীনতোত্তর যুগে ভারতীয় নারীদের পরিশ্বিতি বিচার করলে দেখা যাবে তারা ক্রমান্বয়ে নিজের প্রকৃত স্থান ফিরে পাও্য়ার পথকে সুনিশ্চিত করে চলেছেন। খ্রীশিক্ষার অধিকার সংক্রান্ত আইন প্রযোগের মাধ্যমে ক্রমশ নারীশিক্ষার হার শ্বাধীনতোত্তর যুগে বৃদ্ধি পেতে থাকে এবং যোগ্যতার দ্বারা কর্মক্ষেত্রেও তারা নিজেদের সাফল্যকে সর্বসমক্ষে তুলে ধরতে সমর্থ হয়। সেই সঙ্গে শিক্ষাগত, কর্মগত এবং রাজনৈতিক তথা সকলক্ষেত্রে নারীরা পুরুষের সঙ্গে সমান তালে তাল মিলিয়ে নিজেদের সাবলীলতাকে সুনিশ্চিত করে। ইন্দিরা গান্ধীর মত জননেত্রীর রাজনৈতিক বিচক্ষণতার দৃষ্টান্ত আজও ইতিহাসের পাতা্ম তাকে চিরন্তন অমরত্ব প্রদান করেছে তিত সত্বেও কন্যাসন্তান মানেই কেবলমাত্র সংসারের হেঁসেল ঠেলবে-এইর্প ক্রুর মানসিকতার জন্য বহু উজ্জ্বল ভবিষ্যতকে অন্ধকারে তলিয়ে যেতে হয়।এই মানসিকতার জন্য মূল দা্য়ী হল সমাজে সকলের শিক্ষাগত অধিকারের অভাব।ভারত সরকার অনুমোদিত নারীশিক্ষাজনিত বিভিন্ন সরকারি যোজনাাগুলি এই সমস্যা সমাধানে বদ্ধপরিকর হয়ে উঠেছে। "বেটী বাঁচাও বেটী পড়াও","সর্বশিক্ষা অভিযান"- এর মত প্রকল্পগুলি প্রকৃত অর্থেই এক্ষেত্রে নারীশিক্ষার সোপানকে কন্টকমুক্ত করে তুলেছে। একজনমাত্র কন্যা সন্তানের জন্য বৃত্তিপ্রদান, বিভিন্ন প্রতিযোগিতামূলক পরীক্ষার দ্বারা উচ্চশিক্ষাস্তরে বৃত্তি প্রদানের দারা মেয়েদের শিক্ষা সুনিশ্চিত করার প্রচেষ্টা কেন্দ্রীয় সরকারের পাশাপাশি বিভিন্ন রাজ্যের দ্বারা নির্ধারিত যোজনাগুলিতেও পরিস্ফুট হয়। এই যোজনাগুলির মধ্যে অন্যতম হল – পশ্চিমবঙ্গ রাজ্য সরকার কর্তৃক সঞ্চালিত "কল্যাশ্রী প্রকল্প" যা সর্বপ্রথম "UNPSA Award"-এ প্রথম স্থান অধিকার করে যা দেশ তথা বিশ্বের দরবারে নারীশিক্ষার গুরুত্বকে যেন আরও জোরালোভাবে অনুধাবন করতে সাহায্য করে। এই প্রকল্পের মূল লক্ষ্যই হল- মেয়েদের শিক্ষা সুনিশ্চিত করা, তথা স্কুলচ্ট হওয়ার সম্ভাবনা কমানো তথাকথিত 'Early Marriage'²¹–কে প্রতিরোধ করা এছাড়াও প্রকল্প',স্টুডেন্ট লোন'- এর মাধ্যমে শিক্ষাকে সুনিশ্চিত করার যে দৃঢ প্রত্যয় লক্ষ্য করা যায় , তা প্রকৃত অর্থেই প্রশংসার দাবি রাখে। মহিলা কল্যাণহেতু বিভিন্ন রাজ্যে সঞ্চালিত যোজনাগুলির মধ্যে রাজস্থানে নারীশিক্ষাকে অনুপ্রাণিত করার জন্য প্রদত্ত 'গার্গী পুরস্কার',বিনামূল্যে বিদ্যালয়ের ছাত্রীদের সাইকেল প্রদান, কলেজ স্তরের বালিকাদের স্কুটী প্রদান বিশেষ উল্লেখযোগ্য। কেবলমাত্র সরকারি উদ্যোগেই ন্য়, বিভিন্ন বেসরকারি সংস্থা প্রদত্ত অনুদানগুলিও নারীশিক্ষা প্রসারে বিশেষ উল্লেখের দাবি রাখে।

নিম্নে নারীশিক্ষা বিস্তারে উল্লেখযোগ্য ভূমিকা পালনকারী ক্যেকটি সরকারি এবং বেসরকারি অনুদানের উল্লেখ করা হল 22 –

	Scholarship Name	Awards
1.	Indira Gandhi Scholarship for Single Girl Child	INR 3,100 per month for 2 years
2.	CBSE UDAAN	 Free online/offline resources through virtual contact classes on weekend Study materials, tutorials, videos, feedback Mentoring opportunities Remedial steps to correct learning
3.	Abhilasha Scholarship	A one-time amount of INR 500
4.	Savitribai Phule Scholarship	Financial assistance of INR 100 per month for a period of 10 months
5.	Pragati Scholarship	INR 30,000 or actual tuition fee amount
6.	Adobe Research Women-in- Technology Scholarship	 USD 10,000 A one-year Creative Cloud subscription membership An Adobe research mentor An opportunity to interview for an internship at Adobe
7.	Begum Hazrat Mahal National Scholarship	Up to INR 12,000

নারীশিক্ষার পাশাপাশি মহিলা সশক্তিকরণ একান্ত প্রয়োজন। এই উদ্দেশ্যে যে সকল পদক্ষেপ গ্রহণ করা হয়েছে, সেগুলির মধ্যে বিশেষভাবে উল্লেখযোগ্য হল **'ভামাশাহ** কার্ডযোজনা'23, যার মাধ্যমে পরিবারের প্রধান মহিলা সদস্যের ব্যাঙ্কের সাথে কার্ডটি যুক্ত হওয়ায় তিনি পেনশান,নরেগা,উচ্চশিক্ষাজনিত বৃত্তি থেকে প্রাপ্ত অর্থকে পরিবারের বিভিন্ন প্রয়োজনীয় থাতে ব্যয় করতে সমর্থ হবেন। পরবর্তীকালে 'ভামাশাহ যোজনা'–ি "মুখ্যমন্ত্রী জল আধার কার্ড (যাজলা" নাম পায় যার মাধ্যমে মূলত ছাত্রীদের জন্য 'বেকারভাতা','মুখ্যমন্ত্রী মহিলাদের উদ্দেশ্যে সংবল (याजना।','(पवनावायन गार्न म्र्रेजिन क्रूंजि विज्वन (याजनाः, '(पवनावायन **গার্ল স্টুডেন্ট স্কলার ইনসেন্টিব স্কীম'**-এর মত বিভিন্ন গুরুত্বপূর্ণ পদক্ষেপের মাধ্যমে নারী সশক্তিকরণের পথকে আরও সুঠাম রূপ প্রদান করা হয়। অপরদিকে পশ্চিমবঙ্গ রাজ্য অনুমোদিত নারীসশক্তিকরণমূলক যোজনাগুলির প্রকল্প²⁴, 'লহ্মীর ভাণ্ডার', 'বিধবা ভাতা', 'বার্ধক্য ভাতা'-এর মতো প্রকল্পগুলি সমাজে নারী–পুরুষের সমানভাবে মাখা উঁচু করে বেঁচে থাকার প্রাসঙ্গকিতাকে বাস্তবে রূপায়িত করে তোলে।এছাড়াও গর্ভবতী মহিলাদের নিরাপদ মাতৃত্ব প্রদানে ত্রিপুরা সরকার কর্তৃক অনুমোদিত **'জননী সূরক্ষা যোজনা'** গুলির মত একাধিক পদক্ষেপগ্রহণকে নারীর পূজনীয় স্থানকে অনুধাবন করার পাথেয় বললে অত্যুক্তি হবে না





পশ্চিমবঙ্গসরকার অনুমোদিত সবুজসাখী প্রকল্প জাতিসংঘের কন্যাশ্রী প্রকল্পকে পুরস্কার প্রদান

RUPASHREE PRAI	KALPA	For Office Use Only		
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Deptt. of Women & Child Development and Government of West Bengal		Received by		
নাবী ও শিশু বিকাশ এবং সহাঞ্চ কল্যাৰ	Signature			
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এই সকল ইতিবাচক প্রচেষ্টা সত্বেও কন্যাদায়গ্রন্থ পিতার কাছে নিজের ছোট্ট মেয়েটিকে পড়ানোর চেয়ে তাকে বিবাহ দেওয়ার জন্য অনবরত অর্থসঞ্চয়ের প্রতি ঝোঁক স্পষ্টত-ই যৌতুকপ্রথার অদৃশ্য উপস্থিতিকে তুলে ধরে। এর্গ বিবিধ কারণকেই বলা যায় কন্যাক্রণ হত্যার প্রধান উট্টাসেচক। এক্ষেত্রে অশিক্ষিত বা অর্ধশিক্ষিত গ্রামাঞ্চলের থেকে শহরাঞ্চালে কন্যাক্রণ হত্যার অধিক দৃষ্টান্ত মেলে, যা স্পষ্টত-ই চোথে আঙুল দিয়ে দেখিয়ে দেয়—কেবলমাত্র পাঁথিগত শিক্ষার দ্বারা নয় নৈতিক শিক্ষাকে মন্ধ্যাগত করার মধ্য দিয়েই কেবলমাত্র নারীর সমানাধিকার পূলঃ প্রতিষ্ঠিত করা সম্ভব। আইনের দ্বারা কন্যাক্রণ হত্যা² থানিকটা প্রতিরোধ করা গেলেও অধিকাংশ ক্ষেত্রে মেয়েরা শিক্ষার অধিকার থেকে বঞ্চিত হওযায় নিজের সন্তানকে নীতিবোধের পাঠ শেখাতে

রূপশ্রী প্রকল্পের মাধ্যমে নারী সশক্তিকরণ রাজস্থান সরকার প্রদত্ত ভামাশাহ কার্ড

অপারগ অশিষ্টিত রমণী হয়ে ওঠে সাংসারিক বোঝা। অপরদিকে নারীপুরুষের সাম্যতাজনিত শিক্ষা প্রাপ্তির অভাবে পরর্বতী প্রজন্ম পুনরায় নিজের কন্যা সন্তানকে অবংলায় ঠেলে দেয়। এক্ষেত্রে জোসেনস্টেইন রোডেন–এর অর্থনীতি সংক্রান্ত বিখ্যাত তত্ব "বিগ পুশ্ খিওরি"25–এর মতো কোনো ধাক্কাই একমাত্র উপায় যার মাধ্যমে এই চিরন্তন চক্রাবর্ত থেকে মুক্তিলাভ সম্ভব। এই সকল প্রচেষ্টা সত্বেও দেবীরূপে পূজিত ভারতবর্ষে কন্যাসন্তান হত্যাকে সম্পূর্ণরূপে নির্মূল করা সম্ভব হয়নি। অথচ ভারতবর্ষে বর্তমান জনসংখ্যার প্রায় ৫০% হল মহিলা26 এবং ২০৫০ সালের মধ্যে বৈশ্বিক অর্থনীতিতে নিজের শ্বাক্ষর রাখতে হলে ভারতবর্ষে নারী–পুরুষের ভেদাভেদ দূরীকরণ একান্তভাবে প্রয়োজন। কেবলমাত্র শৈক্ষিক বা কর্মগত দিক থেকেই নয় উপরক্ত সর্বভারতীয় স্তরের পাশাপাশি আন্তর্জাতিক প্রেক্ষাপটে নারীর সক্রিয় অংশগ্রহণের দ্বারাই এই সাম্যতা শহাপন করা সম্ভব। মেয়েদের সামরিক বাহিনীতে অংশগ্রহণ, রাজনীতিতে দক্ষতার পরিচয় তুলে ধরার পাশাপাশি পরবর্তীকালে ক্রীড়াক্ষেত্রে নারীর অভাবনীয় সাফল্য প্রদর্শন নারীশক্তির অসীম পারদর্শিতার শ্বাক্ষরকেই বহন করে অলিম্পিকে ভারতীয় মহিলা ক্রীড়াবিদ হিসেবে সাইনা নেহওয়াল,মেরি কম, পি.ভি.সিন্ধু, সাক্ষী মালিক, চানু মীরাবান্ধ,লানলীনার মত

ক্রীড়াঙ্গনাদের বিশ্বের দরবারে ভারতকে আরও সাম্মানিক শ্হানে তুলে ধরা নারীশিক্ষা তথা নারীর সর্বাঙ্গীন উন্নতিসাধনের প্রাসঙ্গিকতাকে আরও তার্রিপর্যপূর্ণ করে তোলে

স্তরাং "যে রাঁধে সে চুল বাঁধে"- এই মনোভাবকে সর্বদা মাখায় নিয়ে গৃহ তথা দেশের আর্থিক,সামাজিক, রাজনৈতিক প্রেক্ষাপটে নারীর যথাযথ অংশগ্রহণের সুযোগপ্রদান তথা যোগ্য সন্মানজ্ঞাপনের মাধ্যমেই একমাত্র দেশের সার্বিক উন্নতিসাধন সম্ভব। দেবতারাও চরম সংকটকালে যার শরণাপন্ন হন তিনি হলেন নারীশক্তি,এর দ্বারা সহজেই নারী চরিত্রের দ্চ প্রত্যয় এবং নারীর অন্তরে নিহিত অসীম ক্ষমভাকে অনুধাবন করা যায়।তাই কেবলমাত্র মৃন্মারী প্রতিমাকে দেবীরূপে বন্দনা করার মধ্য দিয়ে নয়, বরং চিন্মারী মাতৃরূপা নারীশক্তিকে বাস্তবিক জীবনে তার প্রাপ্য সন্মান দেওয়ার মধ্য দিয়েই একমাত্র দেশ তথা জাতির সর্বাঙ্গীন প্রগতির রথকে এগিয়ে নিয়ে যাওয়া সম্ভব।আর 'বন্দে মাতরম্' শব্দটিকে মর্মে অনুধাবন দ্বারা নারীকে তার পূজনীয় স্থানে অধিষ্ঠিত করার মধ্য দিয়েই সেই রখের ধ্বজাকে আরও উত্তোলন করা সম্ভব।

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Thoughts of Scientific Research

International Book of Multidisciplinary Studies

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Editorial

Scientific research both in Science and humanities has become an essential academic task in the field of higher education. It is more important for the accomplishment of the core mission of higher education. It helps the humanity to face the global challenges of higher education in an efficient manner. The creation of new knowledge and checking the relevance of the old stock of knowledge in some areas, the scientific research has been treated as the best possible objectives of higher education and the most powerful means.

In the present day, the Universities and other research institutions have taken the responsibilities of channelizing the higher education and research activities, so as to help the societies to realize the significant role of the innovative ideals and ideas and dynamic ideologies for the growth of societies.

The present book named "**Thoughts of Scientific Research**" is specially designed to impart systematic knowledge on different aspects and issues of Science & humanities. It gives the teachers, research scholars and educationists an opportunity to disseminate their scientific knowledge and ideas. This book contains 13 number of research studies, articles, reviews that has a prolific contribution in the field of higher education.

Dr. Nurul Islam Dr. Md Jahirul Haque Chhapikul Miah

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Chapter - 1

Solid Waste Management though IoT in Indian Context, Key Areas & Challenges

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Chapter - 1

Solid Waste Management though IoT in Indian Context, Key Areas & Challenges

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Abstract

With the ever growing population, India produces almost 277million tonnes of solid waste every year which is 13% of the total waste generated by world's population [1]. Increase number of population demands higher management of waste generated everyday as there is a huge health risk for the well-being if the waste is not disposed of properly. So, Solid waste management is a challenging task for the municipal corporations associated with the cities. As, India is heading toward a new technological development by launching "Smart City Mission" in the year 2015 under Ministry of Urban Development, managing a solid waste of the becoming smart cities is the crucial task for every state government. With the technological advancement Internet of Things is a powerful tool which have a promising scope in Solid Waste Management. In this article we try to propose conceptual model for Solid Waste Management through IoT approach. The model imply smart garbage bins equipped with sensors and low cost embedded devices which continuously monitor the level of garbage in the bin and send the signal to the cloud via systematic mobile application which invoke the vehicle management system to send the vehicle to collect the garbage. This work aim to represent an IoT based waste management system which facilitate garbage bin monitoring, dynamic scheduling and guiding the routing of garbage trucks to the target areas.

Keywords: Solid waste, waste management, internet of things, smart city, solid waste management challenges, artificial intelligence.

Introduction

With the advent of time and technological demand from the growing population of India, smart management of waste generated daily through the populations is the need of an hour. Some key factors like rapid population growth, huge shift of population to urban areas, consumption rate of goods, administrations, people's awareness and adoptability towards new

technological system, prediction of waste generated, unavailability of technology based system for managing the waste in the municipal corporations play a significant role in management of waste. In developing country like India which have almost 1392 million of population out of which 34.47% belong to urban areas, managing the municipal solid waste is a matter of challenge. As per the statistics generated form ministry of urban development of Government of India the amount of waste generation in 84,456 wards varies from 32 MT to 22,080 MT per day, as of January 2020. Maharashtra generates the highest, at 22,080 MT per day (from 7,322 wards), while Sikkim generates the lowest, at 89 MT per day (from 53 wards). Amongst the Union Territories (UTs), Delhi generates the highest amount of waste, at 10,500 MT per day. Overall, Daman & Diu is the lowest waste generator in India [2].

Table 1: Shows the statistics of waste generation by wards under Swachha Bharat Mission

States/UTs	Total Wards	Total Waste Generation (MT/D) 6,141		
Andhra Pradesh	3,409			
Andaman and Nicobar	24	90		
Arunachal Pradesh	75	181		
Assam	943	1,432		
Bihar	3,377	2,272		
Chandigarh	26	479		
Chhattisgarh	3,217	1650		
Daman & Diu	28	32		
Dadra & Nagar Haveli	15	55		
Delhi	294	10,500		
Goa	217	250		
Gujarat	1,427	10,274		
Haryana	1,496	4,783		
Himachal Pradesh	497	377		
Jammu & Kashmir	1,081	1,489		
Jharkhand	932	2,135		
Karnataka	6,464	10,000		
Kerala	3,536	2,696		
Madhya Pradesh	7,115	6,424		
Maharashtra	7,322	22,080		
Manipur	306	174		
Meghalaya	114	268		
Mizoram	264	236		
Nagaland	234	461		
Odisha	2,024	2,721		
Puducherry	122	415		
Punjab	3,123	4,100		
Rajasthan	5,389	6,500		
Sikkim	53	89		
Tamil Nadu	12,814	15,437		
Telangana	2,112	8,634		
Tripura	310	450		
Uttar Pradesh	12,007	15,500		
Uttarakhand	1,170	1,589		
West Bengal	2,938	7,700		
Total/Average	84,475	14,7613		

Source [see reference 2]

Increasing number of population and lack of technical skills of the employee of the municipalities is a forgoing challenge to manage the waste properly. If it is not uniformly and timely disposed off it cause emission of harmful gases and similarly, if left open in the dumping yard in open areas near people's locality may catch fire which would be a cause of life hazards of the well-being. Similarly, the local beauty of the city is also get harmed. In order to smartly manage the solid waste, we need to work on the key factors as discussed earlier. Highly technology based system may create an issue for unskilled and untechnical persons in the administration to efficient usage of those technology. As a solution a user friendly technology which not only help to manage the waste efficiently but also make the administration person comfortable to understand and use it. So, an IoT based efficient MSWM is

required which me*et all* the social as well as technological demand. Internet of Things is one of the most efficient technology which not only facilitate optimal use of available data but also provide user-friendly technological environment to the end users. In order to manage the things smartly IoT use interconnection between the things we daily use like smart phones, electrical appliances, building utility, electrical appliances etc in order to exchange the set of information for further processing.

Key Challenges in Solid Waste Management

Following China and United states, India is the third largest solid waste producer in the world. With the growing population and rapid shift of the people towards urban areas significant amount of challenges related to waste collection, transportation, treatment and disposal of waste etc. ULBs are unable to handle and manage the huge amount of increasing solid waste. Some of the major challenges in the urban solid waste management system are briefly discussed below:

- Since there is no system for uniform and periodic data collection related to the quantity of solid waste generated in urban areas every day, the municipalities were unable to generate the real time prediction of the quantum of waste generation.
- As there is no forecast of the future waste generation, there is a lack
 of proper planning and indigenisation of sophisticated waste process
 facilities, as well as the provision of regular training to wastecollectors.
- 3. SWM Rules 2016 mandate the segregation of waste at the household level, i.e. waste generators must segregate the waste into the three categories: biodegradable, non-biodegradable and hazardous waste. Thereafter, the segregated waste must be handed over to the authorised waste-collectors. However, ULBs have failed to establish systems and technologies required for segregation, collection and processing of different categories of waste. Moreover, there is a public lack of awareness regarding the process of segregation [2].
- 4. Lack of people's acceptability and awareness about the SWM rule for disposing and segregation of the waste which could be a main issue for the government to implement the rule into system.
- 5. In some urban cities waste collection efficiency is very low only those cities whose municipalities have given contract to private agencies or contractors have good waste collection history.

- 6. Due to lack of infrastructure and funding from the governing bodies the local authorities are unable to adopt the appropriate technologies for waste collection, treatment and disposal.
- Local authorities lack adequate funding and infrastructure. Thus, they are unable to adopt innovative and appropriate technologies for waste treatment and disposal.

Managing Solid Waste through IoT approach

Methodology

The conceptual model for "Smart Management of Solid Waste" consist of following:

Smart Bins

A smart bin consist of the smart system inside it which the combination of IoT and AI i.e sensor and compactor respectively. Once the rubbish is get disposed into the bin the ultrasonic sensor measures the level of waste inside it and the compactor operates to compress the garbage to the bin to its maximum capacity. Once the bin gets full the sensor sense the maximum level and send the signal to the clouds for further processing of data.

Cloud database

The data coming from the smart garbage bins will be stored in the cloud databases which is used for taking decisions and send signal to various connected devices. The stored data can also be utilized for analysis for waste prediction. The data in cloud have huge scope of being used by the administration for prediction of waste and managing the retrieval of vehicle for collection of garbage from the triggered area.

Artificial Intelligence system

At the user interface like at the administration section in Municipal Corporation there will a data recognition system which will take decision regarding following things:

- 1. Send the message to the drivers of garbage collection vehicle about the filling of garbage bins.
- 2. Take decisions about the shortest possible routes to arrive at the filled bins and guide the drivers accordingly.
- 3. Avoid traffic congestions.

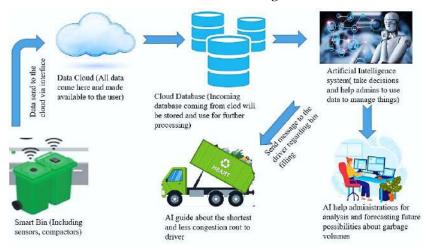


Fig 1: Conceptual Model of "Smart Management of Solid Waste" through IoT

Discussion

As with the advent of technology and growing population the management of solid waste has emerging as one of the most challenging task for ministry of urban development in the coming years. As this is not the underestimated issue an efficient governance requires a smart system which not only able to me*et all* the technological requirements of the system but also have an user friendly concerns at the user end i.e at the admin level who use it. So, in our work we represent an IoT based waste management system which help to monitor the level of garbage in bins and help to guide the drivers about the bin filling, vehicle retrieval as well as root guiding to avoid traffic congestion. Similarly, this model also helps the administrative people to take technical analysis of the data which have been collected through the cloud into cloud database so that the future forecast about the generation of solid waste in coming years have been predicted.

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Chapter - 2

Impact of Industrial Effluents on Physicochemical Characteristics of Soil in Adjoining Areas of Cement Industry Located near Asansol, Paschim Bardhaman District (W.B.), India

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Chapter - 2

Impact of Industrial Effluents on Physico-chemical Characteristics of Soil in Adjoining Areas of Cement Industry Located near Asansol, Paschim Bardhaman District (W.B.), India

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Abstract

The present work was carried out to study the soil physico-chemical characteristics and its' impact on soil quality in the surroundings of Burnpur Cement (BC) unit situated near Asansol in West Bengal, India. The soil samples were collected from five points adjacent to BC industry during the January-February of the year 2021 and analyzed to find out the physical and chemical characteristics of the soil. The study revealed that the pH value of soil samples was moderately acidic to acidic in the sites adjacent of the industry. The organic matter and nutrient content and fertility in most of the samples showed low amount at surroundings of BC industry. Based on the selected soil parameters, the Soil Quality Index (SQI) were calculated which revealed that the quality of soil in the adjacent to BC industry is deteriorated. To prevent more degradation of soil quality recommendations are also mentioned.

Keywords: Soil quality, industrial effluent, heavy metal, physico-chemical, soil quality index.

Introduction

Soil is the most valuable, limited and predominantly non-renewable resource of a nation (Sharma and Kaur, 1996; Blum, 2006). Soil, the top layer of the earth's surface is basically a natural body consisting mainly of minerals mixed with least quantity of organic matter. From their parent materials it is differ in characteristics *viz.*, color, texture, structure, uniformity, chemical, biological and many more. Soil constitutes an important medium where in numerous animals live, plants can grow. Alan (1993) stated that each and every element though they are harmless or even beneficial at low

concentrations may be harmful at their higher concentrations even may become serious threat to plant as well as animal health. Soil quality is an assessment of the soil condition relative to the needs of one or more biotic species and or to any human want or purpose. It depends on a range of measurable factors, viz., soil type, running practices and environmental influences including climate and inherent soil features (Hammac et al., 2016). Like other few industries, cement industries and mining activities results in dust influence of agricultural soils. Addition of alkaline dusts in the soil can enhance soil pH which regulates crop growth. Dust fall on ground may change the soil chemistry, which results in changes in plant chemistry on the longer term (Ajaz et al., 2008). Takoutsing et al. (2016) studied the chemical properties of soil as because they were considered as the important parameters that have been reported to be affected by land management while they have a immense impact on crop productivity. The prime objective of the present study is to find out the soil physical and chemical attributes, and to measure the soil quality with an Index in the surroundings of Burnpur Cement (BC) unit situated near Asansol of West Bengal, India.

Materials and Methods: The area chosen for the present study is surroundings of Burnpur Cement (BC) unit situated near Asansol in Paschim Bardhaman district of West Bengal state which is identified as one of the industrial belt of India. The area selected for the present study is located near Jubilee more adjacent to NH-2. Soil samples were collected from five selected stations during the months January to February of the year 2021. The description of sampling stations is given in Table 1.

Sample number Name of the sampling site Location detail S1SITE - 1At the point of discharge from BC unit S2 SITE-250mtrs away from discharge point 100mtrs away from discharge point S3 SITE - 3S4 SITE - 4150mtrs away from discharge point **S**5 SITE - 5200mtrs away from discharge point

Table 1: Sampling site details

In this study, soil samples were collected from the study area to the depth of about 0 to 25 cm from the surface, using a sampler by Cone and Quarter method (Head, 1982). Collected soil samples were put in thick quality polythene bags and immediately brought to the laboratory for the analysis of selected parameters. The physical parameters (pH, moisture content, electrical conductivity) and chemical parameters including organic matter, nitrate nitrogen, available phosphorous, sodium, potassium, and magnesium of soil

were determined following the standard procedures. Electrical conductivity (EC) and pH of saturated pastes were measured for each sample using conductivity meter and pH meter respectively (Rhoades, 1982). Moisture content was measured by gravimetric analysis. Soil organic matter was determined by the Walkley-Black method (Nelson and Sommers, 1982). The exchangeable K, Na, and Mg were determined following extraction Chapman and Pratt (1962) and the available Phosphorus was measured by the method of Olsen et al. (1954). Determination of Nitrate -Nitrogen was performed in 1:10 water extracts using Dionex-1500 Ionic Chromatography (Kosma et al., 2009). Based on the selected physical and chemical parameters, SQI (the function determining the quality of soil with respect to selected parameters) was computed to determine the soil quality and categorized into good, average and poor. According to Brejda and Moormann (2011), the Soil Quality Index (SQI) can be calculated by the prescribed formula using the values of pH, organic matter, phosphorous, potassium and electrical conductivity. SOI is less than 1 represents the poor quality soil, between 1 and 2 represents the average quality soil is and if the SQI is of values >2, the soil is of high quality.

$$SQI = (D_{pH} + D_{OM} + D_P + D_K + D_{EC}) / 5$$

Where,

$$D_{pH}$$
=1(if pH>6.5); D_{OM} =1(if OM>2); D_P =1(if P>20); D_K =1(if K>80), and D_{EC} =1(if EC<2)

Results and Discussion: The pH of studied sample soils range from 3.1 to 6.4 with lowest pH value at S1 and it is highly acidic. Conductivity of the stations ranges from 0.07 to 0.38mS with highest value recorded at S1 and lowest value at S4. The highest organic matter content was observed in S5 (i.e., 1.78%) whereas low potassium concentrations at S1 i.e., 0.92%. The concentration of nitrate nitrogen ranges from 0.002 (at S5) to 0.0058mg/g dry wt. (at S1). The high sodium content was observed at S5 (1.79 mg/g), the effluent discharge point and it is considered unfertile and adversely affects the plants' growth. The high potassium concentration was observed in S5 (i.e., 0.62 mg/g) whereas low potassium concentrations at S1 i.e., 0.19 mg/g. The high magnesium concentration was observed in S2 whereas low magnesium concentrations at S4. Moisture content of the sites ranges from 1.9% to 4.2% with highest value recorded at S5 and lowest value at S1. In the current study, the concentration of available phosphate in soil samples ranges from 0.006 to 0.072mg/g dry soil during the study time with high concentration at S5 and low concentration at S1, indicating less nutrient content in the soil near the effluent discharge point of BC.

Table 2: Results of selected parameter analysed

Parameters	S1	S2	S3	S4	S5
pН	3.1	4.9	5.1	5.4	6.4
Electrical Conductivity (mS)	0.38	0.31	0.26	0.13	0.07
Moisture content (%)	1.9	2.6	3.1	3.8	4.2
Organic Matter (%)	0.92	1.26	1.61	1.53	1.78
Nitrate-Nitrogen (mg/g)	0.0058	0.0046	0.0041	0.0014	0.002
Available-Phosphate (mg/g)	0.006	0.028	0.047	0.061	0.072
Sodium (mg/g)	0.36	0.62	0.98	1.06	1.79
Potassium (mg/g)	0.19	0.48	0.21	0.48	0.62
Magnesium (mg/g)	0.098	0.106	0.06	0.037	0.046
SQI	1.39	2.16	2.33	2.49	2.8

Conclusion: Soils have a most important role in maintaining the environmental quality. The present study carried out around the Burnpur Cement unit factory at Asansol, West Bengal reveals the changes in the soil physical and chemical characteristics. The percolation of highly acidic effluents discharged from BC altered the physical and chemical characteristics of the soil in nearby area and degraded the soil quality. The SQI values also showed the average quality of soils in adjacent of the BC unit, whereas the soil quality is good at distance. Therefore the present study concluded that the industrial activities producing wastes have significant negative impacts on soil quality in surrounding areas. Such a soil quality index can be used as a decision support tool for cost-effective soil management practices. A further research should include biological and other physicochemical soil properties in order to expand the efficiency of soil quality index and consequently to improve soil management.

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Scientific Approach towards Teaching Mathematics at School Level

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Chapter - 3

Scientific Approach towards Teaching Mathematics at School Level

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Abstract

Modern mathematics teaching methodology offers various possibilities for solving the problem which involves k-12 students towards self-learning, drill, research, etc. also it develops their problem-solving skills, reasoning and creative thinking processes. One of those possibilities is in the area of scientific framework and the foundation of a scientific framework is the principle of science and scientific research methods (Wadhwa, S. 2008). The present study focuses on science in various segments of mathematics methodology of at teaching at school level starting with the nature of mathematics to mathematical activities, tasks as an important method in shaping the system of basic mathematical knowledge, abilities and habits in k-12 school learners, and also some drawbacks in subject teaching which are mentioned leads due to the inappropriate treatment of methodology of the subject in the teaching process and that all can be taken care for the benefits of the students in the 21st century.

Keywords: Scientific approach, teaching, science principle, mathematics, students, school level

Introduction

Mathematics teaching in the 21st century mainly takes place within a professional framework however, teaching school math is a complex and demanding process, even though being professional is a condition for its success, it is not sufficient and the complexity is successfully resolved by relating math to other sciences (Chambers, P. 2010). Hence, we get a process which has to take place in the form of frameworks like language frameworks, professional frameworks, methodology frameworks, scientific frameworks, pedagogical frameworks, psychological frameworks, etc. As it is not easy to achieve harmony, occasional slips and weaknesses occur in math teaching which significantly influence the quality of math education which reflects

negatively on the aims of modern math teaching which emphasizes involvement of k-12 students in better understanding and learning (Bagyanathan, D 2007). Modern math teaching methodology offers various possibilities for solving the above-mentioned problem and a school teacher can find many possibilities within the scientific frameworks and the foundation of scientific frameworks is the science principle and scientific research methods and these concepts often cause a dilemma. What does a scientific approach mean in math teaching and the aim of this study is to emphasize to give a few postulates and issues which arise in scientific frameworks towards math teaching of k-12 school children and a math teacher does not have to be a scientist in order to appropriately and correctly apply the science principle and research methods in mathematics teaching in the 21st century.

Objectives

- To know about the sscientific approach towards teaching mathematics at school level
- To analyse the science principle and scientific methods
- To evaluate the teaching math concepts
- To lean about the shortcomings in the scientific approach of teaching mathematics

The Science principle and Methods

Educational concepts are the established views, rules, instructions, etc. which are based on teaching areas, the fundamental nature of every mandate is framed towards the regulation as a whole in which mathematics teachers mostly understand and the same seek towards the science proposition, however, the essentials can be elaborated briefly. The knowledge, skill (science) essence in the subject mathematics instruction comprises of the correct cooperation of teaching content and teaching techniques and procedures on the one side and the requirements and constancy of subject of mathematics as a science on the other hand and that means that a math teacher should introduce students to those facts and form in its impression procedures the particular mathematics concept phenomenon which are accurately established in 21st century. Teaching of the subject mathematics has to be similar to authorize far deepen and enhancement of content and an original maintenance of subject at a tertiary context. It is evident that from the description the principle of science makes a connection between math as a teaching subject and math as a science and in the process of learning and

becoming involved with the law of nature, scientists apply special methods which is the scientific research methods. Basic methods of scientific thinking and research are: analyses and synthesis, analogy, abstraction, and concretization, generalization and specialization, induction, and deduction and the work of a k-12 mathematics teacher in a school class diverge in lot of regards towards the effort of a mathematics researcher, but there are also these common characteristics: In the process of learning the scientist applies the mentioned methods since they are necessary for obtaining new statements, their proof and their link with already known facts and theories and the shortest overview of some mathematical theory has steps like stating basic concepts, axiom formulation, introduction of new concepts and deriving and proving a theorem and also, few scientifically mathematics regions is a development of definitions, meanings, lemmas, axioms, basic concepts, derived concepts, theorems, etc. In the teaching process, a math teacher helps students to discover and learn new mathematical truths and that knowledge can be obtained in various ways and the bases of all those methods are also concepts and theorems in the methodology of mathematics.

Methodology of teaching mathematics

Scientific methods are important for modern math teaching and that is why they are the subject of research in modern math teaching methodology, through the selection of appropriate problems and by the approach of that technique an innovative instructor put together children towards assignments that is extremely same for the purpose of testing work of a researcher. Plenty of k-12 mathematics teaching content can undergo such application thus meeting the science principle in its extent. Knowledge of the procedures mentioned is often implied and therefore lack an explanation and that is not good and students should gradually and appropriately be taught how to analyze, synthesize, abstract, induce, deduce, generalize, specialize, observe analogies, etc. regardless of whether they will be seriously involved in math at a later stage. As opposed to the usual acquisition of content, this is a higher level of mathematical education, and mathematical way of thinking is a valuable gained of mathematical education, applicable in many other activities, evets, systems, etc. The words gradual and acceptable square measure emphasized, if scientific procedures square measure befittingly and properly applied, with a necessary feeling for the problem of science content and mathematical method of thinking, taking into thought mathematical talents of every student, and it is often expected that science teaching is going to be self-made and on the contrary, students can have important difficulties in effort the teaching content and with time they'll get the incorrect impression that science may be a harder subject than it actually is, sadly, math books, and consequently the teaching process do not pay sufficient attention to the regularities of the application of scientific procedures. In teaching some math content it can be established that they are wrong from that point of view and the science principle is therefore neglected, students' failures in math and the inadequate information that is displays upon the completion of their education area unit for the bulk half a consequence of the actual fact that teaching is generally done at a lower level, where acquisition of content is overemphasized, while the higher level is neglected and the reason for this neglect lies in the fact that for higher level math teaching one desires a lot of exacting scientific strategies supported teaching that is and downside finding.. On the other hand, the need for appropriate use of scientific methods in math teaching can be explained with the fact like developing math is a concrete and inductive science, and math itself is an abstract and deductive science and teaching math in primary school is also mostly concrete and inductive. Math lecturers gain abstract postulations, generalizations by observant concrete objects and concrete examples and through inductive conclusions and this method is familiar and appropriate for students of that age and the inductive procedure is made up of a chain of inductive steps which lead to the understanding of the general. We begin with concrete objects and special cases, inductive conclusions are sequenced by analogy, and the observed facts are generalized and observe a tight link between induction with concretization, specialization, analogy and generalization (James, Anice. 2010). The advantage of applying induction which is an implementation of the better to harder principle, easier to advanced, learning new abstract ideas and phrases through observation and assessment, guiding students to new ideas, expression of recent theorems, etc. the inductive approach is vital within the development of a student's thought method that on the opposite hand is critical for getting tons of content at school scientific discipline. Among such content are various rules, regularities, formulas, theorems, especially if they are not strictly derived or proven and the opposite of induction is deduction, the deductive process of thinking and proving, takes place after induction, at a higher level of math teaching and math education.

Mathematical concepts

Concept is a form of thought which reflect important characteristics of the objects studied and the process of formulating a concept is a gradual process, the initial and simplest step of being aware of the concept is observation and introduction to concrete objects and their concrete characteristics related to the concept and sensory awareness like observation. The second step is observing something general and common to elements in the observed group of objects and having an idea about the concept, the third step is pointing out the important characteristic of such objects of formulation and acquisition of the concept and it is not difficult to recognize some important scientific procedures in the described process: analysis, synthesis, generalization, meaning that any thought, as abstraction and mathematical ideas, when careful analysis develop through abstracting characteristics of objects that exist in nature and thru generalization. In that way mathematical concepts, although abstract concepts, reflect some characteristics of the real world and in that way contribute to their awareness. According to that, in teaching mathematical concepts, the teacher realizes the science principle if the process of formulating concepts is appropriately implemented like observation, the idea about the concept, formulating the concept and if he adheres to the rules which must satisfy the definition of a concept like appropriateness, content minimum, conciseness, naturalists, applicability, and contemporariness. At first glance it can seem that the need for content minimum in the definition is rather rigorous, even when it can easily be accomplished in teaching and that is not the case. A demand has its methodological explanation, definitions on the one hand burden the student's memory, and on the other hand cause confusion in differentiating definitions and theorems. The vital place for functioning on a thought is that the transition thereto level wherever the abstraction procedure begins, since the transfer from concrete to abstract is very troublesome for a few students. one in all the characteristics of a thought as a kind of thought is that formulating a thought as a part of human awareness is indivisible from expressing words or recording or victimization symbols, this characteristic is very emphasized in arithmetic and also the issue of language in teaching science is extremely sensitive. There will be unclearness and violation of the science principle during this space. At times the science principle is completed in agreement concerning that means of a selected idea, the dimensions or object and also the reason the agreement is introduced.

Theorems and proofs

A theorem is a mathematical judgment whose truth is established by proof and a theorem is one of the most important mathematical concepts and its analysis demand special attention of every mathematics teacher (Mangal, S. K. 1993). Appropriate teaching of that idea permits quicker development of mathematical thinking of a student and higher understanding of math itself and in teaching a theorem the teacher realizes the science principle if he/she

teaches his/her students to appropriately and precisely formulate a theorem, clearly differentiate assumptions from a theorem statement, formulate a theorem twist, formulate an opposite statement, and if he/she achieves understanding of the methodology in proving a theorem. Indirect theorem proofs, especially forms such as proof of contraposition and contradiction create great difficulties for students and the question posed here is should a student who won't wear down arithmetic in standard of living at a later stage in life/for whom science won't be of essential importance, apprehend and perceive these. The answer can be portended from the following irrefutable truth: learning how to prove means learning how to judge, and that is one of the basic tasks in teaching math (Mishra, L. 2008). Every person should know how to judge in life. How else will 2 totally different statements be compared, or extract from many statements people who area unit true, check the correctness of a suspicious proof, contradict someone's opinion, come to the appropriate conclusion about something, etc. that is why education is not complete if a student throughout schooling has not encountered and understood proof for several standard mathematical theorems. Teaching the way to prove presents an excellent challenge for a teacher, since it clearly is neither straightforward nor simple. Especially since a teacher must keep in mind an important fact, although k-12 school mathematics is a deductive science, school math is not developed at any teaching level as a strictly deductive system, but remains within the framework model. This especially applies for math teaching in primary school since it is inductive for the majority part and many theorems are taught without proof. A vital half for closing generalizations through inductive sequences of concrete cases is that the transfer to the amount wherever the abstraction procedure begins, since the transfer from concrete to abstract is even at this point quite difficult for some students. In the case of theorems, the use of words, writing or symbols is important, accordingly, the link between the first, second and third can be read to an axiom for the polygon surface like "If polygons P₁ and P₂ are congruent, then numbers p(P₁) and p(P₂) are equal, that is, the following implication applies $P_1 \cong P_2 \Rightarrow p(P_1) = p(P_2)$."

Limitations

- Knowledge of mathematical concepts is really confusing and at the beginning of their education in methodology they do not know the principle of defining mathematical concepts.
- Precise and complete definition of a concept they get a redundant text in which the basic point is lost for successful math teaching.
- A methodologist should invest a lot of effort into filling the observed

- gaps in students' knowledge.
- In mathematics teaching, synthesis is not often preceded by analysis, and that influences the clarity of teaching and understanding the problem thus lowering the value of teaching.
- Analysis is a lot of or less a necessity altogether analysis and can't be avoided.
- Students do not always clearly differentiate between definitions and theorems.
- In inductive teaching an appropriate number of concrete and special cases is needed.
- A mathematics teacher often considers an insufficient number of such cases, so the obtained statements become inconclusive and unclear.
- Teachers do not give a larger number of students the chance to become involved in working out the inductive sequence.
- Generalization is also a critical point in mathematics teaching since the transfer from concrete and individual to general is often difficult for students to grasp.
- A mathematics school teacher is faced with a responsibility to make the transfer for students easier using appropriate methodological procedures and skill.
- A lot of mathematical content enable generalization, but math teachers often overlook such situations.
- This is a disservice to students learning math since generalizations are suitable for the development of mathematical thinking in students.
- Gifted kids WHO possibly have mathematical skills for broader finding out of math.
- In mathematics teaching, analogy is not used enough although it is the best means for faster development and acquisition of new mathematical truths.
- Mathematics school teacher at k-12, creativity is often repressed due to overly relying on the manner of teaching mathematical content in textbooks.

Conclusion

A k-12 mathematics school teacher need not be a scientist in order to appropriately and adequately apply the science principle and scientific methods in teaching and this occurs in math teaching without much interference. Solving a math problem implies some research and development and that is why the teacher has to create the spirit of curiosity in his/her students, the inclination for independent mental work and to show them ways to new discoveries, a creative math teacher using creative teaching methods has great chances to develop in his/her k-12 school students creative characteristics in the 21st century.

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Thoughts of Scientific Research			
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Chapter - 4			
Municipal Solid Waste Management System and Willingness to Pay for its Improvement in Jorhat District, Assam			
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Chapter - 4

Municipal Solid Waste Management System and Willingness to Pay for its Improvement in Jorhat District, Assam

Ankita Boruah

Abstract

Jorhat is facing acute problem due to mismanagement of solid waste. The district generates 35MT/day of wastes which is expected to increase up to 58TPD by 2035. This paper tries to assess the current solid waste management scenario of Jorhat Municipal town. Study also investigates whether households are willing to contribute for the improved waste management with the help of Contingent Valuation Method (CVM). The logit regression estimates revealed that income, environmental awareness, education, household size have significant impact on willingness to pay. Since lack if fund is coming as a hurdle for proper waste management, in this regard public awareness and their monetary contribution can help the municipal authority to overcome the menace of solid waste.

Keywords: Solid waste management, Willingness to pay, Contingent valuation method, Logit regression.

Introduction

Solid waste covers the range of garbage generated from human and animal activities and is discarded as useless and unwanted. The Ministry of Environment and Forest (MoEF) Govt. of India defines Municipal solid waste as commercial and residential waste generated in municipal or notifies areas in either solid or semisolid form excluding industrial hazardous waste but including treated biomedical waste. In recent time with increase in population, urbanization, greater economic prosperity and increase in consumption the amount of waste generation is also increasing at a tremendous rate, which if not treated properly is going to degrade the environment and destroy the resources. Therefore, solid waste management is one of the major concerns all over the world. In this regard municipal authority is providing fundamental and essential services to keep the environment clean. The activities of MSW

encompasses- waste generation, collection, transportation, handling, segregation, disposal, processing at the source and transformation. Though much effort has been put to treat this hazardous waste, municipal solid waste management is a growing problem in the country where municipalities are severely constrained by budget to manage it efficiently, lack of appropriate planning; inadequate governance is putting more pressure.

The effective solid waste collection, transportation and disposal are a vital component of public service provision and should therefore take priority mainly in urban areas. However, the management of solid waste is most neglected area in urban development thereby accounting for severe health problem in urban areas all over the country. In regard to semi-urban areas it is too evident that, smaller cities and town collect less than 50% of solid waste per day. Management of solid waste in semi-urban area is going through a crucial phase due to financial constraint, institutional weakness, improper technology to treat and dispose large amount of municipal solid waste. In, India very less study is conducted regarding solid waste management and its improvement, besides the study that are done mostly focused on urban areas, so in this proposed study an attempt would be made to assess the current scenario of solid waste management in semi-urban area -Jorhat. Jorhat town is head quarter of Jorhat District of Assam, India. It is situated by NH-37 and 300km away from Guwahati, the capital city of Assam. Unplanned growth and developments of the town in the form of construction of houses has lead to overcrowding and thereby creating problem in construction of drainage system in the town.

Among the few studies conducted in semi-urban area, the determinants of willingness to pay for solid waste management has not been analyzed yet in the proposed area. Therefore, in this paper an attempt would be made to analyze the determinants of willingness to pay for improved solid waste management system in Jorhat, Assam.

Objectives of the study

- 1. To study the current scenario of solid waste management in Jorhat.
- 2. To estimate the households' willingness to pay for improved solid waste management.
- 3. To identify the attributes that affects the willingness to pay of the households in the study area.

Research question

• Whether the households of study area are willing to contribute for an improved solid waste management option?

 Whether the socio-economic factors like income, education level, sex, household size etc. affect the households' choice for a particular option of solid waste management?

Methodology

In order to estimate households' willingness to pay for improved solid waste management system a study is conducted in Jorhat Assam. Purposively ward 1, ward 2, ward 4, ward 12 and ward 19 are selected out of 19 wards in Jorhat, since these wards are close to dumpsite. Among these wards random sampling method is used to select samples. In this study, primary data is mainly used to find the determinants of willingness to pay for improved solid waste management system with the aid of structured questionnaire which contained open-ended questions. This includes socio-economic profile of households, their environmental attitudes, and the existing solid waste management problem faced by respondent followed by willingness to pay for its improvement. The collected data is analyzed with the help of statistical and econometric tools. In order to estimate willingness to pay, stated preference method which is also known as contingent valuation method is used as this CV method facilitates inclusion of hypothetical attributes and leads to effective estimation of WTP value. CV method shows the monetary value that an individual attach to a good or services which is not sold in the market like environmental goods. Secondary data including solid waste management facility information and demographic data of the study area are collected from local union council and internet.

Discussion

5.1 Solid waste management in Jorhat Municipal town

Jorhat a rapidly developing town in Assam is facing the problem of increased solid wastes. In an estimation it is found, the district generates 35MT/day which is expected to increase up to 58TPD by 2035. These huge wastes are disposed in open field without any recycling and neither there is use of any scientific technology by the Jorhat Municipality. This unsafe disposal of solid waste poses threat to health and environment. There is a water supply scheme nearby the disposed area so there is a huge possibility of contaminations reaching the water supply from the disposal site thereby spreading to entire Jorhat town. Protest has been done regarding stoppage of dumping in that area as people of nearby area is suffering from serious health problems, but their pleas have till date fallen on deaf ears. This is because lack of finance comes as a hurdle to transport the waste in distant place outside the

urban area, so dumped within the town limit. Regarding waste collection, it is found that there is significant improvement, at present there are 2 trucks, 4 tractors and trailor, 4 hand cart and 65 dustbins to collect wastes, besides attempts have been made in majority of wards to collect wastes from households. However, it is evident that lack of awareness regarding segregation of wastes both at household and disposal level, huge amount waste is going to the landfill and thereby causing its management improper. So, if solid waste management is to be improved waste generator is needed to pay for SWM services. Thus under such situation it is very crucial to conduct a research on environmentally safe and ethical solid waste management system in the town in order to explore the possibility of community participation for a better SWM System.

5.2 Socio-economic profile of the study area

In order to conduct the survey a sample of 100 respondents from 5 wards have been collected out of 19 wards of Jorhat distrct. Survey was carried out on simple random sampling basis. Following are some of the important socioeconomic characteristics of the sample selected:

- 1. Out of total respondent 52% are male, and the remaining 49% are female
- 2. Considering the education level, it is observed that about 39% of the respondents have education up to middle level and remaining 61% have higher education.
- 3. Out of total sample about 28% belongs to the age group 20-29, 40% from age group 30-39 and remaining 32% above 40 years.
- 4. Monthly earnings of the respondents are used for the economic status of the sample respondent:
 - a) 13% of the respondents have earnings ranging from 5000-10000
 - b) 37% of the respondents have earnings ranging from 10,001-15000
 - c) 17% have earnings ranging from 15001-20000, and
 - d) 33% respondents have earnings ranging from 20001-30000.

5.3 Analysis

Determinants of willingness to pay for the improvement in solid waste management (SWM) system:

To find out the determinants of willingness to pay and also to find out

whether there is any relation between the socio-economic factors and willingness to pay in the sample area, the following regression model has been formulated:

$$WTP \!\!=\!\! \alpha \!\!+\!\! \beta_1 ENVAT \!\!+\!\! \beta_2 AGE \!\!+\!\! d_1 GEN \!\!+\!\! \beta_3 EDU \!\!+\!\! \beta_4 HH \!\!+\!\! \beta_5 EARNING$$
 Where,

WTP is the willingness to pay for improvement in SWM system.

Since here we have two groups one those are willing to pay and another not willing to pay, i.e, the respondent expresses their response as yes or no in terms of willing to pay, so here the variable is a dummy one. In case of dummy variable logit regression model can be used.

By running the logit regression, we get the following results:

Unstandardized Standardized Coefficients Coefficients Model t Sig. В Std.Error Beta -138.452 27.986 -4.947 *000 (Constant) Environmental 51.833 26.760 .095 1.937 .056** Attitude Index Ag of the respondent .237 .454 .026 .523 .602 Gender .982 7.267 .007 .135 .893 Educational level 18.809 3.329 .444 5.650 *000 Household size .036** 7.204 3.377 .213 2.133 0.003 Earning 0.001 .304 3.367 .001*

Table 1: Coefficients

Source- Primary Survey

 α = -138.45is significant at 1% level implying that maximum willingness to pay is free from the effect of all other variable.

 β_{I} = 51.833 is significant at 5% level of significance and is positively correlated with willingness to pay.

 β_2 =.237 is insignificant, implying there is no difference among the sample respondents in the WTP for improvement in SWM system with respect to age.

 d_1 =.982 is insignificant, implying there is no difference among the sample respondents in the WTP for improvement in SWM system with respect to gender.

a. Dependent Variable: Monthly Willingness to pay

^{**} Statistically Significant at 5% level, * Statistically Significant at 1%.

 β_3 = 18.81 is significant at 1% level of significance and also have positive sign (i.e. t-value =5.65) implying that education level positively impact WTP.

 β_4 = 7.204 is significant at 5% level of significance but doesn't have the expected negative sign. It implies household size is positively related with WTP

 β_5 =.003 is significant at 1% level of significance. The t-value (3.367) shows that income is positively correlated with WTP.

Implications

Earning is one of the important factors determining willingness to pay. Regression result shows that it is statistically significant and has the expected positive sign. This implies that with increased monthly income, the households WTP will increase. It is known to all, people with higher income have the capacity to bear the expenses on things which have positive impact on their life. From table.1, estimation coefficient of earning suggests that a unit increase in earning of respondent will result in Rs. 0.003 increase in WTP.

Education also has the expected positive sign. This means that higher the level of education higher the WTP. Longer time in formal education (years), the more people understand the effect of using unsafe waste collection and disposal method. So, the educated will be more willing to pay than the illiterate. Estimation coefficient suggests that one-year increase in education will result in Rs. 18.81 increase in WTP.

Regarding household size, it is evident that big households are willing to pay more, this suggest that bigger the household size more will be the volume of waste and the more difficulties encountered in terms of waste disposal in the area, hence the increased WTP.

Environmental attitude was expected to have positive relation with WTP. Since, higher the level of environmental awareness more the respondent would appreciate the consequence of mishandling solid waste. Study founds environmental attitude to have the expected positive sign. This suggest more aware the people the more he/she willing to pay in order to avoid the risk of being a victim of unclean environment.

Age and Gender have no correlation with WTP; this can be suggested that there is no difference among the sample respondents in the MWTP for improvement in SWM system with respect to gender and age.

Table 2: ANOVAb

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	407138.982	6	67856.497	56.030	$.000^{a}$
1.	Residual	112629.768	93	1211.073		
	Total	519768.750	99			

- **a. Predictors:** (Constant), Earning, Age of the respondent, Environmental attitude index, Gender of the respondent, education level, household size
- b. Dependent Variable: Willingness to pay

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	.885ª	.783	.769	34.80047

c. Predictors: (Constant), Earning, Age of the respondent, Environmental attitude index, Gender of the respondent, Education level, Household size

Table.4, Descriptive Statistics							
	N	Minimum	Maximum	Mean		Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	
Willingness to pay	100	.00	200.00	61.7500	7.24582	72.45819	
Environmental attitude index	100	.50	1.00	.8215	.01335	.13347	
Age of the respondent	100	20.00	59.00	33.3400	.78499	7.84988	
gender of the respondent	100	.00	1.00	.5400	.05009	.50091	
Education level	100	.00	5.00	2.9400	.17105	1.71046	
Household size	100	2.00	10.00	5.4500	.21432	2.14323	
Earning	100	5000.00	30000.00	1.8760E4	7.56236E2	7562.36028	
Valid N (listwise)	100						

Source- Primary survey

Statistics result show, $R^2 = .783$ and

F is significant at 1% level of significance, which concludes the model to be a fit one.

So the final model become-

Sample mean= 61.75

Population mean= Sample mean* N (N= Total population)

= 61.75*98000 (N=98000, as per 2011 census)

= 6,051,500 amount.

Conclusion

Jorhat municipal town is facing the problem of proper waste disposal due to lack of finance. This paper determines the WTP of households for improved solid waste management in Jorhat municipal town, so that their contribution can curb the problem of waste management. It is evident that households are willing to share some amount for waste management due to improper management by municipalities and their negative health and environment effect. In this regard local authority can take waste collection fees from the households. Besides importance should be given on segregation at source since it will then reduce the amount of waste going to dumpsite and thereby reducing the cost of its management and environmental degradation.

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Chapter - 5

Exploring the Approaches of Teaching and Learning English Language and Literature through ICT: Praxis and Challenges

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Chapter - 5

Exploring the Approaches of Teaching and Learning English Language and Literature through ICT: Praxis and Challenges

Mohonlal Patra

Abstract

Language learning is an arduous task for everyone. To avoid the difficulties in learning and teaching of English language and literature technology is indispensable. In terms of second language acquisition or foreign language acquisition ICT plays the pivotal role. The traditional set up of classroom and teaching methods have totally changed under the shade of ICT. ICT stands for Information and Communication Technology. There are several tools of ICT and they make the teaching learning process very simple and easy to all. In the same time, we have to confront several drawbacks of technology in teaching learning scenario. In this article my prime objective is to uphold the limitations and benefits of ICT in English language teaching environment. Apart from that, I have critically evaluated the importance of technology in terms of English language acquisition. I have also described how the application of ICT minimizes the traditional time taking classroom activities of teaching and enlarges the scope of English literature and language learning.

Keywords: Teaching, learning, language, literature, ICT, benefits, limitations

Introduction

Language is one of the most important medium of communication. An impressive command over a language leads to an effective communication. The age of globalization is associated with multilingual world. Therefore, language acquisition or language learning has an importance in this Hi-Tech world. With the development of science and technology various technological aids for language learning have been developed. English literature and language learning through ICT becomes very popular day by day. ICT stands for Information and Communication Technology. According to UNESCO

(2002), 'ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters.' ICT helps to transmit, process, store, create, share or exchange information by electronic means. ICT integrated learning packages are available for online learning, face to face learning and open learning. ICT enhances the whole learning process as technology allows the learners to learn freely and in the same time it also allows the teachers to manage the learning process effectively. ICT based learning is generally one kind of autonomous learning. Teachers or the traditional learning aids are not the only resources for the learners in the process of English language or literature learning in an ICT enabled classroom. This transformation in teaching system takes place because of technological advancement. Teacher centered environment has transformed into a learner centered environment. The teachers become a facilitator who exhumes the avenues of resources which are to be accessed for creating an acquisition reached environment. The notion of 'digital migrants' vs. 'digital natives' stands as a problem in teaching and learning through ICT. Literature plays an important role in teaching the four skills of reading, writing, listening and speaking. A teacher in teaching uses literature in the language classroom for creating both referential and interactional meaning. Literature exhibits the meaningful contexts which are associated with universal themes. There are numerous resources for the teachers of English language to upgrade the quality of their language classes with the study of literature. Carter and Long (1991) wrote, "Both literature and language teaching involves the development of a feeling for language of responses to 'texts' in the broadest sense of the world - both written and spoken discourses" (pp. 2-3). Teachers adopt literary criticism and interpretation of literary works in teaching English literature. Literary criticism and literary texts are the product of English language. Lazer (1993) comments, "Literary texts enrich the language input in classroom and stimulate acquisition by providing meaningful and memorable contexts for processing and interpreting new language" (p. 17). Literature is a heavy source of linguistic input.

Main theme

Technology has touched almost all the fields and all the aspects of life. Therefore, education has undergone a transformation in the era of Information and Communication Technology. Learning of English literature and language through ICT helps to broaden the horizon of learners by making them connect to the entire world and to provide the learners digital literacy. Learning management system through ICT tools is quite interesting and also subject of

digital knowledge. Numerous tools or medium are used for teaching English language and literature through ICT. Digital literacy is needed to implement ICT tools in language teaching –learning process. ICT tools are quite popular in the sphere of teaching English language and literature. The ICT tools generally used in English language teaching-learning process are CALL (Computer Assisted Language Learning), MALL (Mobile Assisted Language Learning), OER (Open Education Resources), IALT (Internet Assisted Language Teaching), Projector and Interactive White Board. But the effective teaching of English language involves two types of mode - Synchronous Mode and Asynchronous Mode. Synchronous mode refers to online collaborative learning through video conferencing or interactive online class using Skype, Zoom, Webex Meet, Google Meet, and Microsoft Team etc. These are the tools for direct conversation through the mode of video conference. A video conference is a live video and audio connection, where all participants or learners have the ability to see and speak to one another. Teacher and student can interact with each other through ICT tools in synchronous mode. Teaching English language and literature in synchronous mode with the help of ICT tools these above-mentioned tools are considered as inevitable and effective in modern day teaching. Face to face interaction, instant question answering and paper presentation possible with the help of these ICT tools. But, this synchronous mode has certain limitations. These tools need uninterrupted internet connection or bandwidth and also the presence of the students in concerned time. This kind of inconvenience in teaching English language and literature can be removed by taking another mode. This mode is called as Asynchronous Mode. Asynchronous mode refers the teaching -learning process when the teacher and students are not connected in real time, when the instructions of the teacher appear through email, Whatsapp groups, SMS or MOODLE etc. ICT tools for teaching English language and literature through asynchronous mode are YouTube, Whatsapp, face book, voice thread, OLAT (Online Learning and Teaching), PB Works, MOODLE (gnomio.com, brainshark, eyercize) etc. The ICT tools of these two modes (synchronous and asynchronous) are used for sharing instructions, discussions, exercises, academic activities and continuous assignments in teaching English language and literature. A teacher can create or ask a student to create a Whatsapp group as course notice board. He can add all the students in this group and share all the course materials in the Whatsapp group. He can upload or share text book videos on YouTube so that students can access the videos as and when they need. The text book videos should be based on either language or literature. The aims of preparing these videos must be toward

learning and course outcomes. English language or literature teachers can create also a personal MOODLE site by using several MOODLE sites like gnomio.com or ed.ted.com. They can upload study materials, question papers and related video and audio link in the concerned site.

Teaching English language and literature through ICT also needs teaching learning materials. In learning management system TLMs are also important. ICT also provides TLMs in teaching learning process. Nearpod.com, a collaborative board is an important TLM in ICT based learning management system. Teachers can put questions here and students can reply to these questions directly. Nearpod.com is an interesting and interactive TLM for teaching English language and literature. Edupuzzle is another teaching learning material where teacher can easily create beautiful interactive videos lesson for students and can insert comprehensive questions within videos. Kahoot.com is also an impressive game based learning platform for language learners. Multiple choice type questions can be accessed here. Teaching of English language and literature becomes very interesting and effective by using quizizz TLM. Nicenet, Padlet are the great classroom tools for collaborative research and interactive learning. Diigo is another tool sharing and managing data in teaching learning process. Teaching is a noble task and it has several responsibilities. One important responsibility is to provide equal opportunity to all language learners or students. To bring the differently abled learners under the shade of ICT based education is also an arduous task. But ICT has made the task very easy. The visually challenged learners can use 'Read and Write for Google Chrome' as a learning tool for learning English language and literature. Those students have hearing problem or hard of hearing students can use nearpod.com, padlet and quizz.com to take part actively in teaching learning process. Learning English language and literature through ICT offers so many online courses. These courses are divided into categories as per participants' involvements. The courses are -

MOOCs: (Massive Open Online Courses) unlimited in the number of participants, enabling them to learn asynchronously at their own pace.

SMOCs: (Synchronous Massive Online Courses) unlimited in the number of participants, in which students participate synchronously and in real time.

SPOCs: (Small Private Online Courses) number of students is limited; require participants to follow the lessons in real time.

SSOCs: (Synchronous Small Online Courses) number of students is limited; require participants to follow the lessons in real time.

Importance of ICT in Teaching and Learning English Language and Literature

The importance of ICT in teaching and learning English language and literature is enormous. ICT helps to broadcast material as sources of information in different subjects and also assists to facilitate communication for students from different backgrounds. In ICT based teaching and learning one can use the online resource to support collaborative writing and sharing of information. ICT in learning English language and literature facilitates parallel communication involving wide ranges of students from distant geographical areas. ICT also supports to initiate blended teaching learning process and to cater cognitive developments for students. Teaching English literature and language through ICT assists to exchange and share ideas among teachers for the professional growth and to carry out internet based research to enhance educational processes

ICT Initiatives for Teaching English Language and Literature in Higher Education

In higher education Government of India has taken several initiatives depend on ICT tools to impart knowledge in every layer of society. The initiatives are –

- SWAYAM
- SWAYAMPRABHA
- INFLIBNET
- Shodhganga
- NPTEL
- GIAN
- NDL
- ePG Pathshala
- Vidya-mitra
- Uchchtar Avishkar Yojna (UAY)
- Impacting Research, Innovation & Technology (IMPRINT)
- Consortium for Educational Communication
- National Mission on Education through Information and Communication Technology

Advantages of ICT

- 1) Quick access to information
- 2) Easy availability of updated data
- 3) Connecting geographically dispersed region
- 4) Divergent thinking ability in students
- 5) Global perspectives
- 6) Wider learning opportunities for students

Challenges of ICT in Teaching English Language and Literature

Teaching English language and literature through ICT has several challenges to overcome. The challenges are like $-\,$

- (i) Lack of digital literacy amongst teachers and students.
- (ii) Lack of required infrastructure due to huge costs of installing, operating, maintaining and replacing ICT tools.
- (iii) Lack of proper training. Maximum teachers are ICT illiterate and not capable of effective handling of ICT tools in teaching —learning process.
- (iv) The digital divide and vast economic diversity. Only 8% homes are equipped with computer and uninterrupted internet facility.

Conclusion

In the time of Covid-19 Pandemic the whole world faces difficulties in teaching-learning process. But, human being's inventions and will power reduce the difficulties and brings sea-changes in teaching-learning process. The process of teaching-learning faces several impediments due to the closing of traditional class room. Therefore, remembering the oft -saying words, 'what cannot cured must be endured', everyone tries to fit with a new system of teaching -learning that is called digital or online mode of learning. ICT based learning provides the teacher and the learner interest, variety, motivation, curiosity, excitement, experimentation etc. Virtual mode of learning like webinar, online lecture, online courses and online test opens new vistas in literature and language learning. Technology enhances the scopes of learning to the learners likewise it also provides opportunities to the teachers to equip the classroom with language- reached environment. The audio, visual and audio-visual aids are used to improve the quality of teaching process, and ensure easy acquisition by the learner. These methods also help to create interest and to provide experiences and variety among learners. Technology

helps to form a luxury of resources to every learner in a foreign language classroom. The unknown is known, the abstract is given shapes and the distant is brought near through the application of latest technological media. To overcome the challenges of ICT based learning teachers need to rethink their basic tends of education, redesign the methodology used in the teaching learning process in a creative way with the use of technology. To ICT or not to ICT in English literature and language learning is not the question. But the real question is how to cultivate the power of technology in teaching learning process. It is a common saying 'Technology creates more problems than it solves'. Technology is always criticized for its limitations. Actually, technology limits only when limit it. It is limitation of our knowledge, if we don't know about education technology and how to do with it, not of technology itself. There are challenges for teachers as well as learners in teaching English language and literature. Technology will progress and the challenges will also gradually disappear.

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Chapter - 6

The effect of COVID 19 Vaccine in Menstrual Cycle in Indian Women – Preliminary Study

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Chapter - 6

The effect of COVID 19 Vaccine in Menstrual Cycle in Indian Women – Preliminary Study

Kashyapi Joshipura and Dr. Nehal Shah

Abstract

The COVID 19 Vaccine development was an accelerated research development done to curb the nightmares of pandemics. Safety and efficacy were paramount factors during the process, there is a general lack of data on specific sets of populations. While there are multiple studies done for mRNA COVID19 vaccines, this study focuses on the recombinant and adjuvant COVID 19 vaccines administered in India. The study presented here specifically aims to understand COVID 19 Vaccine effect on the menstrual cycle in women in Indian populations. The menstrual cycle is a cyclic process regulated by hormonal control in the female body. The interplay of the hormones is affected by external factors. Vaccines stimulate the body's immune response, this, in turn, affects the hormones in the body. This study aims to understand the effect of COVID19 vaccination on women.

The study evaluated data from 100 subjects and out of which 34 subjects noticed changes in their cycles. These 100 respondents belonged to ages 17-35 and were mainly from Gujarati and Maharashtra. Of 34 respondents, 12 reported changes in pain intensity during the cycle, 16 reported changes in blood flow after vaccination and 24 reported changes in the cycle length. Estrogen and progesterone are female steroid hormones that also influence the immune system reaction. Based on the menstrual cycle phase, its correlating hormonal levels, variation in symptoms can be observed after vaccination. A small number cannot be undermined, as it might be essential for understanding the effect on sensitive female subjects.

Keywords: COVID 19, Vaccine, Indian Women, Menstrual Cycle, Coronavirus

As the world is trying to move past the pandemic, there are several vaccines administered. In India, Covishield by Serum Institute of India and Covaxin by Bharat Biotech is the main frontrunner administered in India.

Covishield is a recombinant vaccine and, Covaxin is an inactivated vaccine. Other vaccines available in the global market include Pfizer and Modern mRNA vaccine and Sputnik vaccine (Sahu *et al.*).

The menstrual cycle is one of the characteristic cyclic processes of the female reproductive system. It is a cycle regulated by the ovarian hormones along with the hypothalamus. The general duration of the menstrual cycle is approximately 28 days, with around 3-4 days of bleeding. Image 1 explains the hormonal graph observed during the menstrual cycle from day 0 to 28. (Koeppen & Stanton)

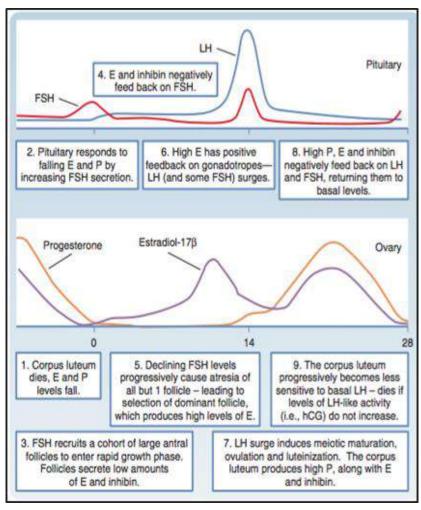


Fig 1: Hormonal cycle graph (Koeppen)

Several hormones regulate the menstrual cycle in a rhythmic pattern. This pulsatile secretion of the hormones directly affects the physical and emotional state. Generally, these effects last from a few days before, and during the cycle. The most common emotional effect seen is loss of energy and mood swings accompanied by headaches and depressive thoughts. Physical effects involve bloating breast tenderness and fatigue. While these effects are generally seen before the bleeding period of the menstrual cycle, similar patterns can also be seen during the cycle. Women feel intense emotional irritability and cravings during the menstrual cycles. Women with an active lifestyle that includes a healthy diet, a constant source of vitamin B6 and regular exercise are seen to have mild effects. (Koeppen & Stanton). The lack of a standardized method of measuring the severity and effect of PMS also hinders the process of scientific understanding. However, the symptoms and their severity is based on the hormonal changes, neurotransmitter, prostaglandins level, diet, and lifestyle. PMS is believed to be the result of a complex interaction between the ovarian steroid and neurotransmitter. There are several studies done on the menstrual cycle changes observed after the administration of the mRNA vaccine, but there is not enough data present on the effect of the recombinant or inactivated vaccine-like Covishield and Covaxin.

Objectives

This study aims to understand the effect of the Covid 19 vaccine on the menstrual cycle in women in the Indian population. The main objective of this study is to assess the changes in the menstrual cycle post-vaccination. To evaluate the relationship between multiple factors that can be associated with the changes and effects of the vaccination. The data gathered from this study can be used to further study the effect of vaccines on sex steroid hormones and their relation to the physiological changes in females.

Methodology

Study Design and Data Collection

The survey sheet was designed with around 20 questions in the first set, which was followed by 10 question sub-part forms. It was circulated through an online platform between 27/07/2021 to 20/08/2021. The age range of the target respondents was age 16 to 45. Out of 108 respondents received, 6 forms were removed since they were multiple entries from a single respondent and 2 of the respondents were younger than the targeted age group. The online form was designed as a two-part form, where it did not collect data from subjects that were sure that there were no changes in their menstrual cycle.

This allowed the study to gather concentrated data from the subjects. Out of 100 respondents, 66 subjects denied any changes in the cycle, whereas 4 subjects reported yes, 17 reported maybe, and 13 subjects were unaware and chose "I don't know". Out of these 34 subjects, 79.4(27/34) reported changes after the first dose, 14.7% (5/34) observed changes after the second dose, and 5.8% (2/34) noted changes after both.

In this study, there were 20 subjects born in 1998, followed by the 15 subjects born in 2000, and 13 who were born in 1999. The target population of the study remained focused on females that are in their menstruating years.

Demographic profile of respondents

Out of 100 respondents, 46 belonged to Surat, 16 were from Ahmedabad, and 13 were from Vadodara. Table 1 represents the different regions from where the respondents are part of this study.

Ankleshwar 2 Ahmedabad 16 Bharuch 2 Bhavnagar 3 1 Gandhinagar Dindigul 1 Erode 1 7 Jamnagar Pune 2 Upleta 1 Palanpur 2 Jalgaon 1 Vyara 1 Meghalaya, Shillong 1 Surat 46 Vadodara 13

Table 1: Different Regions of the Subjects

Vaccination Status of the Subjects

To understand the effect of the COVID 19 Vaccine on the menstrual cycle, during this study the data on the type of vaccine, the vaccine dose administered and the facility where the subjects received the vaccine was gathered (Table 2). Using this data, the study aimed to establish a correlation, if any, between the type of vaccine and the effect on the cycle. During the

15

survey, it was found that out of 100 respondents 54 respondents had received their first Covishield shot, and 6 had received the first Covaxin shot. Further, 30 and 10 subjects had been fully vaccinated with Covishield and Covaxin, respectively.

Facility Number of Subjects (N=100)

Government Hospitals 15

Primary Health Care Center 16

School Centers 41

NGOs-Organized 13

Table 2: Facility where vaccine was administered

Results and Discussion

Private Hospitals

Severe cases of COVID19 infection are due to the extreme immune response leading to cytokine storms. During the pandemic, the evident diffidence in the inflammation of response can be related to sex steroids. The immune system in females can respond better to the pathogens and produce higher interferons and antibodies. There are several reports and studies that document various gender differences in inflammation. Most immune regulatory genes like estrogen-stimulating genes are present in the X chromosomes, which allows the presentation of a stronger immune system. Estrogen holds a dose-dependent control over the immune system and can have an anti-inflammatory effect on physiological levels. Cytokines like interleukin-6, interleukin-8 are regulated and inhibited by the presence of estrogen.

(Al-Lami *et al.*). In this study, it can be observed that several subjects felt a change in their cycle post-vaccination. To effectively understand the effect, the study collected data on the subjects' hemoglobin levels and cycle regularity. Out of 100 subjects, 83 reported regular periods whereas 19 reported irregular cycles. The study also gathered hemoglobin data from the subjects wherein, 63 subjects reported normal levels, 13 reported abnormal levels, and 25 weren't sure of their hemoglobin levels. This data was gathered to understand the influence of hemoglobin on the menstrual cycle since it is shown to be correlated to the nutritional status of the subject, which can play a major role in cycle regularity (Mohite).

The cycle length is mainly due to the variation caused in the follicular phase length. Estrogen is the main hormone during this phase, mainly 17-beta-estradiol. This increase is linked to the upregulation of the Follicle-

stimulating-hormone receptors. As this follicular phase will come to an end, the presence of 17-beta-estradiol will act as the negative feedback for the anterior pituitary. The main function of the follicular phase is to thicken the endometrial lining allowing for a thick and nutritious layer for the fetus, in case of fertilization (Thiyagarajan *et al.*). During an immune response, estrogen can also act as an immune enhancer molecule and have the capacity to stimulate cellular subsets (Khan & Ahmed). Based on this data compiled in Table 3 and Figure 2, the results of this study can be correlated with levels of estrogen in females. It can be proposed that the vaccine administered during the follicular phase of the cycle, led to a greater immune response comparatively. This can be due to the presence of a high level of estrogen that is aligned with the stimulation of immune response by the vaccine. The variation in estrogen can be responsible for variation in blood flow, variation in cycle length, and various side effects.

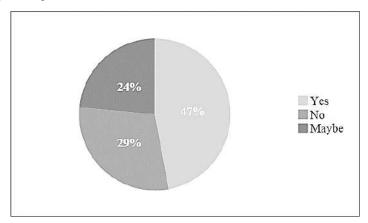


Fig 2: Response (Yes/No/Maybe) of subjects on change in length of the cycle after vaccination

Table 3: The data on cycle length variation and changes reported by subjects before and after vaccination

Before Vaccination Cycle Length (in days)	3 days or less	4 days	5 days	6 days	7 Days	After Vaccination Change Observed (by subjects of respective length)	Number of Subjects
Number of	3	2	1	1	1	Unexpected Changes	9
Subjects	2	1	1	0	0	Shorter Cycle	4

1	3	4	1	2	Longer Cycle	11
4	2	3	1	0	Skipped a Cycle	10

Oral Contraceptive pills or OC pills also tend to alter the hormonal levels, having a direct effect on the menstrual cycle. The OC pills are generally a combination of estrogen and progesterone, where progesterone will prevent pregnancy and the estrogen component can regulate menstrual bleeding. These drugs are a type of hormonal supplement that lead to production of different levels of steroid hormones (Cooper & Mahdy). Thus, data on OC pills was gathered to understand their influence on the menstrual cycle. However, out of 6/100 subjects that consumed OC pills, 2 observed changes in the menstrual cycle. It is important to note, that these subjects reported that they were put on OC pills for regularizing their menstrual cycle, however, they observed changes after vaccination.

Paracetamol is a class of drugs that are classified as antipyretic and analgesic. It mainly acts by inhibiting the production of prostaglandins and is commonly used by females suffering from dysmenorrhea. During the Covid 19 vaccination, several subsequent side effects led to many people consuming these painkillers (Ortiz *et al.*). In a case report combined by T.H Bourne in 1991, a cohort of 11 subjects was studied and it was found that paracetamol was consumed during the pre-ovulatory stage, around the time of LH surge it could have a direct effect on the blood flow during the cycle. Similarly, in a study conducted in 2011, the relaxing effect of paracetamol was tested on the myometrium lining (Ortis *et al.*). These medications act as the inhibitor of COX-1 and COX-2 and inhibit the synthesis of prostaglandins, as a result, reducing the volume of the blood flow. (Dawood & Khan-Dawood) In the present study, the patients were asked if they consumed any painkillers after vaccination to relieve symptoms.

Table 4: Blood flow intensity of subjects during the menstrual cycle

Blood flow Scale	Number of Respondents
2	2
3	21
4	4
5	4

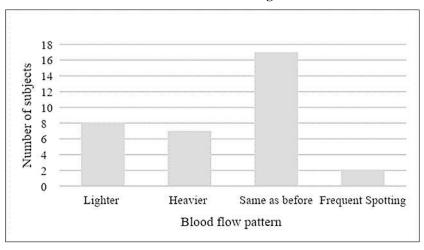


Fig 3: Response from the subjects of from the observation of subjects on their pattern of blood flow post-vaccination

To figure out the blood flow comparison was based on Table 4 and Figure 3. Based on the literature present, it can be proposed that the blood flow changed after the vaccine and can act as one of the interfering factors in the hormone balance after vaccination.

Since major diseases and their associated complications can also be a factor, subjects were asked to mention any long-term diseases they suffered with. Table 5 lists down diseases reported by all the subjects and diseases reported by respondents that observed changes in the cycle.

Type of Comorbidity	Number of respondents (N=25/34)
Diabetes	1
Blood Pressure	2
Depression and Anxiety	7
Reproductive Problem	11
Anemia	3
Thyroid	3
Obesity	3
Other	2

Table 5: Data on the type of Comorbidity suffered by the respondent

Reproductive ailments like Polycystic ovary syndrome (PCOS) affect the immune system. The estrogen-progesterone levels are mutually antagonists concerning the immune system. Estrogen acts as a stimulant and progesterone

can reverse the stimulation. The PCOS patients have very low levels of progesterone in the body, which allows an amplified reaction by estrogen, which can also lead to severe complications(Shirsath *et al.*).Out of these 25 subjects, 11 subjects reported reproductive and hormonal diseases. The combination of these factors can have a severe influence on the hormonal levels, which can regulate the different phases of the cycle, which can, in turn, lead to variation after the vaccination. This data can be further used to study the interrelation between these diseases, and their effect on the menstrual cycle upon vaccination

Further distinct observations include, a the subject part of the study reported that she had a regular 28-day cycle, after vaccination, she skipped 2 cycles that led her to even take a pregnancy test, which came out to be negative. Similar reporting from another subject suffering from PCOS skipped her period for 2 months after the second dose. Some respondents also reported having frequent vaginal discharge, irregular cycle length, and frequent spotting/lesser bleeding. These changes, however, in a smaller group, can act as a potential indicator of the effect of these vaccines on the overall health of women that have a sensitive immune system. From this study, it can be understood that there are further studies required with a clinical setting to better understand the comprehensive effect on the hormonal levels in women.

This study collects data on the symptoms observed during the periods, before and after vaccination to understand the effect of the COVID19 vaccines on them. The intensity and difference in the emotional symptoms are related to the low levels of progesterone (Clare). In the current study, to understand the effect of the COVID19 vaccines on the physical and physiological symptoms, they were asked to report the different changes they experienced. Figure 4 and 5 represent a comparative graph of the symptoms reported by the subject before and after vaccination. Similarly, the subjects were also asked about the pain or cramps intensity during the periods, this data is compared in Table 5.

Table 5: Data generated on pain intensity during the menstrual cycle (N=100)

Scale degree Number of Respondents

Scale degree	Number of Respondents
1	15
2	21
3	23
4	27
5	15

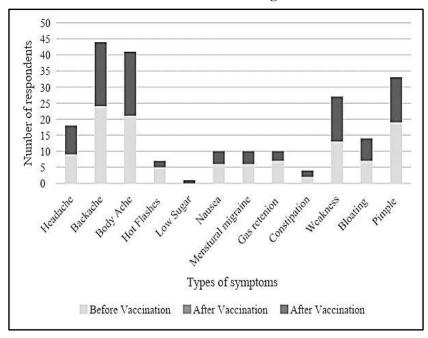


Fig 4: Comparison of physical symptoms reported by the subjects during the menstrual cycle before and after vaccination

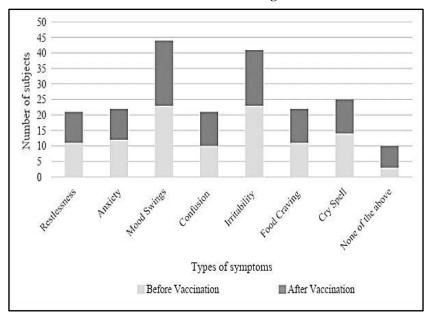


Fig 5: Comparison of psychological symptoms experienced by the subjects during the menstrual cycle before and after vaccination

Conclusion

Hormonal regulation is an essential part of the monthly cycle in women. The levels of the steroid sex hormones directly affect the immune response upon exposure to a pathogen. Similarly, the Covid 19 vaccination triggers the immune system that affects the cycle's different phases like the luteal phase, follicular phase, or pre-menstrual phase. The variation in estrogen and progesterone levels can influence the physical and physiological symptoms during the cycle. These effects can be greater for women with sensitive systems. Through a small subject count, the data from the current study indicate a correlation between the Covid19 Vaccine and menstrual cycle and opens avenues into further studies in hormonal clinical studies and fertility investigation.

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Blended Learning: The Future of Teaching-Learning Process

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Chapter - 7

Blended Learning: The Future of Teaching-Learning Process

Dr. Radhika Bansal and Dr. Neeta Garg

Introduction

The **COVID-19** pandemic, also known as the **corona virus pandemic**, is an ongoing global pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) that has created challenges across the Higher Education sector. University campuses closed, and teaching and assessment shifted to an online platform. The CoVID-19 pandemic has created significant challenges in the routine activities of education. The immediate impact has been lockdowns and the enforced closure of schools, colleges and universities.

However, this has not affected learning, teaching and assessment; instead, online contingency plans were formulated to continue teaching and assessment via the online digital interface so students can progress in their studies. The emergency response from educational institutions during pandemics is to shift teaching and assessments online is known as Emergency Remote Education (ERE) -Shin and Hickey, 2020.

ERE can involve adapting teaching-learning which would have traditionally been taught face-to-face as blended learning or as fully distanced learning. It has been observed that during crisis situation like a pandemic, war or natural disaster, online or blended learning could meet the academic needs of the learners. With the entry of Information and Communication technology (ICT)-based technologies, the entire teaching pedagogy is converted to a learner centered pedagogy, following which the skills of using technology are to be seen as the most essential qualifications on the part of both the teachers/educators and learners.

Due to the risk of COVID, schools, colleges and universities are tackling ways about how to carry on teaching and learning while keeping their faculties, staffs and learners safe. Most of the institutions have chosen to drop in-person classes, including labs and other learning meetings, and have

ordered their staff to help prevent the spread of COVID-19 by moving their courses online. Blended Learning -the concept of blended learning is a scenario where in-person or face-to-face education is combined with online opportunities, and the online materials are presented with the traditional classroom atmosphere.

What is blendid learning?

"Blended learning is not just a trend, and we're starting to see technology integrated in really intentional ways. -Katie Linder."

Blended learning is a scenario, an approach to education that combines online educational materials and opportunities for interaction online with traditional classroom atmosphere. It requires the physical or in-person presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and mortar" schools with a teacher, face-to-face classroom situation are combined with computer-aided activities regarding content and delivery.

Blended learning has also gained importance in professional development and training settings. Blended learning allows students to learn study and grasp learning's at their own pace and their own ability level. With the presence of virtual environment, learning is not limited to a physical classroom. Learning we all know, can be done in long lengthy periods, in bits (small) and pieces, from home, from a cafe, or during a lunch break, depending on what works for your schedule.

The definition of blended learning is a formal education program in which a student learns:

In part through online learning, with some element of student control over time, place, path, and/or pace.

In part in a supervised brick-and-mortar location away from home.

In the concept of blended learning, mainly three main delivery modes exist:

*face-to-face, flexible and distance learning.

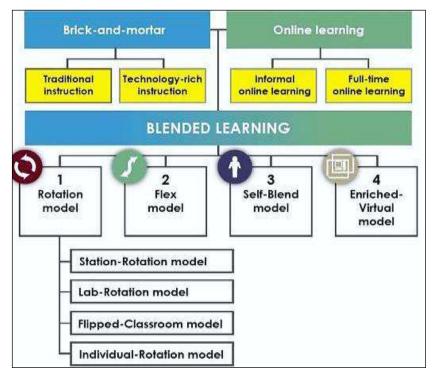
Importantly, learning technology applies to all three modes; technology can be used to:

- 1. Enrich traditional in-person teaching
- 2. Strengthen existing flexible forms of delivery
- 3. Enhance the level of engagement and social presence of students studying at a distance.

In each of above delivery mode, technology can be used to blend the best of traditional teaching with online forms of learning.

Blended learning models

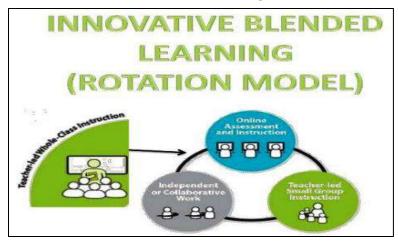
The majority of blended-learning programs resemble one of four models:



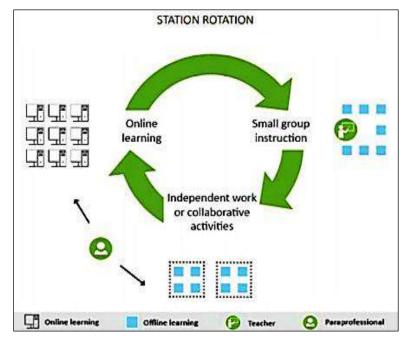
A. Rotation model

A course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning.

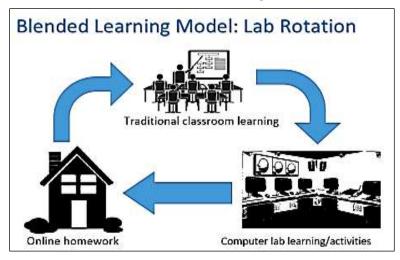
Other modalities have activities such as small-group or full class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignment.



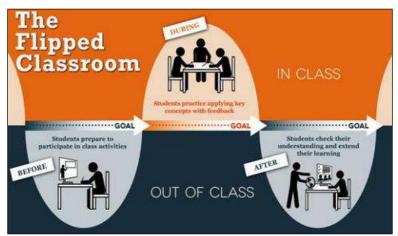
a) Station Rotation: A course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.



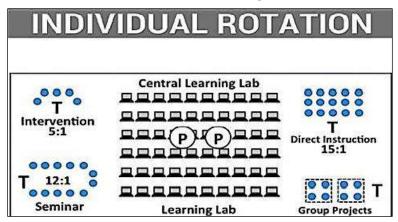
b) Lab Rotation: A course or subject in which students rotate to a computer lab for the online-learning station.



c) Flipped Classroom: A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.

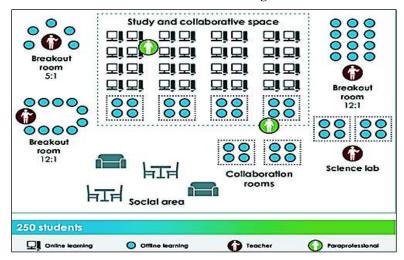


d) Individual Rotation: A course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.



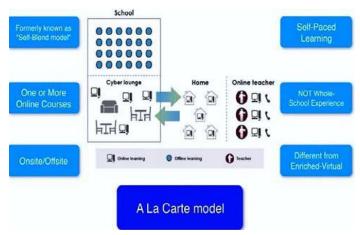
B. Flex model

A course or subject in which online or digital learning is the backbone of student learning, even if students at times do offline activities. The teacher record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide in-person support on a flexible and adaptive as-needed basis through activities such as small group instruction, group projects, and individual tutoring. Some implementations have in-person support, whereas others have minimal support. For example, some of the Flex models may have face-to-face certified teachers who supplement the online learning on a daily routine basis, whereas others may provide little face-to-face or in-person enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.



C. A La Carte model

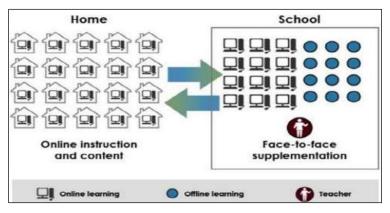
A course or subject that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning in the sense that it is not a whole-school experience. Students used to take some courses A La Carte and others in-person at a brick-and-mortar campus.



D. Enriched Virtual model

A course or subject in which students may required face-to-face or inperson learning sessions with their teacher of record and then are free to

complete their remaining coursework remote from the in-person or face-to-face teacher/facuty. The same person generally serves as both the online and face-to-face teacher. Most of the Enriched Virtual programs began as full-time online schools and then developed blended programs or learning to provide students with brick-and-mortar school experiences. Online learning is the backbone of student learning when the students are located at remote areas. The Enriched Virtual model differs from the Flipped Classroom because in EVP model, students seldom meet face-to-face or in-person with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.



Advantages of blended learning

Blended learning major benefit is the fundamental shift in the earlier instruction methods. Blended learning has the potential to successfully optimize outcomes for individuals in a way that traditional instruction could not.

Blended learning delivery allow for each aspect to be taught using the most appropriate medium or model for the topic at that particular stage in the training.

- 1. Individuals have tendency to learn different things in different ways.
- 2. Using multiple modalities reinforces learning, retention and engagement.
- 3. Blended learning saves money.
- 4. Learners can control the pace of their learning.
- 5. Blended kind of learning is modular and scalable.

6. This type of learning prepares students to work at digital based jobs that require technology proficiencies.

Blended learning also improves other factors for the teacher including:

- 1. More engaged students
- 2. More leadership roles
- 3. Better information and feedback on work
- 4. Team teaching
- 5. Focus on deeper learning
- 6. Extended time with students
- 7. Motivate hard to reach kids
- 8. New options to teach at home
- 9. More earning power
- Individualized professional development plans Improved Teaching Conditions

Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such as:

- Meaningful professional development
- Improved Time efficiency
- Better student data
- Reduced Isolation
- More opportunities for collaboration
- Role-differentiation

Features/characteristic of blended learning

Blended learning has a number of advantages over other methods of teaching. Blended learning gives the learner more control and how much time they need to learn it well.

- **1. Flexility:** There is immense possibility in presenting content, means students can work on learning the subject within a given timeline.
- **2. Efficiency:** With this well-planned strategy, one can efficiently and quickly deliver training to a broad audience like videos, recordings and e-books can be reused, which is an added advantage.
- **3. Extended reach:** This strategy reduces classroom teaching time and, by digitizing the expertise of talented instructors or SME (subject-

matter experts), you can teach more students with world-class content.

- **4. Collaboration:** Online assignments, course commenting and discussion boards naturally encourage student collaboration. Therefore, both online and offline teamwork opportunities are more.
- **5. Personalised learning:** This learning supports personalized learning. Like, one can assign reading comprehension passages according to the comprehension level of each student which can prevent unnecessary burden for learners.
- 6. Tracking and reporting: One of the greatest benefits of online learning, especially through an LMS, is data tracking and reporting. LMSs means Learning Modules have the ability to track each step the student takes throughout the course, including logins, time tracking and grading.

Need for Blended learning in the Indian education system

The Union Budget 2017 over the education sector has made the education especially higher education to be multidimensional. This modernized education along with the personality development which gives an open way for employment. Government's Vision of Education System i.e. the digitization is one of the trendy norms of the government and it has released various below following measures or schemes to support the online education.

- SWAYAM An online portal
- HEERA Higher Education Empowerment Regulation Agency
- NEP National Education Policy
- UGC University Grants Commission

The ultimate aim of the above mentioned schemes is to groom the all round personality of students to face the challenges of the digital India.

The Ministry of HRD (Human Resource Development), the GOI introduced "Study Webs of Active Learning for Young Aspiring Minds" (SWAYAM) in 2016. Subsequently, the University Grants Commission (UGC) through the Credit Framework for Online Learning Courses through SWAYAM Regulation, 2016, mentioned that at least 20% materials, and in 2020, it was decided that at least 40% from the total number of courses by an Indian university should be released in the form of MOOCs for the fast dissemination of knowledge and information among the prospective Indian learners.

But, the major problems related to the SWAYAM are the high rate of dropout (UGC Regulations, 2020). There may be some other factors too such as - the syllabus not being at par, course contents failing to motivate the students.

However, the abrupt, also unexpected shift to online teaching mode in India where a rampant digital divide still exists and where a large number of learners still belong to the disadvantaged groups, internet accessibility and unaffordable technology were more likely to make learning beyond the reach of many thousands of learners. The biggest challenge, however, was to make learning accessible to all age group and stages in this moment of crisis.

The author has suggested that instead of starting online teaching in an unplanned way, one should understand students' priorities and challenges then online learning would help in aligning technology and pedagogy in tune with students' interests and learning preferences. During the Covid-19 pandemic, lockdown, with a view to reconsider the idea of pedagogy from traditional chalk-and-talk method to online/blended learning, the Indian Government launched the initiative called "Bharat Padhe Online" so that to encourage the teachers, educationists to create digital educational related contents, share ideas and innovations in public platforms by creating educational blogs, and creating more and more OERs means Open Education Research.

Initially, everyone from political leadership to academic administrators was so much confused as to what course of action to be taken to continue education during pandemic. After considerable discussions and debates, it was decided that teaching–learning be shifted to e-mode i.e through online platform so as to compensate the loss of academic semester. That's why change was sudden, drastic, posing unique challenges to both the teachers and learners. Teachers had to undergo digital transformation overnight, overcome technology phobia and work so hard for the sake of their students. When the traditional educational institutions in India switched over to online education or e-mode overnight, the teachers shifted from blackboard to computer screen or Laptop.

Against these unprecedented contexts, there is an urgent need to explore the perception of the teachers and learners on the use of online/blended learning particularly in the conventional universities and colleges, the challenges in the implementation of the online/ blended learning and how to mitigate the existing digital division in a country like India. When the different ICT-based practices had already changed the entire teaching—learning method and have redefined the role of tutoring, mentoring and counseling across the

world, the case of online/blended learning in India was not that attractive. However, the corona virus pandemic in a way compelled the F2F and ODL institutions to adopt technologies for delivering contents to the learners undisruptive. In fact, by using the given affordable, accessible and cost-effective technology, the benefits of education can be uniformly disseminated to all irrespective of any socioeconomic discrimination.

Now, Teachers are undertaking Facebook Live classes, Google classroom, YouTube contents, teaching through WhatsApp and meeting apps like Zoom, Teams, Cisco WebEx or Google Meet as an emergent response to the Covid-19 crisis. But whether such efforts are actually transforming the Indian educational system from the pedagogical point of view is a matter of serious discussion. Therefore, it is alarming that we seriously addressed, what is also the purpose of this paper, the perception of both teachers and learners towards the use of online/blended learning in their regular curriculum transactions during the Covid-19 pandemic so that both teachers and students in Indian colleges and universities are able to continue their transactions without any disruption and a proper roadmap is prepared for the right use of online/blended learning at the policy level particularly in post-Covid-19 situations.

Conclusion

Following the outbreak of the Covid-19 pandemic, there is being urgent and a renewed interest on the role and utility of online and digital learning at the time of a crisis across India and the world. Collaborative learning, cooperative learning, constructive learning, and transformative learning (TL) have shown that by adopting flexible, accessible, and affordable technologies in education system and by integrating in-person and online activities while framing the learning objectives and assessing the expected learning outcomes of the learners, newer and effective ways of learning experiences can be visualized. And, when our society faces a crisis like a pandemic, war or any of natural disaster, such ideas of online education will significantly help.

For example, Baytiyeh (2018) discussed the impact of seismic events like earthquakes on educational services, while asserting the crucial role played by ICTs in delivering education even during temporary closure of educational institutions following a natural disaster like earthquake. Blended Learning promised to be an important part of the future of both higher education and corporate training. Over the past decade, with the increased availability of technology, internet and network access, the use of Blended Learning Environments has steadily grown.

- It provides students with flexibility and improved learning outcomes.
- By technology in the classroom, both teachers and students will develop skills essential for the 21st century.
- The blended learning offers the open way for most of students who can get through the physical and cultural barriers in the education.
- But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures.
- Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity.
- Despite initial hurdles and challenges, the future looks promising for blended learning adoption in the developing country like India. In fact, if the current growth rates continue, India might soon pass western countries in blended learning adoption.
- The challenge for implementation of blended learning in higher institutions is time commitment. Thus, estimates that planning and developing a blended learning course for large numbers usually takes two to three times the amount of time required to develop a similar course in a traditional format.

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Chapter - 8 Concept of Bhakti in Bhāgavadgītā with Special Reference to Bhakti Yoga

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Chapter - 8

Concept of Bhakti in Bhāgavadgītā with Special Reference to Bhakti Yoga

Debarati Sinha

Abstract

The present study is an attempt to reflect the importance of Bhakti in our moral and daily life. It serves as the bridge to connect with Lord. Bhakti is a set of actions, performed mainly for their symbolic value. The aim of this study is to analyse the effect of bhakti in our life and express the feeling of a pure devotee. At the last, it can be perceiving that the existence bhakti and worshipping make India an incredible one in the world.

Keywords: Society, bhakti, devotee, spirituality, bhagavatgītā, incredible India.

Abbreviation

B.G = Bhagavatgītā

N.B.S = Nārada Bhakti Sūtra

S.B.S = Śāndilya Bhaktisūtra

Introduction

The term Bhakti is the most used word but the least understood as it is an actual exploration for the Absolute Being, which is limitless. It is a one kind of research that deals with the Almighty God. It is a practice that commences, continues and terminates in love of Almighty. This kind of love is possible only between a devotee and adorable one. This is a kind of spiritual love which is difficult for common people to understand. The person who understands this challenging relation is known as pure Bhakta and the relationship between Bhakta and God is called Bhakti.

Meaning of Bhakti

The word Bhakti derives from the root Bhaj', which means "to divide, to share, to partake, to participate, to belong to". The term Bhakti literally means

'attachment, participation, fondness for, homage, faith, love, devotion, worship, purity piety to something as a spiritual, religious principle or means of salvation etc.' According to encyclopedia Britannica 2009 it was originally used in Hinduism, refers to devotion and love for a personal God or a representational God by a devotee. In Nārada Bhakti Sūtra, Bhakti is the Devotional service, manifests itself as the highest and purest love for the Lord (N.B.S.2). Higher love does not mean love that seeks return or expects recompense, but love that seeks to become higher and higher in the face of adversity of the lover in the beloved.

Simply we can say that in Indian Religion Bhakti is an emotional devotion, particularly to a God or spiritual ideas. Conservatively devotion is the motivation to seek refuge and complete protection through unconditional love and deeply loyal service to the Superior (Ramkrishnan, 1978; P-17). Bhakti is one of the best guideline which safely shows you across the path of life. Bhakti is the ultimate way by which one can connect himself with eternity. Bhakti signifies total freedom from captivity. A pure devotee exceeds worldly sorrows and pains by following the path of Bhakti. Bhakti is the name of complete affection towards God. In Śāndilya Bhaktisūtra Śāndilya defines bhakti as extreme desire for the lord (S.B.S.2). It is the highest desire for God for himself. Pārāśarya defines Bhakti as loving worship of God (N.B.S.16). It explains the quenchless thirst of the one. In Bhagavatgītā Śrīkrsña has asked to set our mind on Him, be loyal to Him, worship Him, and bow to Him. Thus surrendering ourselves to Him, when our soul is joined to Him, we will surely attain Him (BG.IX.34). Here Lord wants to explain that a devotee must surrender completely before his divine self, completely free from mortal life. Thus the entity of the devotee is filled with grace and he enters the eternal kingdom of God. So we can say that Bhakti means a holy bond between Bhakta and Almighty and the complete dedication to God.

According to Rādhākṛṣṇan, Bhakti is the simplest way to direct a man to the absolute Being. This is another method that is quite effective as any and sometimes it seems to be bigger than the other, since it is its own consequence, while others are means to some other end (Radhakrishnan, 2000; P-58-59). Bhakti is the live love for God who enters into the world to get rid of it.

According to Śri Nārada, all activities of Bhakti involves devotion to God and the slightest break in the remembrance of God involves the rearmost feeling of instability and sorrow (Prabhupada, 2000; P-19). Bhakti is free from desire and the nature of resistance to all desires, however, not the extinction of desires, but the concentration of all the desires and activities of God. Obstacles, on the other hand, mean undivided or completely sincere devotion

to God. All that is against him and abandoning all other aspects (Sreenivasa Murthy, 1973; P-163).

The superiority of bhakti is clearly expressed in the Bhagavatgītā. Here Śrīkṛṣña declares that the bhakti yogī to be the highest, superior to all yogīs. That is because bhakti is the supreme power that binds God and makes him a slave of his devotees (BG.VI.47). In Bhagavatgītā we can find the sense of exclusiveness of Bhakti. Here Śrīkrsña says that who persistently meditates on me (God) without involving himself with no one else, I (God) am easily attainable for him (BG.VIII.14). A pure devotee does not have the sense of separateness such as 'I' or 'mine'. In the beginning Bhaktiyoga of Bhagavatgītā Arjuna asked Śrīkṛṣña about pure devotee then Śrīkṛṣña started to explain the quality of a devotee. Bhakti is not inspired by any outcome. The real devotee is the one who worshipping with transcendental faith, restrains the five senses, who is equal to all and who is benevolent to the universe (BG.XII.2-4). The process of being in direct service to the Highest Personality of Godhead, is easier and is natural for the embodied soul which is belongs to method of devotion. It indicates if a person buries his mind and intellect in me (Lord) with devotion and go beyond the material world and live a Krishna-conscious life, he will always be close to me (Lord).

Importance of Bhakti

Bhakti is not inspired by any results. It is unconditioned and an inseparable part of reality. The importance of devotion in this life-like battle is immense. One can distinguish the material and spiritual world by practicing devotion. One can realize the highest truth through constant practice of Bhakti. Bhakti is inextricably linked with knowledge or we can say that proper knowledge is an element of devotion. So it can be say that only devotion can purify one's mind, which can be practiced by anyone.

Nature of true Bhakta

In Bhagavatgītā Arjuna asked Śrīkṛṣṇa what kind of bhakta is dear to Him. After describing pure devotion, Lord Kṛṣṇa, explains those in a very attractive manner. While describing the qualities of a true devotee, says that a pure devotee is never disturbed in any situations. My (Lord's) dearest devotee is the one who is not jealous, friendly, forgiving, compassionate, humble, and equivalent to happiness and sorrow, restrained, and whose mind and intellect are always bestowed on me (Lord) (BG.XII.13-14). The one from whom no one is worried and the one who is not disturbed by anyone and the one who is free from joy, anger, fear and anxiety, the one who has no expectations is the one who is pure, efficient in work, impartial, carefree, who has given up all

initiatives (practically), he is my devotee, and dear to me (BG.XII.15-16). The true devotee does not rejoice or grieve over material gain and loss, nor does he worry too much about having children or disciples, nor is he distressed by not getting them. If he loses something very dear to him, he does not lament. Similarly, he does not get hurt if he does not get what he desires. A true devotee surrenders all his deeds to me (Lord), removes himself from the bondage of Maya and becomes immersed in Bhagavata meditation through devotion. The Almighty Lord promises that without delay He will release the pure devotee involved from the sea of material existence (BG.XII.6-7).

Bhagavatgītā speaks of four types of devotees based on Bhakti. In Bhagavatgītā it is mentioned that, unlike the wicked, they follow the rules governing the scriptures and are called sukṛṭinaḥ, or those who follow the rules and principles of the scriptures and the moral and social laws, and are more or less devoted to God. They divided into four types-Ārta bhakta, Jijñāsu bhakta, Arthārthī bhakta and Jñānī bhakta.

These types of devotee are described as below-

Ārta Bhakta

According to Bhagavatgītā, a Bhakta who is devoted and recalls God after being in difficulty is called the Ārta Bhakta.

Jijñāsu bhakta

A devotee, whose sole intent is to know the intrinsic entity of God is known as Jijñāsu bhakta. Such devotees don't care for inanimate wealth and pleasure.

Arthārthī bhakta

A devotee who worships God for the purpose of obtaining God as wealth is called Arthārthī Bhakta. A Bhakta, one who seeks physical or mental satisfaction of this world or the hereafter. Such devotee relies on the one and only God to fulfilling his desire.

Jñānī bhakta

A devotee, who is acquainted with the embryonic truth of Viṣṇu, i.e who has total knowledge about theological truth of Viṣṇu is known as Jñānī bhakta.

Among these four types of devotee portrayed above are Jñānī bhakta is considered as the best devotee. This is because there is nothing but Viṣṇu is everything for such a Bhakta. It is realized by the Jñānī Bhakta that Lord Śrīkṛṣṇa is the one and only truth of this creation.

Conclusion

The Bhagavatgītā is more a philosophical scripture than a religious classic. But it is a philosophical text in a very qualified sense of the term. The Bhagavatgītā is predominantly ethical as it expounds dynamics of human action. It is a command for action, enunciating a definite philosophy of action. Devotion always calls the person to be guided towards the Lord. Self-attachment to the Paramātman, absolute devotion enables one to be detached from the inert world and inevitably leads to renunciation. Hence, there is no love for anything except exclusion. Infinite attachment also means infinite Isolation. To sum up it can be said that faith, joy, love, worship, purification of mind, prayer and self-surrender are components of bhakti through which one can attain spiritual unity.

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The Women Characters as Technical Tool in the Ramayana

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Chapter - 9

The Women Characters as Technical Tool in the Ramayana

Amalendu Goswami and Samiran Nath Dev Sarma

Abstract

The Ramayana was written by Valmiki. It is very popular epic and the storehouse of Sanskrit literature. The devote minded people make daily recitation of this book. The Ramayana is called Adikavya. The epic is divided into seven kandas. The main story of this epic is all about the Rama's history and Ravana's tale. It is fully men oriented legend. The female characters like Kaikeyi, Sita, etc. are presented to help to bring about and to take forward the story of Rama. Rama is the eldest son of Dasaratha. Sita is the wife of Rama and the daughter of King Janaka. In this article we are going to discuss about the female characters in the Ramayana.

Keywords: Valmiki, ramayana, rama, ravana, etc.

Introduction

We all know that Ramayana written by Valmiki narrating the life of Rama. It is very popular epic at the hands of Indian people. The devote minded people make daily recitation of this book. From the time of writing of the book, it has earned the fame that no other book has. It is the story of heroism, guts of Rama. When we see the characterization of women it makes uneasy occasionally. If we go through the characters like Kaikeyi, Manthara, Sita, Surpanakha; it felt us that Ramayana would not have happened without these characters. The character of Kaikeyi who is instrumental in sending Rama to the forest. It is for kaikeyi the story forward and we able to see Rama as a loyal son and his gentleness. Surpanakha's character is also used by the writer to move forward the story. To take the revenge of Surpanakha brother Ravana kidnapped Sita. Because of that incident all the downfall came in Ravana's life.

We through this paper try to show how poet treats the women characters in this Mahakavya.

The Ramayana is called Adikavya and Valmiki is also called Adikavi. The epic is divided into seven kandas. The first Kanda's first canto of the

Ramayana is more and less the sum and substance of the entire Mahakavya. The first canto begins with some verses where Valmiki question Narada about a man who is associated with all merit in his forms and intelligence.

কোন্বস্মিন্ লোকে গূণবান্ কশ্চ বীর্যবান্ ।
ধর্মজ্ঞশ্চ কৃতজ্ঞশ্চ সত্যবাক্যো দৃঢ়ব্রতঃ ।। 1
চাৰিত্রেণ চ কো যুক্তঃ সর্বভুতেমু কো হিতঃ।
বিদ্বান্ কঃ কঃ সমর্থশ্চ কশ্চৈক প্রিয়দর্শনঃ।। 2
আত্মবান্ কো জিতক্রোধো দ্যুতিমান্ কোঃনসূয়কঃ ।
কস্য বিভ্যতি দেবাশ্চ জাতৰোষস্য সংযুগে ।। 3

This means that who is at time in this world have all the qualities, power, gratefulness, truthfulness etc. And who is qualified by virtue of his character and engaged in the welfare of all creatures. In this world who has subdued his heart and controlled his anger in endowed with Sandown and devoid of malice and when enraged in battle, do every gods fear?

After that Narada starts by speaking the story of that kind of man and in this manner hearsay of Rama starts.

The story of this poem is all about the Rama's history and Ravana's tale. Ramayana is fully men oriented legend. The characters like Kaikeyi, Sita, etc. are presented to help to bring about and to take forward the story of Rama. If we want a story to move forward, then all the characters have to act like that. In that case some situation s became the main inclination of the story. Such scenes are created by the women characters of the Ramayana.

A Nayaka is born in the face of animosity. In this universe when all things well, human beings are living peacefully; in such situation woman appears to trigger these adverse.

Rama is the eldest son of Dasaratha. Sita is the wife of Rama and the daughter of King Janaka. After their marriage, both of them are enjoying their life. As an eldest son Rama is helping his father to run the state smoothly. In such plough the story is not going to be interesting. But here the twist comes through Kaikeyi. She is the 3rd wife of King Dasaratha and the step mother of Rama; lays the way for the journey of Rama to showcase his heroism. In this way, the pleasant journey of Rama and Sita is destroyed.

In Ayodhya Kanda, Dasaratha desires to retire and hand over the kingdom to Rama. So he calls for a meeting with all important people. All of them agree

with the desire of the king as Rama is the deserving king. The arrangements are all set to crown Rama as a king. Everybody looks forward to this event except Manthara. The thing cannot move so easily. Kaikeyi was instigated and aided by her wicked nurse Manthara. After that Kaikeyi asked Dasaratha the two boons which was once granted by king Dasaratha. The two boons are as follow-

তত্ৰ মে যাচিতো ৰাজা ভৰতস্যাভিষেচনম্। গমনং দণ্ডকাৰণ্যে তব চাদ্যৈব ৰাঘব।। 4

She asks Dasaratha to make Bharata king and exile Rama for fourteen years into the forest. Dasaratha is heartbroken and having given his word earlier, has no choice. On the other hand, Rama remains calm. The dutiful and ever obedient son Rama is ready to do everything for his father. He has no sadness to leave his throne to Bharata. Rama thus leaves Ayodhya and heads into the forest with Sita and Lakshmana. He is the hero of the epic and has no attachment for money and power. In this way the story starts to take a turn with Manthara at the background and Kaikeyi in the front.

In the forest Dandaka Rama and his companions Sita and Lakshmana's life settled. But again one female character introduced by Valmiki; and that is Surpanakha the female demon. Once again through this character Rama comes with deep trouble. When Surpanakha meet Rama in the forest, she falls in love with him and asked him to marry her. But Rama neglected her proposal and make fun of her. She was annoyed with the decision of Rama and Lakshmana. Surpanakha thinks that this decision is taken because of Sita. She threatens and attack Sita. Then Lakshmana cut off her nose and drives her away. Surpanakha is the sister of Ravana and Khara etc. After the incident she run away to her brother Khara and stirred of up by her words. Then Rama slew in battle the raksasas Khara, Dusana and Trisira⁵ etc. But Surpanakha did not get her revenge. She went to Ravana and instigated him to abduct Sita. She did not tell Ravana the truth. She said that her nose was cut down by Lakshmana when she was trying to bring Sita to Ravana. Surpanakha tactically narrates the beauty of Sita. She told that no one in this world will surpass the beauty of Sita-

নৈব দেবী ন গন্ধৰ্বী ন যক্ষী ন চ কিন্নৰী। তথাৰূপা ময়া নাৰী দৃষ্টপূৰ্বা মহীতলে।। 6

In this way Surpanakha prompts Ravana to bring Sita as his wife. She also describes Sita's looks like this-

তাং তু দৃষ্টাদ্য বৈদেহীং পূর্ণচন্দ্রনিভাননাম্।

মন্মথস্য শৰাণাং চ ত্বং বিধেয়ো ভবিষ্যসি।।7

And also provokes him-

যদি তস্যামভিপ্রায়ো ভার্যাত্বে তব জায়তে।

শীঘ্রমুদধ্রিয়তাং পাদো জয়ার্থমিহ দক্ষিণঃ।। ৪

Ravana was tempted by the speech of Surpanakha. He imagined Sita as his wife. Ravana planned to kidnap Sita and this leads the story of Ramayana to its climax. Ravana thinks how to approach Sita. Then he sought the help of a Raksasa named Marica. Marica tries to detest Ravana from his purpose- বিৰোধী বলৱতা ৰাৱণ তেন তে। But Marica does not get success. Marica then turns into a golden deer as per plan. Sita saw the golden deer and she loved it. Rama also allured by the beauty of the deer. Sita expresses her intension to get that golden deer-

"আর্যপুত্রাভিৰামোঃসৌ মৃগো হৰতি মে মনঃ। আনয়ৈনং মহাবাহো ক্রীডার্থং নো ভবিষ্যতি।।10

Rama went into the forest to bring the golden deer for Sita. But Lakshmana did not like the decision. He thought it might be a bait of the Raksasa. On the other hand, Ravana road of kidnapping Sita is not clear because of Lakshmana. In the meantime, Marica was killed by Rama, but before he dies he calls out in Rama's voice for Sita and Lakshmana. After hearing those words Sita asks Lakshmana to help his brother. But Lakshmana did not want to go. Because he knows his brother's capabilities. Then Sita scolded Lakshmana-

অনাৰ্যাকৰুণাৰম্ভ নৃশংস কুলপাংসন।। অহং তব প্ৰিয়ং মন্যে ৰামস্য ব্যসনং মহৎ। ৰামস্য ব্যসনং দৃষ্ট্বা তেনৈতানি প্ৰভাষষে।।11

After findings this remarks and neglect, Lakshmana moves towards the forest in search of Rama-

ততস্তু সীতামভিবদ্য লক্ষ্মণঃ কৃতাঞ্জলী কিঞ্চিতভিপ্ৰণম্য। অবক্ষমাণো বহুসঃ স মৈথেলীং জগাম ৰামস্য সমীপমাত্মবান্।। 12

While Rama and Lakshmana are away Ravana's way to enter into the cottage is cleared. He disguises himself as a hermit and asks for alms from Sita. She crosses the boundary drawn by Lakshmana. When she crossed the

line Ravana abducted her. Afterward Rama and Ravana's war was the final turning point of this epic.

Ramayana is not a story of Rama alone. In this epic we found many heroes'. First we find Bharata, who went to the forest to convince Rama to come back Ayodhya. But Rama disagrees with his proposal. Then Bharata took Rama's sandals to Ayodhya and installed them on the throne. Thus Bharata rules his country-

ছত্ৰং ধাৰয়ত ক্ষিপ্ৰমাৰ্যপাদাবিমৌ মতৌ। আভ্যাং ৰাজ্যে স্থিতো ধৰ্মঃ পাদুকাভ্যাং গুৰোৰ্মম।।13

On the other hand, Lakshmana who sacrifices all happiness and peace of his life. His devotion is inimitable. He did not think twice before leaving for forest with Rama. Hanumana is another character who devotes his life in the name of Rama. The villain Ravana too is a hero in his own right. The list of heroes of this epic is actually unlimited.

If we see the women character in this epic, then we are able to see their inactive appearance. Character like Kausalya, Sumitra are making its presence felt while building the story but not seen again in the story. Kausalya is seen in the epic at the time of coronation of Rama [14] and when he went to the forest. Mandodari the wife of Ravana does not have made to do except lament the death of her husband [15]. Many more woman characters we find here but they are not effective. Characters that stay throughout the story is Sita, Manthara, Kaikeyi, Surpanakha are the characters; who are making their presence felt while building the story. These woman characters are helping the epic forward, but they are not involved in the action. They are uniform in their roles and vague in their inertia. For a story woman's presence is necessary but that woman is nowhere making the story. She is here to help the man to make the story. In Ramayana her inactivity remains diffusive and steady.

Conclusion

If we consider the representation of woman in Ramayana by Valmiki, he seems to make woman the originator of many actions happening in the epic. King Dasharatha gives more importance to the promise made to his wife than the welfare of his state and has to send his worthy son Rama to the forest depriving him from the rights to kingship. Valmiki makes woman the cause of all averse to bring in interesting twists in the story. However, at many situations in the epic the women are quite passive, suffering for their men.

For instance, Sita silently accepts her abandonment in the forest. Rama's mother suffers silently when her son leaves for the forest. Lakshmanas wife

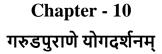
Urmila stay alone without her husband, but does not question him why he leaves with Rama and Sita leaving her alone. At the end they are all seen in the epic who receive the honour of hero's.

End Notes:

- [1] Ramayana (Balakandam) Sri Ashok Kumar Bandhopadhya, p.4
- [2] ibid, p.5
- [3] ibid, p.5
- [4] Srimad Valmiki Ramayana, Gita Press, Ayodhyakanda, 18.33
- [5] The Ramayana of Valmiki, Balakandam Sarga I, Dr. Indira Saikia Bora, pp. 144-145
 - [6] Srimad Valmiki Ramayana, Gita Press, Aranyakanda, 34.18
 - [7] ibid, 34.22
 - [8] ibid, 34.23
 - [9] Balakanda 1.51
 - [10] Aranyakanda, 43.10
 - [11] ibid, 45.21-22
 - [12] ibid, 45.40
 - [13]Ayodhyakanda, 110.16
 - [14] ibid, 4.32
 - [15] Yudhakanda, 111

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Chapter - 10

गरुडपुराणे योगदर्शनम्

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सारांश

चत्वारो वेदाः, स्मृतयः, सज्जनानामाचारः, स्वस्य आत्मनः प्रियकरणम् इत्येतानि धर्मलक्षणानि भवन्ति। एभिर्लक्षणैः लक्षितः धर्मस्वरूपा आत्मा इत्यवधेयमस्ति। तच्च योगमाध्यमेनापि ज्ञायते। योगशास्त्रस्थयोगाङ्गवर्णनं गरुडपुराणेऽपि विद्यते। अतः मया मम शोधलेखेऽस्मिन् गरुडपुराणदिशा योगशास्त्रविषयः आलोच्यते।

आत्मसाक्षात्कार एव मानवजीवने परमो धर्मः इति धर्मजिज्ञासवः। धर्मोऽयं योगसाधनेन सिद्ध्यित। अमूल्यभारततत्वज्ञानप्रतिपादितवत्सु षड्दर्शनेषु अन्यतमिदं योगदर्शनम्। इदं च दर्शनं महर्षिणां श्रेष्ठतमेषु अन्वेषणेषु अन्यतमम् अमूल्या शाश्वती चेयं योगिवद्येति तत्त्वज्ञैः परिगण्यते। कुशीलिनः रत्नान्वेषकाः यथा गम्भीरे जलिनधौ अन्तःप्रविश्य महता परिश्रमेण रत्नविशेषान् उन्नयन्ति तथा भारतीयमहर्षयः दूरूह्यैस्तपस्साधनैः इमां विद्यां प्रकाशितवन्तः इत्येतत् योगिवद्यायाः महत्वं प्रतिपादयित।

योगशब्दनिर्वचनं योगशास्त्रग्रन्थेषु बहुधा कृतमस्ति। योगश्चित्तवृत्तिनिरोधः¹ ' इति प्रसिद्धनिर्वचनमुक्त्वा भगवता पतञ्जलिना निरोधरूपो योगः अत्र उपदिष्टः। युज- समाधौ इति धातोः निष्पन्नोऽयं योगशब्दः चित्तवृत्तिनिरोधरूपसाध्ये असम्प्रज्ञातरूपसमाधौ प्रयुक्तः। गौणतया साधनरूपे अष्टाङ्गयोगे योगाङ्गरूपेण² यमनियम – आसनप्राणायामप्रत्याहार -धारणध्यानसमाधयोऽष्टावङ्गानि प्रयुक्ताः। अतः भाष्यकारः व्यासोऽपि योगः समाधिः³' इत्येव अभिद्धति। अभ्यासवैराग्यरूपविधिनिषेधद्वारा प्रकृतिपुरुषान्यताख्यातिप्राप्तिक्रमोऽत्र योगे वर्णितत्वात् योगस्य शास्त्रत्वम्। योगशास्त्रेऽस्मिन्नभ्यासवैराग्ये शासने। अर्थात् प्रकृतिपुरुषविवेकख्यातिरेव प्रकृतिपुरुषविवेकख्यातिरेव प्रकृतिपुरुषविवयकं शंसनम् इत्यतः योगशास्त्रस्य शास्त्रत्वं सिद्ध्यति।

¹ प.यो.सू.१-२

² पा.यो.सू.२

³ ट्या.भाष्यम् १-१

गरुडपुराणे प्रथमखण्डस्य 44,49,218,228,229 इत्यादिषु अध्यायेषु पातञ्जलयोगदर्शनस्य चर्चा सूक्ष्मदृष्ट्या विचारिता वर्तते। अनेन पुराणमतेन आत्मज्ञानोपलब्धिः ध्यानचक्षुषा साङ्ख्यबुद्ध्या वा कर्तुं शक्यते। परन्तु केचन तस्य प्राप्तिस्तु योगेनैव सिद्ध्यति इति वदन्ति। मुक्तिपदैकचित्तताविषयाधारीकृत्य गरुडपुराणे चर्चितस्य योगस्य परिभाषा – योगस्तत्रैकचित्तता इति कृता। अष्टाङ्गयोगं पातञ्जलयोगदर्शनवत् गरुडपुराणेऽपि ऊणत्रिंशाधिकद्विततमेऽध्याये यमनियमासनप्राणायमप्रत्याहारध्यानधारणा-समाधयः इति वर्णिताः।

अधुना एतेषां गरुडपुराणदृष्ट्या विचारः मया प्रस्तूयते।

यमाः

यमाः यथाक्रममेतेषां योगाङ्गानामनुष्ठानं स्वरूपं च अत्र निरूप्यते। यमः प्रथममङ्गम्। समस्तं जगत् ब्रह्मस्वरूपम् इति निश्चित्य इन्द्रियणां निग्रह एव यमः इत्युच्यते। अहिंसासत्यास्तेयब्रह्मचर्यापरिग्रहाः यमाः⁴

अहिंसा

प्राणिनां पीडातः विरमणमेव अहिंसा। एषः उत्तम धर्मः। मनोवाक्कायकर्माभिः कृतं प्राणिकोटिपीडनं हिंसा इति कथ्यते। आत्मा सर्वव्यापी इति, अच्छेद्य इति न अदाह्यमिति ज्ञानं अहिंसाविवेकः। सर्वप्राणीनां पादमुद्राः हस्तिपादमुद्रायां समाहिता यथा भवन्ति तथा सर्वधर्माः अहिंसायां समाहिता भवन्ति। शरीरमनःवाणीभिस्सर्वदा सर्वप्राणीभ्यः हिंसा न करणीया अहिंसा परमो धर्मः इति वचनात्। विधिविहिताः हिंसास्तु अहिंसाः, तेषां विहितत्वात्। यथा प्रोक्तं गरुडपुराणे-

विधिना भवेदिंहंसा सा त्वहिंसा प्रकीर्त्तिता।5

सर्वप्राणीनां अहिंसाचरणेन तस्य समीपे विद्यामानानां प्राणीनां प्रति वैरत्यागस्योत्पत्तिर्भवति।

सत्यम्

इन्द्रियमनसाभ्यां प्रत्यक्षीकृत्वा श्रुत्वा अनुमित्वा वा यथानुभूतं तथैव भावेन प्रकटनार्थं प्रियं हितकरं तथा अपरानुद्वेगकारं यद्वचनं क्रियते तत्सत्यमिति उच्यते। सर्वप्राणीनां अत्यन्तहितकरमेव सत्यलक्षणम्। सत्यं वदेत्, प्रियं वदेत्, सत्यमेव स्यादिप अप्रियं न वदेत्, प्रियमिप असत्यं न वदेत्, एतदेव सनातनधर्मः। यथा प्रोक्तं गरुडपुराणे-

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⁴ प.यो.सू.१-३०

⁵ ग.पु, श्लो-1.129.15

सत्यं ब्र्यात् प्रियं ब्र्यान्न ब्र्यात् सत्यमप्रियम्। प्रियञ्च नानृतं ब्र्यादेष धर्मः सनातनः।।

अस्तेयम्

चौर्यकर्मणा बलपूर्वकेन वा किमपि द्रव्यमपह्नियते चेद् तत्स्तेयमित्युच्यते⁶। अस्य परित्याग एव अस्तेयम्। तदेवाह पातञ्जलयोगसूत्रे भाष्ये⁷- स्तेयमशास्त्रपूर्वकं द्रव्याणां परतः स्वीकरणं, तत्प्रतिषेधः पुनरस्पृहारूपस्तेयमिति। अस्तेयं तु ब्रह्मज्ञानिनि तिष्ठति। ते आत्मिन रमन्ते। प्रापञ्चिकान् विषयान् मनसि न स्थापयन्ति। तृणकाष्ठादीनां रत्नकाञ्चनादीनां मध्ये भेदं न पश्यन्ति।

ब्रह्मचर्यम्

मैथुनपरित्यागः ब्रह्मचर्यम्⁸। ब्रह्मचर्य समस्तधर्माणां मूलं, तेन विना समस्तधर्मकार्याणि व्यर्थतां यान्ति। गौडी, पैष्टी, माध्वी, स्त्री चेति मोहजननी मदिरा चतुर्विधा। स्त्री तु चतुर्था मोहजननी मदिरा यया सर्व जगत् मुग्धं भवति। मदिरापानेनैव जना प्रमत्ताः भवन्ति, किन्त्वियं स्त्री तु दर्शनमात्रेण कामुकं प्रमत्तं करोति। स्त्री इति पदे सकारतकाररेफास्सन्ति। तानि चाक्षराणि क्रमशः सत्त्वरजस्तमोगुणानां प्रातिनिध्यं वहन्ति।

अपरिग्रह

आशास्त्रीयाणामयन्तोपनतानामपि विषयाणां निन्दितप्रतिग्रहादि-रूपार्जनदोषदर्शनाच्छास्त्रीयाणामप्युपार्जितानाञ्च रक्षणादिदोषदर्शनादस्वीकरण-मपरिग्रहः।शरीरसंरक्षणं धर्मसम्मतमेव। तस्मात् तद्रक्षणप्रयत्नः धर्मयुक्तो भवेत् सदा। अत एव शरीराच्छादनार्थ कौपीनं, शीतनिवारणार्थं कन्थां पादुकौ च, देहस्थितिनिमित्तम् आहारादीनि एव अत्यावश्यकानीति गृह्णीयात् न तु अपरं यत्किञ्चिदपि। अर्थात् धर्मसम्मतं वस्तुं विहाय इतरवस्तुषु वैराग्यमेव अपरिग्रहः। विषयेऽस्मिन् प्रोक्तं गरुडपुराणे---

द्रव्याणामप्यनादानमापत्स्विप तथेच्छया। अपरिग्रहमित्याहुस्तं प्रयत्नेन वर्जयेतु।।

नियमाः

नियमाः सजातीय प्रवाहश्च विजातीय तिरस्कृतिः।

⁷ पा.योगसूत्र- 30

⁶ ग.पु-1.129.16

⁸ ग.पु. 1.129.17

⁹ ग.पु.श्लो.-1.129.18

नियमो हि परानन्दो नियमात्क्रियते बुधैः॥10

सजातीयप्रवाहः नाम चैतन्यरूपसद्भावस्य ग्रहणम्। विजातीयतिरस्कृतिः नाम चैतन्येतरपदार्थषु निःस्पृहता। जडरूपाणां असद्भावानां त्यागश्च तद्विचारणं च नियमस्य प्रकृतिः। भुक्तिमुक्तिप्रदाश्चैते नियमाः पञ्चधा- शौचं संतोषतपसी स्वाध्यायेश्वरपूजने इति।

शौचम्

शौचं बाह्यं आभ्यन्तरञ्चेति द्विविधं वर्तते। मृज्जलादिभिश्च पञ्चगव्यप्राशनया च शरीरशुद्धिर्बाह्यशौचम् इति नागोजीभट्टव्याख्या। तथा च मणिप्रभायां गोमूत्रमध्याहारकृतं बाह्यं शौचिमिति सूचितम्। अन्तःशौचं नाम भावशुद्धिरथवा आभ्यन्तरशुद्धिः। उभयविधमपि शौचं यो जनः पालयति सैव शुचितत्परः सैव शुचिवान् भवति। अन्यतरेणैकेनैव पालनेन स शुचिमान भवितुं नार्हति।

सन्तोषः

यादृच्छिकं लब्धतो वस्तुतः मानवः सर्वदा प्रीतिं प्राप्नुयात्। तादृशी बुद्धिरेव सन्तोष इति महात्माभिः कथ्यते। सन्तोषात् सुखं लभ्यते। अग्निपुराणे आह विषयेऽस्मिन्-लब्धवस्तुनैव परितृष्टिः सन्तोषः¹²। पातञ्जले तु – सन्तोषः सिन्निहितसाधनादधिकस्यानुपादित्सा¹३।

तप

तपस्तु मनसः इन्द्रियाणां च एकाग्रता। कृच्छ्रचान्द्रयणादिभिः या देहशुद्धिर्भवति तदिप तपः। उभयोरुपरि जयः सर्वधर्मेभ्यः परमो धर्मः इति उच्यते। सर्वफलप्रदायकम्तपस्त्रिविधम्। मन्त्रजपादिकम् वाचिकं तपः। वैराग्यं मानसं तपः। देवपूजादिकं शारीरं तपः।

स्वाध्यायः

मोक्षोपदेशानुकूलशास्त्राणामध्ययनं(वेदान्तपाठः) प्रणवादीनां (ओंकारादीनां) जपश्चेति स्वाध्यायः इति कथ्यते। एते पुरुषाणां शरीरस्वत्वशुद्धौ हेतवः इति कथ्यते। यथा प्रोक्तं गरुडपुराणे-

वेदान्तशतरूद्रीयप्रणवादिजपं बुधाः। सत्त्वशुद्धिकरं पुंसां स्वाध्यायं परिचक्षते। 14

¹⁰ योगसर्वस्वम्,

¹¹ पाणिनीयोगसूत्रम्-2.32

¹² अ.पु.३७२

¹³ पातञ्जलव्यासभाष्यम्-2.32

¹⁴ 1.129.21

ईश्वरप्रणिधानम्

समेषां विद्यानां दातारं परमेश्वरगुरुं सर्वेषां कर्मणां समर्पनं, गुरुभक्त्याचरणम्, गुर्वादेशपालनं, गुरुनिर्देशानुसारं धर्माचरणम्, कर्मणः लौकिकफले वितृष्णाजननम्, ईश्वरसाक्षात्कार एव लक्ष्यीकृत्वा कार्यकरणम् इत्यादीनि ईश्वरप्रणिधानानि उच्यन्ते। अस्य फलं तु ईश्वरजीवात्मनोः स्वरूपसाक्षात्कारः, विद्योपविद्यानां नाशश्चेति।

प्राणायामः

मुखमूर्ध्वं कृत्वा शरीरुत्पन्नस्य प्राणवायोः निरोधनं आयामः। सैव प्राणायामः इति प्रोच्यते।श्वासप्रश्वासयोः स्वाभाविकगतिविच्छेद एव प्राणायामः। एतदेवाह योगसूत्रे-तिस्मिन् सित श्वासप्रश्वासयोर्गतिविच्छेदः प्राणायामः। कि तिस्मिन् अर्थात् सित आसनजये इति। प्राणायामस्य हिक्काश्वासादिरोगाः अपनीता भवन्ति। मलमूत्रसम्बद्धरोगाः नश्यन्ति। बलवृद्धिर्परिजायते। आरोग्यं समीचीनं भवति। स्वसौष्ठवं परिवर्धते। शरीरं स्वच्छवणं भवति। सकलदोषाः क्षीयन्ते। मनिस्थितरागादयः चक्षुरादेश्च विषयासक्तादयो दोषाः प्राणायामेन दह्यन्ते।

प्रत्याहारः

इन्द्रियाणि विषयं प्रति गच्छन्ति। यतो हि प्रापञ्चिकेषु शब्दस्पर्शादिषु विषयेषु सञ्चरणमिन्द्रियाणां सहजगुणः। तानि लौकिकविषयात् बलात्कारेण साधको निरुन्ध्यात्। स एव प्रत्याहारः¹⁶ इत्युच्यते। यथा

इन्द्रियाणां विचरतां विषयेषु स्वभावतः। बलवदाहरणं तेषां प्रत्याहारस्स उच्यते॥¹⁷ अथवा नित्यकर्माणि ब्रह्माराधनबुद्धितः। काम्यानि च तथा कुर्यात्प्रत्याहारः उच्यते॥¹⁸

जले निमग्नो यथा आत्मानमुद्धर्तुं प्रयतते तथैव विषयेषु निमग्नो जनः आत्मोद्धाराय प्रचष्टते। अत्र उपमा- भोगनद्या वेगात् नीयमानो नरः महता प्रयत्नेन ज्ञानवृक्षं समाश्रयेत् इति।

ध्यानम्

^{15 2.49}

¹⁶ ग.पु- 1.129.24

¹⁷ दर्शनोपिनिषद-7.2

¹⁸ दर्शनोपनिषद्-7.6

अविक्षिप्तेन मनसा मुहुर्मुहुः मूर्त्तामूर्त्तरूपिब्रह्मचिन्तनमेव ध्यानम्¹⁹। ध्यै-चिन्तायामिति धातोः निष्पन्नोऽयं ध्यानशब्दः। सांख्यसूत्रे यथा- ध्यानं निर्वषयं मनः²⁰। तत्वार्थसूत्रे यथा- उत्तमसघनस्यैकाग्राचिन्ता निरोधो ध्यानगन्तुमुहुर्वाति²¹।।

धारणा: मनश्चञ्चलम्। बाह्यलक्ष्येषु मनसः निश्चिलस्थितिः धारणा कथ्यते। देहान्तर्गतेषु लक्ष्येषु मनसस्स्थापनम् इति वा। केचन तु ध्येये मनस्स्थापनं धारणा इति प्रवदन्ति। मूर्त्तार्मूर्त्तभेदेन धारणा द्विधा।

समाधिः

अष्टाङ्गेषु चरमाङ्गं समाधिः। समाधौ चैतन्यं प्रशान्तसमुद्र इव स्थिरो भवति। यत्र आत्मिभन्नानां पदार्थानामथवा आत्ममात्रभासो भवति तदात्मकं ध्यानं समाधिरित्युच्यते। मरुत्सञ्चाररिहते प्रदेशे निश्चलदीप इव यस्य योगिनश्चित्तं ध्येये तिष्ठति सः समाधिस्थः इति कथ्यते। तस्मिन् काले सः न पश्यति। न श्रुणोति। तस्य रसज्ञानं स्पर्शज्ञानं वा न भवति। तस्य मनस्सङ्ल्पः कोऽपि न भवति। इत्थम् उपर्युक्तप्रकारेण ईश्वरे लीनः समाधिस्थः। किन्तु तत्पूर्वं तस्य साधकस्य नाशकानि दिव्यानि विघ्नानि आपद्यन्ते। तानि तु सिद्धिसूचकान्येव। साधकः उपरिष्टात् अधः पतेत्। तस्य कर्णपीडा भवेत्। तस्य विविधधातुदर्शनं भवेत्। शरीरपीडापि जायते। देवताः दिव्यभोगैः तं योगिनं प्रलोभियतुं प्रयतन्ते। अयाचिता अपि राजानः भूमिं प्रदास्यन्ति। धिनका अपि अमितं धनं दास्यन्ति। वेदार्थाः शास्त्रार्थाः च तस्य स्वयं स्फुरन्ति। यथेष्टं छन्दसा सः काव्यरचनं कर्तुमिप समर्थों भवति दिव्यरसायनानि दिव्यौषधानि सकलशिल्पनैपुण्यानि, कलाचातुर्यं च तेन अप्रयत्नेन लभ्यन्ते। किन्तु एतानि सर्वाण्यपि यो योगी तृणमिव परित्यजित सा महाविष्णोः अनुग्रहपात्रं भवति।

इत्येवम्प्रकारेण योगशास्त्रस्य विचारोऽत्र शोधलेखेऽस्मिन् मया प्रस्तुतः।

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¹⁹ मूर्तामूर्त्तब्रह्मरूपचिन्तनं ध्यानमुच्यते। -1.129.25

²⁰ 6.25

²¹ 9.27



कौटिल्यार्थशास्त्र-श्रीमद्भगवलीतयो: योगक्षेमवर्णनं मानवसमाजे तस्य प्रासङ्गिकता च

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Chapter - 11

कौटिल्यार्थशास्त्र-श्रीमद्भगवत्गीतयो: योगक्षेमवर्णनं मानवसमाजे तस्य प्रासङ्गिकता च

छपिकुल मिञा

सारांश:

भारतीयसंस्कृते: जीवनदर्शनस्य अत्युत्तममार्गदर्शिकग्रन्थं कौटिल्यार्थशास्त्रं श्रीमद्भगवत्गीता च। एतयोः ग्रन्थयोः योगक्षेमव्याख्या महत्वेन प्रतिपादिता। 'योगक्षेमम्' सर्वेषां शिक्षायाः साधनस्य च विषयः अस्ति। सर्वे महापुरुषाः योगक्षेमानुसन्धाने स्थित्वा निरपेक्षसुखसम्पदः तृप्तिम् अनुभवन्ति। वर्तमानसमये सर्वे मानवाः मानवीय-शारीरिक-वित्तीय-आदि-स्थितौ जीविताः सन्ति। अस्याः दुविधायाः संसारस्थितेः एकमात्रं मार्गं योगक्षेम एव। अतः अस्य प्रासङ्गिकत्वमभिलक्ष्य 'योगक्षेमम्' विषयामाश्रित्य प्रस्तावः।

प्रमुखशब्दा: कौटिल्यार्थशास्त्रम्, श्रीमद्भगवत्गीतायाम्, योगक्षेमम्, मानवसमाजम्, प्रासङ्गिकता।

प्रस्तावना

श्रीकृष्णद्वैपायनवेदव्यासेन रचितस्य महाभारतस्य भीष्मपर्वणः २५ अध्यायतः ४२ तमाध्यायानां संग्ररेव श्रीमद्भगवत्गीता। अष्टादशाध्यायान्विते गीतायां मानविशक्षणाय भगवता विविधोपदेशः कृतः। अयं ग्रन्थो मानवजीवनस्य विशेषमार्गप्रदर्शकानां आधारः एव। भारतीयाध्यात्मवाद-वैज्ञानिक-सिद्धान्त-मानविकप्रेरनानां शाश्वतोऽयं ग्रन्थः। अष्टादशाध्याये भगवता मुखनिसृता अमृतवाणी सदैव मानवकल्याणाय समाजे मानवैः अनुकरनीया ध्यातव्या च। उपनिषद्सु श्रेष्टा श्रीमद्भगवत्गीता लोकेषु विश्रुता सर्वोपनिषदः गावो दोग्धा गोपालनन्दनः।

वेदोत्तर-भारतवर्षस्य तात्त्विकग्रन्थानां कौटिल्यस्य 'अर्थशास्त्रम्' अन्यतमम्। अर्थशास्त्रे वर्णितेषु विविधविषयेषु योगक्षेमं प्रधानम्। यस्य गुरूत्वम्, मौलिकता, प्रासङ्गिकता च युगे युगे देशकालातिक्रम्य राजनीतिविदां सकाशे अमुल्यसम्पद्गुपेण समादितमस्ति।

कौटिल्यार्थशास्त्रे योगक्षेमम्- संस्कृतवाङ्मये 'योगक्षेमम्' इति पदस्य तात्पर्यं व्याजते। योगक्षेम् इत्यस्य पदस्य वर्णना संस्कृतवाग्मये विविधशास्त्रेषु दृश्यते। आचार्यकौटिल्यस्य

राजनैतिकशास्त्रे अर्थशास्त्रे 'योगक्षेमम्' पदस्य महत्वपूर्णवर्णना अस्ति। एतदितिरिक्तं विभिन्नेषु शास्त्रेषु विशेषतया श्रुतिशास्त्रम्-स्मृतिशास्त्रम्-राजनीतिशास्त्रम्-राजधर्मविषयकशास्त्राणां वर्णनीयविषयरुपेण एतस्य पदस्य अभिव्यक्तिः प्रकाशिता आचार्यैः पण्डितैः च। आचार्यकौटिल्यः उक्तम्- 'अलब्धलाभार्था लब्धपरिरक्षणी रिक्षतिविवर्धनी वृद्धस्य तीर्थे प्रतिपादनी च। तस्मामायत्ता लोकयात्रा।22 अर्थात् योगक्षेममिति पदेन अलब्धवस्तुनः लाभः, लब्धस्य संरक्षणम्, संरक्षितस्य वस्तुनः विवर्धनं च इत्यर्थः। मानवसमाजे मानवाः कर्मना कर्मजीविनः भवन्ति, कर्मना सर्वत्र मानवानां पृथक् परिचय प्रकाशते। सर्वेषां मनुष्यानां कर्मनि एव योगक्षेम् वर्तते। योगक्षेमविषये आचार्यकुल्लूकभट्टस्य मतम्- 'अप्राप्तस्य प्रापणं योगः, प्राप्तस्य रक्षणं क्षेमः' इति।23

अत: योगक्षेमं साधनेन जीवस्य साफल्यं विद्यते। य: योगक्षेमं साधियतुम् असमर्थ:, तस्य साफल्यमपि तथैव। येन कर्मना जीवनस्य आधार: भवति, तत्रमपि योगक्षेमस्य चिन्तनम् अनीवार्यम्।

श्रीमद्भगवत्गीतायां योगक्षेमम्- मानवजीवने योगक्षेमसाधनं परमं लक्ष्यमेव। योगक्षेमसाधने अपरिहार्यः ग्रन्थः श्रीमद्भगवत्गीता। गीतायाम् अष्टादशाध्याये मानवकल्यानाय योगमार्गः प्रदर्शितः। योगविभागे अष्टादशाध्यान्विता गीता योगक्षेमम् उपदिशति। योगेश्वर श्रीकृष्णः अर्जुनं प्रति यत् ज्ञानं प्रयच्छति तदिष मानवकल्यानाय समुपदिष्टः, योगक्षेमं साधने पुरुषः समर्थ भवेत। तदर्थं श्रीकृष्णेन सन्नासी योगी वा कः? इति निर्दिष्टः, यथा- षष्टाध्याये प्रथमे श्लोके उक्तम्-

"अनाश्रित कर्मफलं कार्यं कर्मं करोति य:। स सञ्चासी च योगी च न निरग्निर्न चाक्रिय:॥"²⁴

योगी सततं योगक्षेमं साधियतुयं समर्थः। स च कर्मयोगी, अध्यात्मयोगी वा। श्रीमद्भगवत्गीतायां योगक्षेमस्य अनन्यविधानस्य अभिव्यक्तिः पृष्टा कृता। धर्मीयभावावेगात् धर्मीयतत्त्वात् वा वहिः मानवकल्यानाय समाजस्य मानवस्य च अत्युक्तमः मार्गः विशेषः एषः विषयः। योगक्षेमविषये स्वयं भगवतः सिद्धान्तम्-

"अनन्यश्चिन्तयन्तो मां या जना: पर्युपासते।

²⁴ श्रीमद्भगवत्गीतायाम्.अध्याय-६ श्लोक-१

²² कौटिल्यार्थशास्त्रम्.१.४.१

²³ संस्कृत सन्दर्भ पृ.-१६६

Thoughts of Scientific Research तेषां नित्याभियुक्तानां योगक्षेमं वहाम्यहम्॥"²⁵

व्यक्तिः स्वकर्तव्यपालनेन स्वधर्मं पालयेत्। स्वधर्मपालनेन कर्मना च स्वधर्मं रक्षेत्, तेन योगक्षेमं साध्यते। पुनश्च स्वकर्तव्यकर्मनि निष्कामभावनया कर्मनि रते कर्मयोगी भूत्वा योगक्षेमं साधयेत्। गीतायाम् भगवतः वचनम्- 'योगक्षेमं वहाम्यहम्' यः श्रद्धया निष्कामेन च कर्म कुरुते, तस्य कर्मयोगिनः योगक्षेमं भगवान स्वयं साधयित, लोके सन्न्यासी-चतुर्वर्णा-राजा-छात्र-साधकानामपि योगक्षेमपद्धतिः भिन्ना एव वर्तते। यः यस्मिन कार्ये रतः भवित, तत् कर्मसाधनाय साफल्याय च योगक्षेमदृष्टा कर्म करणीयम्। यथा कृषकः भूमौ वीजं वपित संरक्षनेन शष्यम् उत्पादयित इति।

वर्तमान समाजे अध्यातिकमानविकतयोः वा पुनः प्रतिष्ठा अत्यान्तावश्यका। तथा च मानवानां स्वधर्मपालने ऒत्सुकतापि काम्या। मानविकशारीरिककाध्यात्मचेतनानां सुष्ठतया विकाशेन जगति समाजस्य स्थितिः उन्नता भविष्यति। सुतरां योगक्षेमं साधनं एव। कर्मना योगक्षेमसाधनेन आत्मानां ज्ञातुं स्वरुपं प्रकाशियतुं जना समर्थाः भवन्ति। येन सम्पूर्णसमाजोऽपि उपकृतं भवति। अतः श्रीमद्भगवत्गीतायां प्रदर्शितं योगक्षेमिनवतं प्रवचनं ज्ञानं वा इदानीन्तन जीवनेऽपि महात्ममाण्डितम् स्यात्।

समीक्षानिष्कर्षः

उपरिक्तम् आलोचनायात् एतद् स्पष्टं यत् 'योगक्षेमम्' भावना एका महत्तपुर्णा चर्चिताः विषयाः। श्रीमद्भगवत्गीतायां प्रतिमुहूर्तं योगक्षेमोपदेशं परिलक्षितम्। यस्य साधनेन जीवनस्य या पूर्णता सा योगक्षेमेन निर्दिष्टा। स्वयं भगवान्नपि योगक्षेमं साधयति येन मानवसमाजः अनुप्रानितः भवति। अनुरुपेण आचार्यकौटिल्यस्य अर्थशास्त्रे भारतीयजीवनदर्शनं सततं प्रभावितं मानवकल्यानं च साधयितम्। अतः कौटिल्यार्थशास्त्रं तथा श्रीमद्भगवत्गीतायां च वर्णिताः योगक्षेमः विषयाः साधनयोग्या इति शम्।

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²⁵ श्रीमद्भगवत्गीतायाम्.अध्याय-९ श्लोक-२२

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গীতগোবিন্দের 'গীত' : সাংগীতিক বিশ্লেষণের আলোকে

Author

সায়নদীপ ব্যানার্জি

ইউজিসি সিনিয়র রিসার্চ ফেলো, বাংলা বিভাগ, বিশ্বভারতী, 'শ্রীবাসুদেবরতি কেলিকথাসমেত, মেতং করোতি জয়দেব কবি প্রবন্ধম্'। -গীতগোবিন্দম্। ১।২

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Chapter - 12

গীতগোবিন্দের 'গীত' : সাংগীতিক বিশ্লেষণের আলোকে সায়নদীপ ব্যানার্জি

ভূমিকা:

বৈষ্ণব সমাজে, বিশেষত দক্ষিণ, উত্তর, ও পূর্বভারতে 'গীতগোবিন্দে'র প্রভাব সংগীতে, চিত্রে, ভাঙ্কর্যে সুদুরপ্রসারী হয়েছিল। সংগীতে সে উত্তরাধিকার বংশগতির মতো সুপ্ত আকারে বহুমান। পুরীর মন্দিরে, ওড়িশী নৃত্যে এবং মণিপুরী নৃত্যের সিংহভাগ জুড়েও গীতগোবিন্দের প্রভাব লক্ষনীয়। উত্তর ভারতীয় কত্মক নৃত্যেও এ প্রভাব দুর্লক্ষ নয়। প্রাচীনকালে তথা ওই সময়ের গীতিরূপ পাবার উপায় এখন আর আমাদের হাতে নেই। কিন্তু জয়দেবের কাছাকাছি সময়ের অর্থাৎ ত্রয়োদশ শতকের লোচনের 'রাগতরঙ্গিনী', বহুখ্যাত শারঙ্গদেবের 'সংগীত রত্মাকারে' (১২১০-১২৪০ খ্রী.), ষোডশ শতকে কৃষ্ণদাস কবিরাজের 'গোবিন্দলীলামৃতম', অষ্টাদশ শতকে নরহরি চক্রবর্তীর 'গীতচন্দ্রোদয়' ও 'ভক্তিরত্নাকর' থেকে জানা যায় যে তখন প্রবন্ধ, বস্তু, রূপক প্রভৃতি গানের প্রচলন ছিল। প্রবন্ধ গানের ভিন্ন ভিন্ন অবয়ব বা ভাগ ছিল। তাদের ধাতু বলা হত। বর্তমান গায়কীতে যেমন স্থায়ী, অন্তরা, সঞ্চারী ও আভোগ: তেমন ভাবে জয়দেবের প্রবন্ধগান নিবদ্ধ অর্থাৎ ধাতু গানের অন্তর্ভুক্ত। ধাতু হল গানের দেহগত বিভাগ। এগুলি হল, উদগ্রাহ, মেলকাপ, ধরুব ও আভোগ। যে অবয়বে গান আরম্ভ করা হয় তাকে বলে উদগ্রাহক। 'মেলাপক' মানে যা মিলিয়ে দেয় বা যোগ সাধন করে। প্রথম ধাতু উদগ্রাহক এবং তৃতীয় ধাতু ধরুবের মিলন সাধক অবয়বের নাম মেলাপক। ধ্রুব ধাতুটি গানের সবগুলি কলি বা তুকে নিত্যবর্তমান। প্রবন্ধের অন্তিম অবয়বের নাম আভোগ, এই অংশেই সাধারণত গীতরচয়িতার নাম বা ভণিতা থাকে। ধরুব এবং আভোগের মধ্যে যদি অন্য ধাতৃ থাকে তবে তার নাম অন্তর বা অন্তরা গীতগোবিন্দের গান পঞ্চধাতুক। রাজ্যেশ্বর মিত্রের মতে এটি ছায়ালগ বা সালগ সূড় শ্রেণির প্রবন্ধ।^২

'গীতগোবিন্দে' কাব্যের চেয়ে গীতের অবস্থান ও প্রসারতা কম নয়। বরং সমান অংশীদারের দাবিদার। প্রত্যেক সর্গেই প্রত্যেকটি 'গীতম্' তথা গান বলেই উল্লিখিত। প্রত্যেকটা গানে গেয় রাগ ও তাল নির্দিষ্ট করে দেওয়া আছে। তখন শিক্ষা, সংগীত শ্রুতিনির্ভর ছিল; স্বরলিপি-পদ্ধতির প্রচলন থাকলে হয়তো গানগুলির স্থায়ী সুর ও তালের সঠিক রূপ পাওয়া যেত। গীতগোবিন্দের রাগ ও তালের তালিকা প্রমাণ করে যে তৎকালীন বাংলা তথা রাঢ়-বঙ্গের শাস্ত্রীয়সংগীত, সর্বভারতীয় সংগীতের সঙ্গে প্রায়োগিক দিক থেকে একই মানচিত্রে অবস্থিত ছিল। ১৪শ শতকে শ্রীকৃষ্ণকীর্তন, তারপরের পালাকারে পদাবলী বিন্যাসে ও কীর্তন গানে 'গীতগোবিন্দে'র প্রভাবকে অস্বীকার করার উপায় নেই। জয়দেব তাঁর চব্বিশটি প্রবন্ধগানে যে রাগগুলি একাধিক গানে ব্যবহারের উল্লেখ করেছেন, সেগুলি – মালব গৌর, মালব, গুর্জরী, বসন্ত, রামকিরি, কর্ণাট, বড়াড়ী, দেশাখ, দেশবড়াড়ী, গোগুকিরি, ভৈরবী ও বিভাস।

'চর্যাপদে' পঞ্চাশটি গানের মধ্যে প্রযুক্ত দশটি রাগের মধ্যে জয়দেব ব্যবহৃত গুর্জরী, রামকিরি, বড়ারী (বলাডটা) ও ভৈরবী গানের নাম পাওয়া যাচ্ছে। জয়দেবের দেশ বড়াড়ী মূলত দেশাখ রাগের মিশ্রণে গঠিত। পরবর্তীকালে তা জয়দেবের দেশাখ নামে পরিচিত হয়। 'গীতগোবিন্দে' ব্যবহৃত তালগুলি হল – রূপক, নিঃসার, যতি, একতালী ও অস্টাতাল। এসব তাল এখনও কীর্তনগানে শাস্ত্রোক্ত রীতিতে ব্যবহৃত হয়। অস্টতাল আটটি তালের সমাহার। সেগুলি – আড়, দোজ, জ্যোতি (যতি), চন্দ্রশেখর, গঞ্জন, পঞ্চ, রূপক ও সম। গীতগোবিন্দের "বদসী যদি কিঞ্চদিশি" গানখানি এখনও ময়নাডালের মত প্রাচীন কীর্তন ঘ্রানার কীর্তনীয়াদের মুখে অস্টতালেই গাইতে শোনা যায়।

কোনো জাতির কাব্য ও সংগীতে সুদীর্ঘ আটশ বছর ধরে কোনো কবি ও সংগীত রচয়িতার প্রায়োগিক প্রভাব সাংস্কৃতিক ইতিহাসে নিশ্চয়ই এক বিরলতম ঘটনা। ভারতীয় ধর্মদর্শনে যে দশাবতারের পরিকল্পনা তাতে জয়দেবের ধারাকেই অনুসরণ করা হয়। 'গীতগোবিন্দে'র প্রথম সর্গের প্রথম গীত দশাবতার স্তোত্রম্ এখনও ভারতের বিভিন্ন ধর্মস্থানে, মন্দিরে নিরবিচ্ছিন্নভাবে গাওয়া হয়। পদাবলি কীর্তনে কীর্তনীয়ারা জয়দেবের পদ-প্রয়োগে কীর্তনকে আরো ভাবময় ও রসমন্ভিত করে তুলতে প্রয়াসী হন। তাই হয়তো ষোড়শ শতকের কবি নাভাজী 'ভক্তমালে' জয়দেবের স্কতিতে বলেছেন –

'জয়দেব কবি নৃপচক্কবৈ খণ্ডমণ্ডলেশ্বর আনি কবি প্রচুর ভয়ো তিহ্ললোক গীতগোবিন্দ উজগার।'

-কবি জয়দেব চক্রবর্তী রাজা। অন্য কবিরা খন্ডমন্ডলেশ্বর মাত্র। তিনলোকে গীতগোবিন্দ প্রচুর ভাবে উল্লেখ হয়েছেন।

বাংলার সাংস্কৃতিক অঙ্গনে জয়দেব অন্যতম আদিপুরুষ। প্রাচীন বাংলা সাহিত্যের সূচনা লগ্নের ঠিক আগেই জয়দেবের আবির্ভাব। তাঁর 'সীতগোবিন্দ' সংস্কৃতে রচিত হলেও সংস্কৃতের বাধাবন্ধন থেকে অনেকটাই মুক্তধর্মী। পন্ডিতেরা তার মধ্যে অপস্রংশেরও প্রভাব লক্ষ করেন, সেইদিক দিয়ে বাংলা ভাষারও যেন আগাম ইঙ্গিত রয়েছে গীতগোবিন্দে। বর্তমানে গীতগোবিন্দের রাধা-মাধবে, রূপ গোস্বামী এবং শ্রীচৈতন্যের মহাভাবস্বরূপ রাধা-কৃষ্ণের সমাভাব প্রতিষ্ঠা হয়েছে। যদিও তাদের মধ্যে প্রভেদ রয়েছে। বরঞ্চ বিদ্যাপতি ও বড়ুচন্ডীদাস জয়দেবীয় আদর্শের সার্থক উত্তরসূরি। পাশাপাশি এটাও সত্য, ভাবনা আদর্শের মেলবন্ধন ভারতীয় সংস্কৃতির রীতিসিদ্ধ স্থায়ীভাব। তাই জয়দেবের রাধিকার ঈষৎ হাসিতে লৌকিকজীবনের বৃত্ত ছাড়িয়ে ঐশ্বর্যময় মহাবিশ্বের জীবন প্রবাহ বা ভক্তির আবেশে মানুষ বিহ্বল হন। রোজকার খন্ড জীবনের বাইরে ঘটে তার আত্মমুক্তি –

'বদসি যদি কিঞ্চদপি দন্তরুচি কৌমুদী

হরতিদর তিমিরমতি ঘোরম্'। - 'গীতগোবিন্দম্।'

কাব্যবিচারে জয়দেবের গীতগোবিন্দকে সমস্ত বিদ্বৎসমাজ একবাক্যে মর্ত্য সম্ভোগের জীবনালেখ্য বলেছেন। তবে সংগীতের দিক দিয়ে স্বীকার করতেই হবে বাংলার সংগীতে জয়দেব এক নতুন গতিময়তা সৃষ্টি করেন। - 'তিনি এনে দিয়েছিলেন নতুন একটি গীতিভঙ্গী। গতানুগতিক পদ্ধতি থেকে বাংলা গান একটি স্বকীয় প্রবাহ খুঁজে পেল জয়দেব গোস্বামীর কাছ থেকে। বড়ু চন্ডীদাসও এ প্রবাহ থেকে আর একটি প্রবাহ রচনা করে গিয়েছিলেন। এইখানেই জয়দেবের কৃতিত্ব। তাঁর প্রভাব থেকেই বাংলা গানে আর একটি নতুন প্রবাহের সূচনা হয়েছিল।' জয়দেব গোস্বামীর গীতগোবিন্দে গীতের পাশাপাশি নৃত্যের ভূমিকাও এক গুরুত্বপূর্ণ অধ্যায়। ১ম সর্গে মালব রাগে রূপক তালে যে দশাবতার গীতিটি রচিত তাতে ভরত নাট্যশাস্ত্রোক্ত রীতিতে নৃত্য পরিকল্পনা রয়েছে। নাট্যশাস্ত্রের ২৬ প্রকার অসংযুক্ত হস্ত, ১৩ প্রকার সংযুক্ত হস্ত, ৪ প্রকার হস্তকরণ ও ১৩ প্রকার শিরকর্মের উল্লেখ রয়েছে দশাবতারে।

'প্রলয়পয়োধিজলে ধৃত বানসি বেদং বিহিতবহিত্র চরত্রখেদম্ কেশব ধৃতমীনশরীর জয়জগদীশহরে......'

গানের নৃত্যনাট্য রূপের পরিচয় দেওয়া আছে 'অভিনয়দর্পণে।'^৭ যথা-

- 1) প্রলয় পতাকোপপরিমর্দিত পতাকেন গগন দৃষ্টা চ
- 2) মীনশরীর মকরহস্তকেন
- 3) জগদীশ ननां । अशिका

- 4) চরিত্রং প্রসারিতেতার্ধ্বতলাপতাকেন
- 5) হরে বৈষ্ণবস্থানকেন। ইত্যাদি

'গীতগোবিন্দের' বাহ্য গঠন যে আদি রসাত্মক বা শৃঙ্গারাত্মক সন্দেহ নেই। এই সূত্রেই আমরা এবার আলোচনা পর্বের ইতি টানব। 'নাট্যশাস্ত্র'কে আদর্শরেখে সে যুগের কবি সংগীতজ্ঞরা তাঁদের শিল্প সৃষ্টি করতেন। পাশাপাশি দীর্ঘদিন ধরে ভারতীয় শিল্পে রূপকের ভূমিকাও কম নেই। সেগুলির দুই ভাবেই অর্থ করা যায়। যেমন 'শাক্ত-তন্ত্রে' সাধারণ মানবীয় কাম রূপ ইচ্ছাকে সৃষ্টি-ইচ্ছার প্রতীক রূপে বর্ণনা করা হয়েছে। উপনিষদেও একই সুর, সগুণ ব্রহ্ম কামনা করলেন 'বহ্ল' হবার জন্য। তাই তাঁর সেই কামনাই তাঁর এক ও অখন্ডিত রূপকে অসংখ্যে রূপময় করল। 'সেই কাম বা কামনাই দিব্যস্পন্দনরূপিনী কলা বা কমকলা-কুন্ডলী।' সমার্থক ধ্বনি শৃঙ্গারের অভিধা 'ভরতের নাট্যশাস্ত্রে' পাই। ভরত আটটি রসের ও বর্ণের উল্লেখ করছেন। শৃঙ্গারকে স্থায়ীভাব সম্পন্ন শুচি ও উজ্জ্বল বেশাত্মক রস বলে বর্ণনা করেছেন।

'তত্র শৃঙ্গারো নাম রতিস্থায়ি ভাবপ্রবঃ উজ্জ্বলবেশাত্মকঃ। যৎকিঞ্চিলোকে শুচি মেধ্যমুজ্জ্বলং দর্শনীয়ং তচ্ছ্ঙ্গারেনোপমীয়তে। যস্তাবদুজ্জ্বলবেশঃ স শৃঙ্গারবানিত্যুচ্যতে।'

এই সূত্রে একটি প্রশ্ন ভীষণ প্রাসঙ্গিক হয়ে ওঠে। তা হল, 'গীতগোবিন্দম্' যদি বিশুদ্ধ দেহসম্ভোগ-মূলক গীতিকাব্য বা গীতিনাট্যময় কাব্য হবে তাহলে যুগ যুগ ধরে 'গাথাসপ্তশতী', 'প্রাকৃতপৈঙ্গল', 'শৃঙ্গার-তিলক', 'শৃঙ্গারশতক' বা 'কুমারসম্ভবাদি'র মতো শৃঙ্গাররসাত্মক কাব্যগুলোকে বাদ দিয়ে সাধক-ভক্তরা একযোগে, যুগ যুগ ধরে। কাব্যের ক্ষেত্রে কেবল 'গীতগোবিন্দ'কে নিয়ে পড়লেন কেন! আসলে গীতগোবিন্দের গীতগুলির লক্ষ 'কামাচার প্রবর্তিতম' হলেও, তা বহুকাল ধরে সর্ব-মনুজ-মনোরঞ্জনে সার্থকতা লাভ করেছে। কবিচক্রবর্তী ও সঙ্গীতজ্ঞ কবি জয়দেবের গীতগোবিন্দে গীতগুলির মহিমা আসমুদ্রহিমাচল চিরকাল অক্ষুন্ন থাকবে।

তথ্যসূত্র

- 1) 'কবি জয়দেব ও শ্রীগীতগোবিন্দ', হরেকৃষ্ণ মুখোপাধ্যায়, দে'জ পাবলিশিং, কলকাতা, ৭০০০৭৩, ফাল্গুন ১৪২৫, পূ. ৬৪।
- 2) 'গীতগোবিন্দম্', সম্পা. ও অনুবাদ জ্যোতিভূষণ চাকী, 'সংস্কৃত সাহিত্য সম্ভার - ৬', নবপত্র প্রকাশন, কলকাতা, ২০০৮, পূ. ১৫৮।
- 3) তদেব, পৃ. ১৫২।

- 4) তদেব, পূ. ১৫৩।
- 5) 'বাংলা সাহিত্যের ইতিবৃত্ত', ১ম খন্ড, অসিতকুমার বন্দ্যোপাধ্যায়, মডার্ণ বুক এজেন্সি প্রাঃ লিঃ, কলকাতা, ২০০৫, পু. ১৫৬।
- 6) 'বাংলার সংগীত', প্রাচীন ভাগ, রাজ্যেশ্বর মিত্র, কলকাতা, প্রকাশকাল অনুল্লেখিত, পৃ. ৯৮।
- 7) 'পদাবলী কীর্তনের ইতিহাস', প্রথম ভাগ, স্বামী প্রজ্ঞানানন্দ, শ্রীরামকৃষ্ণ বেদান্ত মঠ, ১৯ বি, রাজা রাজকৃষ্ণ স্ট্রিট, কলকাতা, সেপ্টেম্বর, ১৯৭০, পৃ. ৮০-৮১।
- 8) তদেব, পু. ৬৬।
- 9) তদেব, পৃ. ৬৭।

Chapter - 13

কতিপয় প্রাগাধুনিক বাংলা সাহিত্যে রাঢ়ের উগ্রক্ষত্রিয় জনগোষ্ঠীর প্রসঙ্গ: একটি আলোচনা

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Chapter - 13

কতিপয় প্রাগাধুনিক বাংলা সাহিত্যে রাঢ়ের উগ্রক্ষত্রিয় জনগোষ্ঠীর প্রসঙ্গ: একটি আলোচনা

সৌম্যজিৎ চৌধুরী

ভূমিকা:

উগ্রক্ষত্রিয় জাতির সম্পঁকে কিছু লেখার পূর্বে আমাদের আগ্রহের তীর ধাবমান হয় উগ্রক্ষত্রিয় নামটির প্রতি। বৈদিক যুগে আর্যরা ভারতবর্ষে আগমনের পর তারা বেশ কয়েকটি শাখায় বিভক্ত হয়ে পড়ে। ভোজ, ইক্ষাকু, উগ্র তাদেরই সব শাখা। উগ্র শাখার আর্যক্ষত্রিয়রা পরবর্তীকালে উগ্রক্ষত্রিয় নামে পরিচিত হয়। এই উগ্রক্ষত্রিয় জাতির কথা প্রথম পাওয়া যায় ঋকবেদে। ঋকবেদের ততো যক্ষমং বিবাধধ্ব উগ্রোমধ্যশীরিব (১০/৯৭/১২), মন্ত্রের ভাষ্যে শ্রীমৎ উবটাচার্য লিখেছেন – 'উগ্রঃ ক্ষত্রিয়ঃ বদ্ধগোধাঙ্গুলিত্রাণঃ স এব বিশিষ্যতে মধ্যমশীঃ মধামং ভাগং শৃণাতীতি মধ্যমশীঃ অর্থাৎ উগ্ররাজগণ গোধাঙ্গুলিত্র (গোধচর্ম নির্মিত দন্তানা) ধারণ করে যে প্রকারে শত্রুর মর্মস্থল বিদ্ধ করেন, হে ওষধি, তুমি ও সেইরূপ রোগীর সর্বদেহে বির্সপিত হয়ে রোগ সংহার কর। 'মনুসংহিতা'র চর্তুথ অধ্যায়ে ২১২ শ্লোকের ভাষ্যে সুপ্রসিদ্ধ ভাষ্যকার মেধাতিথি বলেছেন 'উগ্রো জাতি বিশেষঃ। রাজত্বে তস্য বেদে প্রয়োগঃ দৃশ্যতে।' মনুর শ্লোক উদ্ধৃত করে নৃবিজ্ঞানী রিজলে উগ্রক্ষত্রিয়দের 'হিংপ্রতাপ্রিয় ও নিষ্ঠুর' জাতি হিসাবে চিষ্ণিত করেছেন।'

এই উগ্রগোষ্ঠী গৌতম বুদ্ধ ও মহাবীর বর্ধমানের জন্মের বহুপূর্বে খ্রিস্ট পূর্ব পঞ্চম শতকে 'বজ্জি' জনপদে বসতি স্থাপন করে। এই বজ্জি জনপদ অধুনা উত্তর বিহারে অবস্থিত। ক্রমে ক্রমে তারা শাসক গোষ্ঠীতে পরিণত হয়। খ্রিস্ট পূর্ব চর্তুথ শতকে উগ্র ও উগ্রজীব অর্থে দেশরক্ষক ও বিচারক বোঝাত।

ভারতের অন্যতম প্রাচীন ও প্রসিদ্ধ জৈন ধর্ম যাবতীয় শাস্ত্রগ্রন্থে এবং সংস্কৃত, প্রাকৃত নানান প্রাদেশিক ভাষার টীকায় উগ্র রাজাদের গৌরব গাথা মর্যাদার সঙ্গে বর্ণিত আছে। তার মধ্যে 'কল্পসূত্র' জৈনদের অন্যতম প্রামান্য গ্রন্থ। এতে ভগবান মহাবীরের জন্মবৃত্তান্ত প্রসঙ্গে যে সকল প্রসিদ্ধ ক্ষত্রিয় বংশের উল্লেখ আছে তার মধ্যে ভোজ, ইক্ষাকু বংশের সঙ্গে সমমর্যাদায়

উগ্রকূলের নাম পাওয়া যায়। এ প্রসঙ্গে Dr. Jacobi তাঁর 'Some Book of the East' গ্রন্থে লিখেছেন –

"The Ugras and Bhogas were kshatriyas and were honoured by the first jain Tirthankara who appontied the farmer as prefects of town." $^\circ$

তবে শুধু জৈন ধর্মই নয় গৌতম বুদ্ধের সঙ্গে উগ্র জাতির সম্পর্কের কথা ও জানা যায়। B. N. Chowdhury তাঁর "Buddhist centres in Ancient India" গ্রন্থে লিখেছেন –

"Hathigama (skt – Hastigrama) was a village on the high road from vaisali to kusinagar. Buddha stayed there and was visited by the house holder ugga."

জৈন ধর্মের প্রভাব উগ্রক্ষত্রিয় সম্প্রদায়ের মধ্যে থেকেই যায়। পরবর্তীকালে এই সম্প্রদায় জানা ও সুত দুই থাকে বিভক্ত হয়ে যায়। সুতরা ছিল ক্ষত্রিয় সুত আর জানারা ছিল জৈনধর্মী ঘনিষ্ঠ। আবার কেউ কেউ বলেন বৌদ্ধ জোয়ারে যারা জনৌ বা উপবীত ত্যাগ করে নাই তারাই জানা। এরপরেও উগ্রক্ষত্রিয় সম্প্রদায় বর্ধমানী, বাঘা, সাতসৈকা, কাশীপুরী, পশ্চিম তরকী, চাগ্রামী, বার(দ্বাদশ) গ্রামী, মালভূমীয়, উৎকলীয়, মান্দারণী কয়েকটি শাখায় বিভক্ত হয়। নাম শুনেই বোঝা যায় এগুলি সব আঞ্চলিক বিভাগ।

'বর্ধমানী' যে শাখাটির কথা বললাম সেটি যে বর্ধমানের উগ্রক্ষত্রিয় সম্প্রদায় তা আর লেখার অপেক্ষা রাখে না। বর্ধমানে আগুরী নামে এক সম্প্রদায়ের বিশেষ রমরমা। এই আগুরী জাতি নিজেদেরকে উগ্রক্ষত্রিয় সম্প্রদায়ের পূর্ব পুরুষ বলে দাবী করে। আগুরী জাতি কি উগ্রক্ষত্রিয় সম্প্রদায় তা নিয়ে পন্টিতদের মধ্যে অনেক মতবিরোধ আছে। কবিকঙ্কণ মুকুন্দরাম তাঁর 'চন্টীমঙ্গল ' কাব্যে লিখেছেন -

" আগরী নিবস পুরে, আপনার বৃত্তি করে

অনুচিত না করে কখন।

তৎকালে উগ্রক্ষত্রিয় ব্যতীত অপর কোন জাতি আগুরী নামে পরিচিত ছিল না। 'জাতি বিচার নির্ণয় সাগর' গ্রন্থে পন্ডিত হিরন্ময় ঘোষাল মহাশয় লিখছেন-

"বিদূমী কায়স্থ আর আগরীর জাতি,

বঙ্গের ক্ষত্রিয় এরা দিক দিগন্ত ভাতি।"

আগরীর ক্ষেত্রে ক্ষত্রিয় বলতে উগ্রক্ষত্রিয়কেই বোঝায়। ১৯২১ সালের সেন্সাস রিপোর্ট মতে আগুরীগণ কেই উগ্রক্ষত্রিয় আখ্যা দেওয়া হয়, "Their claim to be called Ugrakshatriyas is an old one"। 'বিশ্বকোষে' আগুরী ও উগ্রক্ষত্রিয় সম্প্রদায়কে পৃথক হিসাবে দেখা হয় নি।

আশুতোষ হাটি জৈন উব্বাই সূত্তের টীকার 'আরক্ষিকত্ব' শব্দ হতে আগরী শব্দের ব্যুৎপত্তি স্থির করে লিখেছেন:

"সীমান্ত ভূ-ভাগের রক্ষাকার্যে নিযুক্ত যে উগ্র-গণ শত্রু সৈন্যদের গতিবিধি পর্য্যবেক্ষণ

করিতেন, তাঁহাদিগকে 'অংত মহামাত্য' (High officers of frontiers) অর্থাৎ সীমান্ত

প্রদেশের রক্ষীবর্গ বলিয়া অভিহিত করা হইত। অর্থাৎ সোজা বাঙ্গলায় ইহাঁরাই ছিলেন

সীমান্ত প্রদেশের আগলাদার। প্রাচ্য মাগধীয় 'আগল' শব্দটি প্রতীচ্য -খন্ডের প্রাকৃত

ভাষায় আগর হইয়াছে। আগরের কার্য্য যাঁহারা করিতেন, তাঁহারাই আগুরী।"

আগরী শব্দের ব্যুৎপত্তি প্রসঙ্গে পন্ডিত ঈশানচন্দ্র শর্মা লেখেন – আগু+অরি= আপ্বরি > আগুরী > আগরী। অর্থ – যাহারা শত্রু নিধনে সর্বদাই অগ্রগামী – "Chhatrays of Bengal".

হীরেন্দ্রনাথ দত্ত সম্পাদনায় বঙ্গীয় সাহিত্য পরিষদ কর্তৃক প্রকাশিত (১৩৩৯ বঙ্গাব্দ) পদ্মপন্তিত লিখিত 'গীত রামায়ণ' (১৫০১ শকাব্দ) এর উত্তর কান্ডে পাওয়া যায় - "বাইশ ভাই নিল বাইশ আগর"। মুকুন্দরামের "বাইশ আগরী আদ্য" এই অংশটি স্মরণ করে উদ্ধৃতাংশটি রচিত বলে মনে করা হয়। উক্ত চরণে ' আগর' শব্দটি রাজ্য, নগর বা এলাকা বোঝাতে ব্যবহৃত হয়েছে। আগরের অধিকারী বর্গকে 'আগরি' বলা হয়। পন্তিত নলিনীকান্ত ভট্টশালী 'গীত রামায়ন'র পুঁথির বিশুদ্ধতা সম্পর্কে সংশয় প্রকাশ করেছেন। তিনি মতে মূল পুঁথিতে 'আগরি' শব্দই নাই। আগরির আখ্যান কৃত্তিবাসী রামায়ণ বা বাল্মীকি রামায়ণেও নেই। তিনি বলেছেন 'গীত রামায়ণে' শূদ্র শম্বুক কাহিনির মধ্য দিয়ে নকল পদ্মপন্তিত উগ্রক্ষত্রিয় আগরীগণকে 'শূদ্র আগরি'তে পরিণত করিবার জন্য বিশেষ কন্ট স্বীকার করিয়াছেন। কিন্তু তাহা সর্বদিক হইতেই ব্যর্থ হইয়াছে। কারণ, জনমানসে তাহার 'গীত রামায়ণ' কোনো দিনই ঠাঁই পায়নি। তবে, লক্ষ্য করিবার বিষয়, আগরি (আগরী)এবং উগ্রক্ষত্রিয় যে পৃথক জাতি বা সমাজ নহে, তাহা সহজেই তাঁহার পুঁথিতে মানিত হইয়াছে। '

আগুরী সম্পর্কে ভিন্ন এক মতের সন্ধান দেন পঞ্চানন তর্করত্ন মহাশয়। তিনি লিখেছেন - "উগ্রহ্মত্রিয়গণ প্রথমতঃ রাজা মানসিংহ সৈন্যদল ভুক্ত হইয়া আগরা প্রদেশ হইতে বঙ্গদেশে আগমন করেন বলিয়া এদেশে আগরী নামে আখ্যাত হইয়াছেন।" তবে এ মতটি গ্রহণ যোগ্য নয়, কারণ মানসিংহের আগমনের বহুপূর্বে বঙ্গে আগুরী জাতির বাস ছিল। মানসিংহের বাংলায় আগমন ঘটেছে ১৫৮৯-৯৯ খ্রিস্টাব্দ। আর ১৫৭৪ খ্রিস্টাব্দ মুকুন্দরাম 'চন্ডীমঙ্গল' এ বঙ্গে আগুরী জাতির কথা লিখেছেন। বলাইদেব শর্মা 'বর্ধমানের ইতিহাস' গ্রন্থে লিখেছেন – "সেই পাঁচশত বৎসর পূর্ব্বেও আগরি জাতি বাঙ্গালার অধিবাসী বলিয়া পরিগণিত হইত।" ৬

তাছাড়াও ষষ্ঠ শতকে মহারাজ বিজয়সেনের তামলিপিতে আগ্রহারিকদের কথা জানা যায়। অগ্রহার যারা লাভ করত তাদেরই আগ্রহারী বা আগ্রহারিক বলা হত। রাজা কোন ব্রাহ্মণ বা ক্ষত্রিয়কে প্রশংসা সূচক কার্যের ভূসম্পত্তি বা গ্রাম উপহার দিত। এই উপহারকে অগ্রহার বলা হত। এই অগ্রহার অধিকাংশ ক্ষেত্রে উগ্রক্ষত্রিয়রাই লাভ করত। তাই তারা নিজেরাই নিজেদের আগ্রহারিক খেতাব দেয়। এই আগ্রহারিকেরাই পরবর্তীকালের আগুর, আগ্রহারিক >আগ্রহারী >আগরী, আগুরী। ৭

'পশ্চিমবঙ্গের সংস্কৃতি' গ্রন্থে বিনয় ঘোষ লিখেছেন –

"বর্ধমানের উগ্রক্ষত্রিয়দের সুপ্রাচীন ঐতিহ্য আছে। অনেকে মনে করেন, উগ্রক্ষত্রিয়রা বাংলার বাইরে থেকে অভিযাত্রী রাজাদের সঙ্গেষোদ্ধা হয়ে এদেশে এসেছিলেন। এই ধরনের যুক্তি অনেকটা অর্থহীন, কারণ বাইরে থেকে সকলেই প্রায় ভিতরে এসেছেন, সেই প্রাগৈতিহাসিক যুগ থেকে ঐতিহাসিক যুগ পর্যন্ত – নেগ্রিটোরা থেকে আরম্ভ করে আদিঅস্ট্রাল জাতির পূর্বপুরুষ দ্রাবিড় আর্য শক হ্লন পাঠান মোগল সকলেই। কথাটা তা নয়, উগ্রক্ষত্রিয়রা সম্পূর্ণ বাঙ্গালী এবং বাংলাদেশেই তাঁদের বিকাশ হয়েছে। তাঁরা প্রধানত কৃষিজীবী ছিলেন এবং প্রাচীনকালে শৌর্যবীর্যে তাঁদের সমকক্ষ জাতি খুব বেশি ছিল না। আজেও তার প্রভাব তাঁদের মধ্যে রয়ে গেছে। গোষ্ঠীপতি ও দলপতি থেকে তাঁরা বিভিন্ন অঞ্চলের রাজা হয়েছিলেন পশ্চিমবঙ্গে।"

বর্ধমানের কোন কোন অঞ্চলে উগ্রক্ষত্রিয়রা রাজা পর্যন্ত হয়েছিলেন। উগ্রক্ষত্রিয় রাজা হিসাবে বর্ধমান স্থিত ক্ষীরগ্রাম অঞ্চলের রাজা ছিলেন হরিদন্ত। ক্ষীরগ্রামে দেবী যোগাদ্যা পূজা প্রচার হরিদন্তের বিশেষ ভূমিকা রয়েছে। সতীপীঠের দেবী হিসাবে দেবী যোগাদ্যার সমগ্র রাঢ় বঙ্গে জনপ্রিয়তা বর্তমান। সেই ক্ষীরগ্রাম ও দেবী যোগাদ্যার নাম বিভিন্ন প্রাচীন তন্ত্র গ্রন্থাদিতে পাওয়া যায়। তন্মধ্যে 'কুব্জিকাতন্ত্র' হল সবচেয়ে প্রাচীন। এটির রচনাকাল

আনুমানিক ষষ্ঠ শতাব্দীতে। সংস্কৃত তন্ত্র গ্রন্থের সার্থক উত্তরসূরী হিসাবে বাংলা ভাষায় প্রথম যোগাদ্যা বন্দনাকার ফুলিয়ার কৃত্তিবাস ওঝা। কৃত্তিবাসী রামায়ণ মতে দেবী যোগাদ্যা ছিলেন মহীরাবণের উপাস্য দেবী। রামায়ণের লঙ্কাকান্ডে মহীরাবণবধ পালায় হনুমান মহীরাবণকে বধ করে রাম, লক্ষ্মণকে নিয়ে আসার সময় দেবী যোগাদ্যাকে উদ্ধার করে ক্ষীরগ্রামে প্রতিস্থাপন করেন –

"পাতালে হরিয়ে লৈল লক্ষ্মণ শ্রীরাম।। রামের উদ্দেশে তবে গেল হনুমান। মহীমুণ্ডু কাটি হনু দিল বলিদান।। সঙ্গে করি লৈল হনু দেবী দশভূজা। অবনীমন্ডলে আসি কৈল তব পূজা।। ক্ষীরগ্রামে মহামায়া করিয়া স্থাপন। পুনরায় হনুমান করিল গমন।।"

রামায়ণে এর থেকে বেশি দেবী যোগাদ্যার বর্ণনা নেই। তবে কৃত্তিবাস কিন্তু এখানেই থেমে থাকেননি। তিনি আগ্রহের বশত পুনরায় 'যোগাদ্যা বন্দনা' নামে পৃথক কাব্য রচনা করেন। 'যোগাদ্যা বন্দনা'র ২৬টি পশ্চিমবঙ্গের পুঁথি বিভিন্ন শালায় ছড়িয়ে আছে। কৃত্তিবাসই প্রথম কাব্য মধ্যে উগ্রক্ষত্রিয় রাজা হরিদত্তের প্রসঙ্গ আনলেন। কাব্যমতে হনুমান, দেবীকে ক্ষীরগ্রামে আনার পর দেবী রাজা হরিদত্তকে স্বপ্নাদেশ পূজা করার জন্য, সঙ্গে কিছু বিধি নিষেধের আদেশও দেন, যার মধ্যে অন্যতম হল নিত্য নরবলি দিয়ে পুজো করা।

"হরিদন্ত নামে রাজা আছিল শুইয়া। স্থপন দেখান দেবী শিয়রে বসিয়া।। কত নিদ্রা যাও পুত্র হয়ে চেতন। কৈলাস ত্যজিয়া আইনু তোমার কারণ।। তোমারে প্রসন্ন আমি দেবী ভদ্রকালী। মোর পূজা কর রাজা দিয়া নরবলি।।"

হরিদত্ত সাতপুত্রের বলি দিয়েই পূজা সম্পন্ন করে। তারপর পূজার দায়িত্ব পরবর্তী বংশধরদের মধ্যে ভাগ করে দেয়।

আমাদের মনে প্রশ্ন জাগে কৃত্তিবাস কেন রাজা হরিদন্তকেই পূজা প্রচারের জন্য বেছে নিলেন। কারণ হরিদন্ত ছিলেন ওই অঞ্চলের উগ্রহ্মত্রিয় রাজা। দেবীর পূজা ও নরবলি প্রচলন একমাত্র রাজা হরিদত্ত শুরু করতে পারবেন। লেখা বাহ্লল্য যে কারণে দেবী মনসা, নিজের পূজা প্রচারের জন্য চাঁদ সদাগরের স্মরাপন্ন হন, সেই একই কারণে দেবী যোগাদ্যা, রাজা হরিদত্তের স্বপ্নাদেশ দেন।

পূজা প্রচলন হয়ে যাবার পর অনেক লোকাচার পূজায় প্রবেশ করতে থাকে। তার মধ্যে একটি হল গুয়া ডাকা। 'গুয়া' শব্দের অর্থ হল সুপারি। পান, সুপারি দিয়ে অতিথিদের অভ্যর্থনার রীতি রাঢ় বঙ্গে প্রচলিত। তবে যোগাদ্যা পূজোয় সুপারি দিয়ে কেবলমাত্র আগুরী সম্প্রদায়ের মানুষদের সম্মান জানানো হয়। ক্ষীরগ্রামের পাশাপাশি অন্যান্য গ্রামের আগুরী সম্প্রদায়ের মানুষদের এই সম্মান গ্রহণ করার জন্য আমন্ত্রণ জানানো হয়। হরিদন্ত এই পূজোর প্রচলন করার জন্য, তাই তাঁর প্রতি শ্রদ্ধার্ঘ্য জানিয়ে এই লোকাচারের উদ্ভব বলে মনে হয়।

তবে এখানেই শেষ নয়। বর্ধমান জেলায় উগ্রক্ষত্রিয় জাতির রমরমা এখনও তুঙ্গে। ১২৯৫ সালে ১৫ আশ্বিন উগ্রক্ষত্রিয় জাতির বিভিন্ন শ্রেণীর সমন্বয় – সাধন ও উন্নতি বিধান মানসে একটি অধিবেশন হয়। পরবর্তীকালে বিভিন্ন অঞ্চলে এই সমিতির অনেক গুলি অধিবেশন হয়। সভার মুখপাত্র হিসাবে উগ্রক্ষত্রিয় পত্রিকা চালু হয়। ১২৯৮ সালে বৈশাখ মাসে শ্রীশচন্দ্র তা মহাশয়ের সম্পাদনায় 'উগ্রক্ষত্রিয় প্রতিনিধি' নামে মাসিক পত্রিকা উগ্রক্ষত্রিয় সমাজের মুখপত্র রূপে আত্মপ্রকাশ করে। ১০

তথ্যসূত্র:

- 1) 'উগ্রক্ষত্রিয় পরিচিতি ও গঙ্গারিডি প্রসঙ্গে', সঞ্জীব বন্ধু, দোল পূর্ণিমা, ১৩৯২ বঙ্গাব্দ, বিনয় প্রকাশনী, ৫১, টাউনহল পাড়া, বর্ধমান – ১, পৃষ্ঠা - ১৫
- 2) 'বর্ধমানের জনগোষ্ঠীর ইতিহাস ও জনসংখ্যার বিন্যাস', ভব রায়, 'বর্ধমান চর্চা',সম্পাদনা - বর্ধমান অভিযান গোষ্ঠী, দ্বিতীয় সংস্করণ – ৩০ নভেম্বর, ২০০১, বর্ধমান অভিযান গোষ্ঠী, ১০৫, জি. টি রোড, বর্ধমান - ৭১৩১০১, পৃষ্ঠা-১২০
- 3) ' উগ্রক্ষত্রিয় পরিচিতি ও গঙ্গারিডি প্রসঙ্গে', সঞ্জীব বন্ধু, দোল পূর্ণিমা, ১৩৯২ বঙ্গাব্দ, বিনয় প্রকাশনী, ৫১, টাউনহল পাড়া, বর্ধমান – ১, পৃষ্ঠা - ১৭
- 4) **তদে**ব, পৃষ্ঠা ১৮
- 5) **তদেব, পৃষ্ঠা** ২৮
- 6) 'বর্ধমানের ইতিহাস', শ্রী বলাই দেবশর্মা, পৃষ্ঠা ২২
- 7) 'উগ্রক্ষত্রিয় পরিচিতি ও গঙ্গারিডি প্রসঙ্গে', সঞ্জীব বন্ধু, দোল

- পূর্ণিমা,১৩৯২ বঙ্গাব্দ, বিনয় প্রকাশনী, ৫১, টাউনহল পাড়া, বর্ধমান ১, পৃষ্ঠা – ৩১
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राष्ट्रवाद

सम्पादिका डॉ. सरिता कुमारी

सहायक प्रोफेसर, राजनीति विज्ञान विभाग जगन्नाथ नगर महाविद्यालय, राँची, झारखण्ड



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➡ेलेखकों द्वारा प्रकट किये गये विचार उनके हैं, इंस्टिच्यूट फॉर सोशल डेवलपमेंट एंड रिसर्च, राँची तथा सम्पादक इसके लिए उत्तरदायी नहीं है।

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डॉ. पोर्शिया सरकार

सहायक अध्यापिका, हिन्दी विभाग, निस्तारिणी कॉलेज, पुरुलिया, पश्चिम बंगाल

रेणु का यह उपन्यास पहले 'दीर्घतपा' नाम से बिहार ग्रंथ कुटिर, पटना से दिसंबर, 1963 में प्रकाशित हुआ था। बाद में इसका परिवर्द्धित संस्करण हिन्दी पॉकेट बुक्स, दिल्ली के द्वारा 1972 में 'कलंकमुक्ति' के नाम से प्रकाशित हुआ। जैसा कि हममें से बहुत से पाठक जानते हैं कि रेणु का सम्पूर्ण कथा साहित्य मानव समस्याओं का दस्तावेज़ है। चाहे 'मैला ऑचल' हो या 'परती-परिकथा' रेणु ने बिहार के एक अंचल विशेष के लोगों के जीवन संवर्षों का बड़ी सच्चाई से वर्णन किया है। परंतु ऐसा लगता है कि वे समस्याएँ आज भी ज्वलंत है। आज भी हमारा समाज उनसे जूझ रहा। इसी परिप्रेक्ष्य में अगर हम 'कलंकमुक्ति' उपन्यास को देखें तो हम पाएँगें कि रेणु का उद्देश्य सिर्फ समाज के कठोर, क्रूर और कर्लुषत मान्यताओं को दर्शाना नहीं है बल्कि उन पर प्रहार करना है। ताकी समाज को सत्यम्, शिवम् एवं सुंदरम् की ओर ले जाया जा सके। 'कलंकमुक्ति' रेणु द्वारा लिखी एक ऐसी लघु उपन्यास है जिसकी कथा के केंद्र में पटना की एक 'विर्कंग वुमेन्स हॉस्टल' है जहाँ पर छोटे-बड़े गाँव, कसवों एवं दूरदराज इलाकों की कामकाजी महिलाएँ रहती है, जैसे- तारावती, गौरी देवी, शिवकुमारी, श्यामा, जानकी देवी, शारदा कुमारी, चंद्रमोहिना, विभावति, कुन्ती एवं रुक्मिनी आदि। जो टाइपिस्ट, टेलिफोन विभाग, खादी प्रतिष्ठान की सेल्स गर्ल, नर्स, महिला गाईड, प्रोफेसर, अध्यापिका तथा रेडियो स्टेशन की लेडी अनाउन्सर का काम करती है। जीवन की नाना समस्याओं से जूझते हुए रेणु ने इनके अन्तर्द्वन्द्वीं को प्रस्तुत किया है। मुख्य महिला पात्र के रूप में बेला गुप्त को दर्शाया गया है। जो इस हॉस्टल की सुपरिण्टेण्डेण्ट ही नहीं बल्कि मैटेरनिटी सेन्टर, शिल्प केंद्र

रणु का कथतर ससार

डॉ. पोर्शिया सरकार



आनन्द प्रकाशन

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प्राक्कथन

साहित्य निरन्तर बहनेवाली अनन्त जल-धारा है। वह निरन्तर अपनी गति, लय और स्थित में बदलाव लिए नित्य नए रूप को धारण करता है। समय-समय पर अनिगनत रचनाकारों ने इसकी धारा को और तेज और नया मोड़ दिया है। रेणु एक ऐसे कथाकार हैं, जिन्हें अपनी रचनाओं में अपने समय की नब्ज को पकड़ने की अनोखी ताकत है। उनका कथेतर साहित्य तत्कालीन जीवन संघर्ष, दुःख, द्वंद्व, संकटबोध और तनाव उत्पन्न करनेवाली परिस्थितियों को प्रकट करते हुए भी आज अप्रासंगिक नहीं है। अपने कथेतर विधाओं में रेणु अपनी गहन अनुभूतियों के जिए इतिहासबोध तक जाते हैं। रेणु के कथेतर साहित्य में वर्णित समय समाज एक सम्पूर्ण युगबोध है।

जब हम फणीश्वरनाथ रेणु का नाम लेते हैं, तो हमारे मन में या तो 'मैला आँचल' या 'परती परिकथा' या फिर 'तीसरी कसम' की याद आने लगती है। यह सर्वविदित है कि वे एक ऐसे कथा-शिल्पी हैं, जिन्होंने सफेद कागज के दुकड़ों पर मानवीय संवेदनाओं को साकार कर दिया है। उनका सम्पूर्ण साहित्य सत्यानुभूतियों की मार्मिक अभिव्यक्ति है। उन्होंने मनुष्य को विभिन्न परिस्थितियों में जूझते हुए देखा है। उसे गरीबी, महामारी, बेकारी, युद्ध और शोषण में जर्जरित होते, दम तोड़ते हुए भी देखा है। उन्होंने जमींदारों, साहूकारों और राजनैतिक रूप से शक्तिशाली व्यक्तियों द्वारा मानवीयता का गला घोंटते हुए देखा है। रेणु का सम्पूर्ण साहित्य इन्हीं मानवीय समस्याओं का दस्तावेज है। रेणु का कथा साहित्य अमर है और कथेतर साहित्य अदितीय। उन्होंने रिपोर्ताज, रपट, संस्मरण, रेखाचित्र, साक्षात्कार, पत्र, निबंध, हास्यव्यंय, कविता, गद्यगीत आदि विभिन्न साहित्यक विधाओं में लेखन-कार्य किया है। हिन्दी जगत् में इतनी सारी साहित्यक विधाओं में लिखनेवाले साहित्यकार विरल ही है। रेणु का सम्पूर्ण कथेतर साहित्य उनके जीवन-संकल्प 'सबार ऊपरे मानुष सत्य' का ही साकार रूप है। उनका कथेतर साहित्य मानव की करूण गाथा है। रेणु के

ETHICS

in Modern Era



Dr. Ajay Kumar Singh

Ethics in Modern Era

First Edition: 2	021
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साहित्य में नैतिकता का प्रश्न और रेणु के साक्षात्कार

डॉ. पोर्शिया सरकार

सहायक अध्यापिका, हिन्दी विभाग, निस्तारिणी कॉलेज, पुरुलिया, पश्चिम बंगाल

साक्षात्कार एक आधुनिक और सशक्त विधा है। यह पाठकों का लेखक से परिचय करवाती है। इस विधा के जिए हम रचनाकार के विचारों, मूल्यबोध एवं उसकी आस्था-अनास्था से पिरिचित होते हैं। साक्षात्कार वास्तव में उस झरोखे के समान है, जिससे लेखक के दिल की धड़कन (हृदय स्पन्दन) को बिना रूकावट सुन सकते हैं। साहित्य की दूसरी विधा में लेखक कुछ पूर्वाग्रह के चलते और कुछ संस्कारजनित विवशता के कारण पूर्ण रूप से खुलकर सामने नहीं आता है। कुशल साक्षात्कारकर्ता के समक्ष वही लेखक अपने विचारों, संस्कारों, जीवन मूल्यों, सामर्थ्य एवं विवशता के साथ खुलकर सामने आता है। जहाँ तक सवाल है, रेणु द्वारा दिए गए साक्षात्कारों का तो वह, उनके जीवन मूल्यों का दर्पण है। उनके द्वारा दिये गये साक्षात्कारों के जिए हम उनके हृदय के कोने-कोने में झाँक सकते हैं। रेणु मूल रूप में किस तरह के इन्सान हैं, उनकी पसंद-नापसंद की सकते हैं। रेणु मूल रूप में किस तरह के इन्सान हैं, उनकी पसंद-नापसंद की कीन-सी चीजें हैं। वे किन बातों पर खुश होते हैं और कीन-सी बात उन्हें बेहद मायूस करती है, इन सभी बातों को हम भली-भाँति समझ सकते हैं।

रेणु समाज में पनपते दुराव और मूल्यों में हो रहे विघटन से काफी चिंतित होते हैं। इसका जिक्र उन्होंने परती-परिकथा का वर्णन करते हुए भी किया है। होते हैं। इसका जिक्र उन्होंने परती-परिकथा का वर्णन करते हुए भी किया है। व्यक्ति अपने-आप में ही सिमटता चला जा रहा है। भाई से भाई अलग होकर व्यक्ति अपने-आप में ही सिमटता चला जा रहा है। भाई से भाई अलग होकर समाज में अपनी पहचान बनाने की कोशिश कर रहा है। संयुक्त परिवार टूटकर समाज में अपनी पहचान बनाने की कोशिश कर रहा है। संयुक्त परिवार टूटकर किया रहे हैं।

पैसे की जरूरत हर किसी को है, पर जरूरत से अधिक कमाने की चाहत हो जाए तो मनुष्य का स्वार्थ धीरे-धीरे उस पर हावी होने लगता है और अंत में वह इतना दब जाता है कि सारे रिश्तों को झूठा समझने लगता है। धीरे-धीरे वह परिवार और समाज से कटकर एक यंत्र बन जाता है और अकेला होता चला



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The Influence of the Information Technology on the Global Dissemination of Music

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ABSTRACT

The union of music production, creation, exhibition, distribution, and presentation enabled by the global digital communications technology enormous push by the digital technology, music is now zipping around together. Digital technology has played a breakthrough in making different world. Geographic distances and national borders have become irrelevant in and their fans and music lovers 'coming together' without any limitations of being realized virtually on the Internet.

Keywords: Information Technology, Music, Global Dissemination

INTRODUCTION

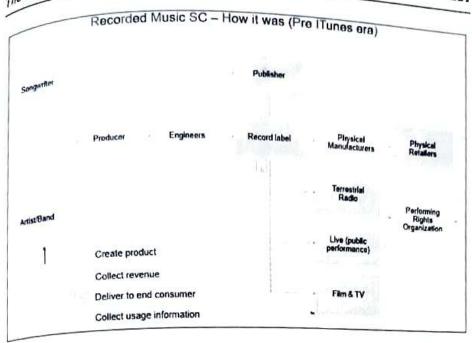
It has been observed,¹ during the past two decades that digital technologies constituting the base of information technology, have accelerated the transformation of the cultural scene enormously by virtue of the development of new forms of creation, production, and distribution in the spheres of music, film and the publication of books.

The process of digitalization arising out of the all-pervasive diffusion of the information technology that is bringing about a radical change in all spheres of industry and the commercial aspects of human society, has also made its presence felt in the creative, cultural,² and media industries including television, radio, film, theaters and music too. As a very common

phenomenon, it has been noticed that the Music industry phenomenon, it has been steadily striding ahead by the application of the tools developed by the IT scientists to present the music with the utmost perfection of "Hi Fi (i.e. High Fidelity) quality" reachable within economic ability of the commoners of the society across such devices as the smart phone, computers, i-pads etc. Yochai Benkler,3 an eminent theoretician over cultural production came to the conclusion that the tools of the information technology that rely on the digitalization has promoted the rise of the digital media that in its turn not only brought about a reduction of cost but successfully converged various devices in one unit such as smart phone which allows a common human being to listen to music, to watch movie, to send a mail, to carry out bank transaction and many other daily activities including creative ones like recording music, taking video photographs - thus successfully eliminating the huge costs entailed in each activity which needed to be carried out separately in different units of production in the past.

MUSIC DISSEMINATION IN THE PRE-INTERNET ERA

Although the common people were accustomed to tune the radio broadcasting stations free of cost to listen to the music, the dissemination of vocal or instrumental music in disc or cassettes depended largely on the direct marketing of the same as other commodities to make access to the personal possession of the music lovers. As reported by Ignacio De Leon and Ravi Gupta,⁴ in their "Discussion Paper N° IDB-DP-549", the process of the distribution of the musical products followed a chain of events in which participated the (a) artists (authors and performers), (b) publishers like SONY/ATV, (d) recording companies like Bhavna, Colombia (in West Bengal, India) and other multinationals like Sony, Warner Music Group etc. (c) the groups of retailers etc. The entire process can be visualized by the following flow diagram as presented in the aforementioned "DISCUSSION PAPER" of IDB.



By courtesy: DISCUSSION PAPERNOo IDB-DP-549

The schematic presentation as above simply reveals the longdrawn process encountered in streaming music, without going into details about the business procedures and legal matters like the copy right and royalties, involved in implementing the procedure to the final stage of handing over the product to the consumer.

THE EMERGENCE OF THE INTERNET FOR DISSEMINATION OF MUSIC

The widespread use of the technology of the informatics has been opening new horizons for the vast audience of the Indian subcontinent who are prone to take deeper dips in the expanding web of the musical waves with the farther explosion of the world wide web of the musical sites for the ordinary people. Music is no longer confined to the ambits of the richer and elite section of the people. A surge of inundation by musical wave has been engulfing the Indian audience with the continuous growth of the application of the information technology by the creative artists of the cultural industry including the music.

The digitization process has gradually been offsetting the monopolistic or oligopolistic trends in the music area of India and a more democratic form is replacing the choice of artists and emergence of the new experimentalists in the composition of notes and lyrics which remained under a hegemonic rule under the control of a few music directors and recording companies.

This democratic approach in the music industry got a confirmation in the conference held in the recent past as reported by Dey,5 when a congregation of artists, composers and the producers met to explore the new channels for the propagation of the Indian music leaving aside the "traditional ways of advertising and subscription", it was in this conference that Jay Mehta, Director of Digital Business, Sony Music India reportedly commented that with the onset of the digitization process, the Indian music Industry is getting adapted to more democratic form in contrast to the earlier days, when "an artist in order to reach out to the consumers had to rely on traditional media or labels," However, he added that now with online streaming channels like YouTube, "the distance between artists and consumers has reduced' and irrespective of whether a singer is a well-known artist or a rookie, they have the same chances of reaching out to the audience, because they have access to the same channels." These trends further affirm the view expressed by Padma Rani,2 that the "changes in the communication technology profoundly destabilize and create new opportunities in art and culture."

In the present context, a reference is to be made to the use of computer in the creation of modern music as elaborated by Sen Yang, 6 who has indicated rightly that in the past the practice of social production of music involved the multiple stages such as writing a composition to be performed by a large band, choir or solo and recording the same in studio and production of the pressure plate for the recording of the master tape.

But the onset of digital technology employed by the IT has gut the one by the IT has simply turned this long-drawn procedure into aprocess of simply turned short duration by personal computer in which the functions of multiple machines have been converged, thereby bringing of multiple in the "performance of music that is different from traditional composition."

The first ever invention of foil cylinder phonograph by Edison to record sound for repeated reproduction was followed by multiple inventions,7 for the perfection of the sound replication such as "Electric Guitar, multi-tracking system, Effects Pedals Studio tricks like echo, reverb, distortion and phasing, Synthesizers, Walkman, MIDI," culminating in the invention of the personal computer with the inbuilt multimedia software that has revolutionized the reproduction of music and its transmission to the remotest corner of the globe.

However, the entire creative group including the lyricists, composers of music, the accompanying band of instrumental music and the artist now enjoy a better environment to reflect their ingenuity in the scoring music through the use of PC (Personal Computer), which has successfully converged all the facilities of recording music and their propagation through the internet in a very brief period of time. As analysed by Hadis7.

The Personal Computer: As a means of recording and editing sound, has arguably altered music as profoundly as Edison's foil cylinder. Though digitization has separated music from its medium, it has also given artists untold freedom and levels of control. Pro Tools, Ableton, Logic Pro: These and other programs let musicians work on recordings anywhere they can plug in their laptops. The proliferation of personal computers has also meant that artists can release their music in unorthodox ways: Radiohead has issued all its recordings since 2007 as downloads first, while Beyoncé has released her last few albums and singles online, without warning. The iPad, that all-purpose device, offers more music-making apps than

any technological platform before it. And digitization gives people an inexpensive, easy way to remix music themselves, people an inexpensive, car, allowing fans a hands-on engagement that is in some ways a throwback to when people bought sheet music to play popular songs at home. The personal computer, in other words, has made music more participatory again, and more democratic

CONCLUSION

The success of Ranu Mandal,8 and the soprano Emily Zamourka, emerging as celebrity singers is now known to all The rise of these unknown artists with gift of music should be treated as the landmarks of the transmission of music to every nuke and corner of the globe channelized through the devices introduced as part of the Information Technology.

The youtubers are propagating music for free by constant uploading of music of the olden days which got lost over decades through the device like a smart phone the most utilized and accessed unit now a days by the common man to get the opportunity of listening to the artists like Debobrata Biswas, Pankaj Mallick or Bade Golam Ali and many others of the ilk who hailed from abroad and had died years ago.

It is a foregone conclusion now that the information technology through further development and achievement of perfection in transmission of the musical renditions will make the world to get attuned to the emotions and rhythms of culture of different ethnic groups and may one day prove to be an influencing factor to promote cohesion of cultures across the globe inasmuch as it can be said as proposed by Rolf¹⁰that:

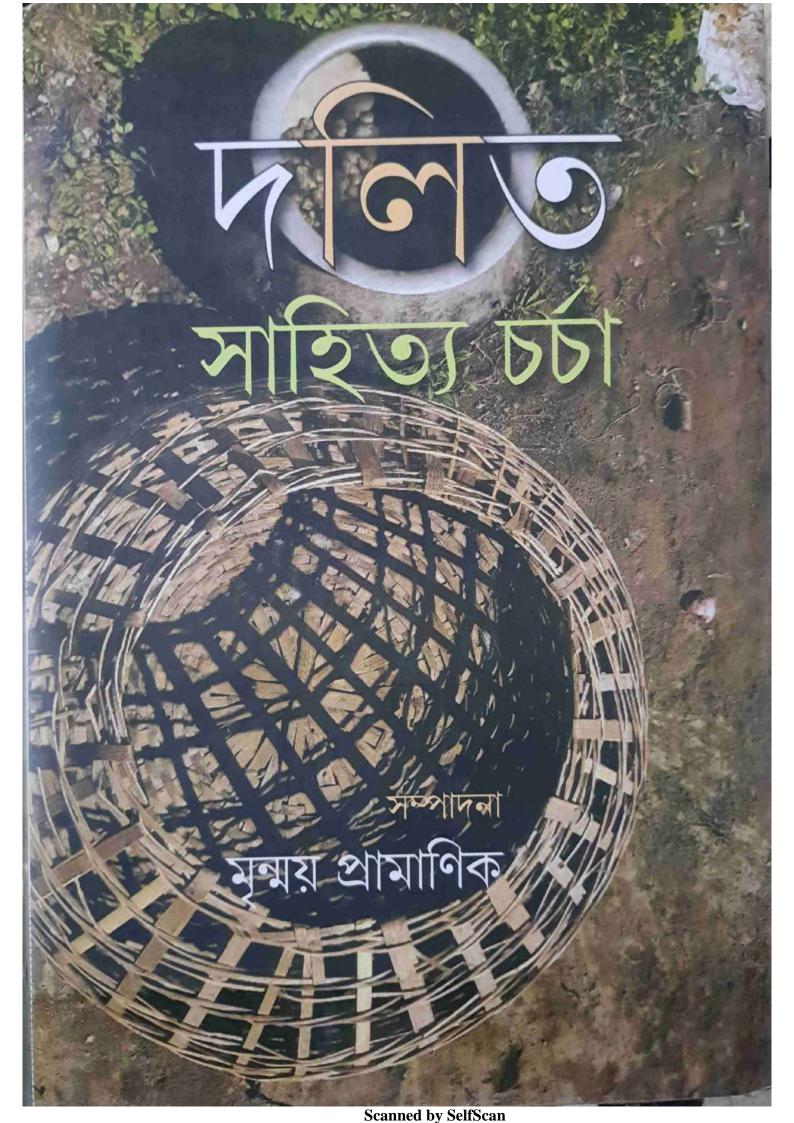
Music is thus a means to transfer a historical consciousness over generations and maintain and shape a diasporic consciousness, which becomes an important part of a group's cultural identity (Roberson 2010). This concerns mainly music not in diaspora, but about diaspora, i.e., songs with narratives that concern their position and life in their new country. Furthermore, Klein (2005) finds that music performs an important function in transferring a particular identity from first-generation immigrants to those in the second and third generations who do not have their own experience of their parents' and grandparents' homeland.

Under this modern perspective of life dissemination of music through the devices of Information Technology will remain to be a driving force for future generations of the groups of varying ethnic identities to have an insight to their origin and share the same with others in their new abodes of life and existence.

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Dalit Sahitya-Charcha Edited by Mrinmoy Pramanick

প্রথম প্রকাশ ফেব্রুয়ারি ২০২২

Indian Council of Social Science Research (ICSSR), Eastern Regional Centre, Kolkata-এর আংশিক আর্থিক আনুকূল্যে প্রকাশিত

প্রকাশক অণিমা বিশ্বাস গা ঙ চি ল 'মাটির বাড়ি', ওঙ্কার পার্ক, ঘোলাবাজার, কলকাতা ৭০০ ১১১ gangchiladhir@gmail.com; www.facebook.com/gangchil

বিক্রয়কেন্দ্র কলেজ স্ট্রিট মার্কেট (বর্ণপরিচয়, দোতলা), স্টল নং সি (পি) ৬, কলকাতা ৭০০ ০০৭ ফোন ৯৪৩২৪ ০৭৬৬৫, ৯৪৩২৯ ৯১৫৩০, ০৩৩ ২২৪১ ০৪০৪ (১--৭)

মুদ্রক এস পি কমিউনিকেশনস ৩১বি রাজা দীনেন্দ্র স্ট্রিট, কলকাতা ৭০০,০০৯

প্রচ্ছদচিত্র সম্পাদক রূপায়ণ সম্ভোষ দত্ত

ISBN 978-93-90621-22-4 দাম ৯৭৫ টাকা শ্রেয়সী দাশগুপ্ত ও সর্বজিৎ ঘোষ "ইতিহাস আমরাও রচেছি": দলিত মহিলাদের স্মৃতিচারণে বিকল্প ইতিহাসের অনুসন্ধান …৪১৯ মানস দত্ত দলিত ইতিহাস চর্চার কয়েকটি দিক …৪৩৬

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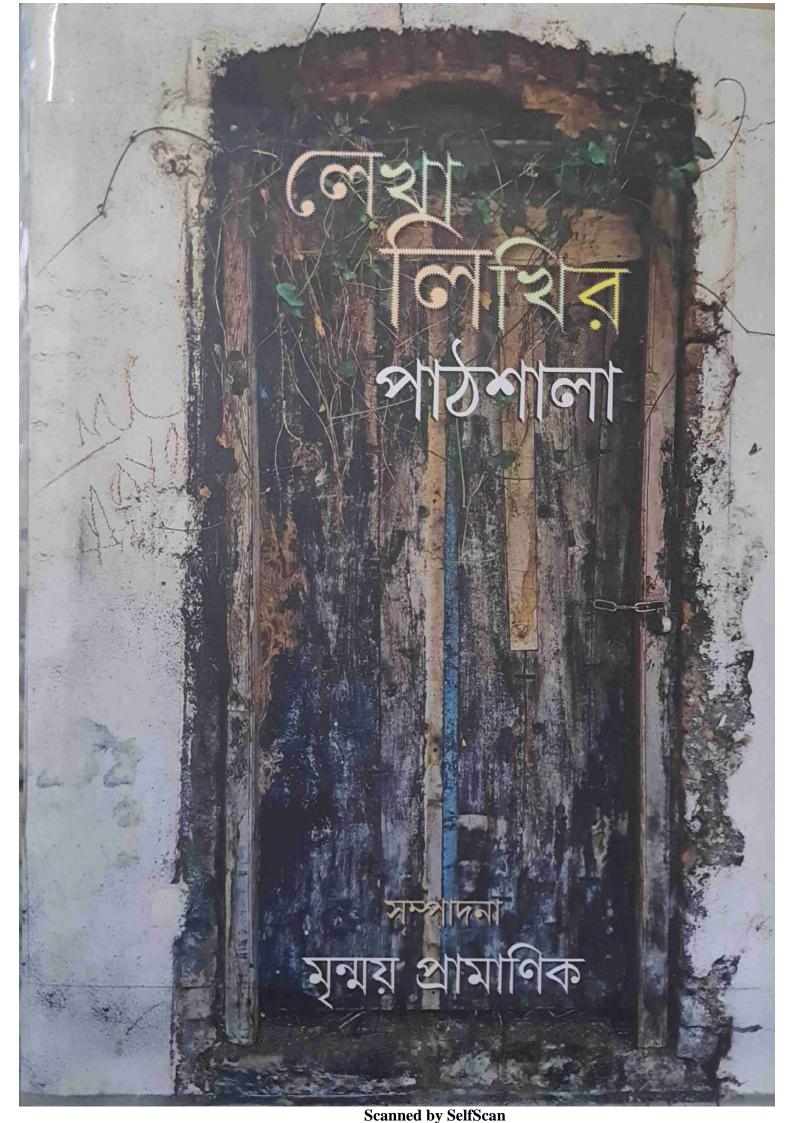
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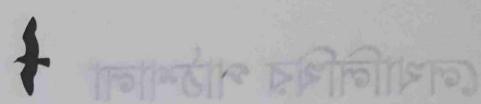
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Lekhalikhir Pathshala Edited by Mrinmoy Pramanick

প্রথম প্রকাশ ফেব্রুয়ারি ২০২২

প্রকাশক অণিমা বিশ্বাস গা ঙ চি ল 'মাটির বাড়ি', ওঙ্কার পার্ক, ঘোলাবাজার, কলকাতা ৭০০ ১১১ gangchiladhir@gmail.com; www.facebook.com/gangchil

বিক্রয়কেন্দ্র কলেজ স্ট্রিট মার্কেট (বর্ণপরিচয়, দোতলা), স্টল নং সি (পি) ৬, কলকাতা ৭০০ ০০৭ ফোন ৯৪৩২৪ ০৭৬৬৫, ৯৪৩২৯ ৯১৫৩০, ০৩৩ ২২৪১ ০৪০৪ (১--৭)

মুদ্রক এস পি কমিউনিকেশনস ৩১বি রাজা দীনেন্দ্র স্ট্রিট, কলকাতা ৭০০ ০০৯

প্রচ্ছদচিত্র সম্পাদক রূপায়ণ সন্তোষ দত্ত

ISBN 978-93-90621-73-6 দাম ৯২৫ টাকা কৃতজ্ঞতা... সম্পাদকের কথা...১৩

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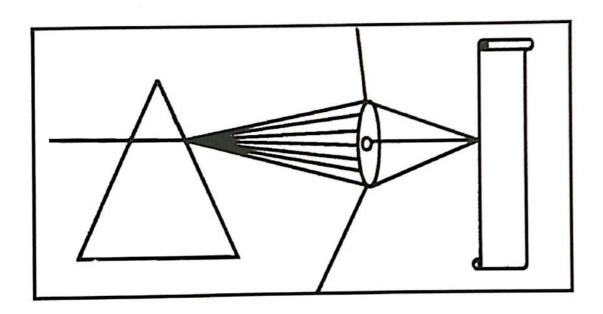
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জাওয়া-করম উৎসবে নারীর অবদান ও আত্মপরিচয়

সংগ্রাম মাহাত

ছোটনাগপুর মালভূমি অঞ্চলের অরণ্য ঘেরা বন্ধুর ভূ-প্রকৃতি সমন্বিত জনজীবনের একটি জনপ্রিয় কৃষিকেন্দ্রিক লোকউৎসব হল 'জাওয়া-করম'। ভাদ্র মাসের শুক্ল একাদশী তিথি হল এই উৎসবের প্রধান সময়। তবে এর প্রস্তুতি চলে প্রায় দশ-পনেরো দিন পূর্ব থেকে আর তার রেশ থাকে প্রায় একমাস জুড়ে। উৎসবটি এলাকার প্রতিটি কৃষি পরিবারের অবিবাহিত মহিলাদের কাছে খুব গুরুত্বপূর্ণ। প্রধানত কুড়মি, ভূমিজ, ভূঁইয়া, মুভা, বাউরি, হাঁড়ি, সাঁওতাল প্রভৃতি সম্প্রদায়ের এটি একটি অন্যতম লোকউৎসব। দক্ষিণ-পিচ্মি সীমান্ত বাংলার পুরুলিয়া ও তার সংলগ্ন জেলা এবং ঝাড়খণ্ড রাজ্যের প্রায় প্রতিটি জেলায় এই উৎসব উদ্যাপিত হয়। এছাড়া, আসাম, ওড়িযা ও ছত্রিশগড় রাজ্যের আদিবাসী জনজাতিদের মধ্যেও উৎসবটি উদ্যাপিত হতে দেখা যায়। মূলত, ভালো ফসলের কামনায় এই শস্যোৎসব পালিত হয়। যার প্রধান আরাধ্য হল বৃক্ষ দেবতার পূজা। উৎসবের উল্লেখযোগ্য অঙ্গ হল গান আর নাচ। যেখানে নারীদের বিশেষ অবদান এবং ভূমিকা লক্ষ্য করা যায়।

'জাওয়া-করম' উৎসব প্রধানত গ্রামীণ নারীদের দ্বারা উদ্যাপিত লোকপার্বণ। উৎসবের সূচনা থেকে সমাপ্তি পর্যন্ত সমস্ত ক্রিয়াকর্মে নারীদেরই মুখ্য ভূমিকা রয়েছে। প্রধানত কুমারী কন্যাদের দ্বারা উৎসবটি পালিত হলেও, বিবাহিত নারীদেরও নৃত্যানুষ্ঠানে অংশগ্রহণ করতে দেখা যায়। এই উৎসবে বিবাহিত নারীরা পিতৃগৃহে আসার জন্য উৎসূক্ হয়ে থাকে। ভাদ্র মাস আরম্ভ হতেই সমস্ত নারীর মন উৎসবের আমেজে আনন্দিত হয়ে উঠে। সকলে সমবেত ভাবে আচার-সংস্কার পালনের মধ্য দিয়ে জীবন উপভোগের প্রস্তুর্তি

স্বাধীনতা প্রবর্তী বাংলা ছোটগল্প পাঠকের মননে ও অনুভবে

সম্পাদনা বিপুল পাল অরূপ পাল SWADHINATA PARABARTI BANGLA CHOTOGALPA: PATHAKER MANANE O ANUBHABE

MANANE O ANUBHABLE
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মূল্য : দুশো পঞ্চাশ টাকা

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একজন সাহিত্যিক সৃষ্টিকর্মে কোন বিষয়কে এবং কাকে স্থান দেন? যেহেতু তিনি তাঁর অভিজ্ঞতার জগৎ এবং সেই জগতে থাকা মানুযগুলিকে উপাদান হিসেবে গ্রহণ করে শিল্পান্নীত করেন তাই স্বাভাবিকভাবেই বলা যেতে পারে সাহিত্যিক তাঁর 'বেড়ে উঠা'-র পরিবেশ এবং সেই পরিবেশে থাকা বাসিন্দাকে সাহিত্যের জগতের বাসিন্দা করে তোলেন। উনিশ শতকের 'Peculiar Product'ছোটগল্পের রচয়িতারা এর ব্যতিক্রম নয়। বাংলা ছোটগল্পের প্রথম নান্দীকার রবীন্দ্রনাথ ঠাকুরের বিচিত্র স্বাদের ছোটগল্পের পটভূমিতে রয়েছে তাঁর চারপাশে দেখা জগৎ। তাই সময়ের পরিবর্তনের সঙ্গে যখন চারপাশের জগতের পরিবর্তন হয়েছে, সমাজ, রাজনীতি ও অর্থনীতির পালাবদলের সঙ্গে গল্পের পরিসরেও সে অস্থিরতা দেখা দিয়েছে। পরিবর্তিত জীবন গল্পের আঙ্গিনাকে স্পর্শ করেছে। দ্বিতীয় বিশ্বযুদ্ধ পরবর্তী সামাজিক-অর্থনৈতিক অবক্ষয়, বেকারত্ব, দারিদ্রো, মজুতদার-মুনাফাখোরদের উদ্ভব, কালোবাজারি, ভূমিব্যবস্থার পরিবর্তন, মধ্যবিত্তদের আত্মসংকট, জীবিকা পরিবর্তন ও গ্রাম ত্যাগ করে সাধারণ মানুষদের শহরে কাজের উদ্দেশ্যে পাড়ি দেওয়া, গ্রামে রাজনৈতিক নেতাদের প্রভাব প্রতিপত্তি বৃদ্ধি—সমাজের এই বাস্তবিক ছবি গল্পের পটভূমি নির্মাণ করেছে। প্রত্যেক গল্পকারই এই জগত ও জীবনকে স্বতন্ত্র দৃষ্টিভঙ্গি নিয়ে দেখেছেন এবং পাঠককে দেখিয়েছেন। গল্পকাররা মানুষের কথা, তাদের জীবন সংগ্রামের কথা ভিন্ন ভিন্ন পরিসরে লিপিবদ্ধ করেছেন। সাতের দশকের মাঝামাঝি সময়ে 'দিশারী' পত্রিকায় প্রকাশিত 'বেলুন' নামক গল্পের মধ্য দিয়ে রামকুমার মুখোপাধ্যায়ের (১৯৫৬-) সাহিত্যিক জীবনের সূত্রপাত ঘটে। তাঁর প্রথম গল্পগ্রন্থ 'মাদলে নতুন বোল' ১৯৮৪ খ্রিস্টাব্দে চৌদ্দটি গল্প নিয়ে আত্মপ্রকাশ করে। তিনি গল্পে নিয়ে এসেছেন মধুসূদন বিশ্বাস কিংবা মটরমোহন চট্টোপাধ্যায়ের মতো মানুষজনদের, যারা সংবাদপত্র টিভি ইত্যাদিতে ব্রাত্য থেকে গিয়েছে। লেখক তাঁর চলমান জীবনে বিশ্বায়নের প্রভাবে দেশি-বিদেশি বহুজাতিক সংস্থাদের মালিকদের দাপটে শিক্ষা, স্বাস্থ্য ও সংস্কৃতি কীভাবে অবনমিত হয়ে চলছে ধীরে ধীরে তা দেখেছেন। একইসঙ্গে পুঁজিবাদ গ্রামের সাধারণ ক্ষেত্মজুর, কারখানার শ্রমিক, প্রান্তিক চাষিদের জীবনে কালোছায়া বিস্তার করে কীভাবে তাদের কঠিন সংগ্রামের মুখোমুখিতে নিয়ে এসেছে কথাসাহিত্যিক সামনে থেকে সেই চিত্রপটকে জীবনের দর্পণে দেখেছেন। কথাসাহিত্যিক যেহেতু সাধারণ







১২ মাসে ২৩টি সংখ্যা

আধুনিক প্রাপ্তমনস্ক সাহিত্য-পাক্ষিক

১২ মাসে ২৩টি সংখ্যা সারা বছর সর্বত্র গ্রাহক ২০০০ টাকা (রেজিস্টার্ড প্রিন্টেড বুক) ২৫০০ টাকা (যাঁরা পার্সেলে নিতে চান) ● প্রতিটি সংখ্যা ৫০ টাকা (মোট ২২ টি সাধারণ সংখ্যা) পুজো সংখ্যা ২৫০ টাকা (অক্টোবর যুগ্ম সংখ্যা) ● বিশেষ সংখ্যা বা পুজো সংখ্যার জন্য গ্রাহকদের অতিরিক্ত মূল্য দিতে হবে না।



আমাদের ওয়েবসাইট ভিজিট করুন দেরি না করে গ্রাহক হয়ে যান www.prativash.com

Google Pay & PhonePe: 98311 43027 NEFT করুন Bank Details: PRATIVASH. P.N.B., B.T. Road Branch Current Account No: 0397050008976 IFSC Code: PUNB0039720 NEFT বা Google Pay বা PhonePe করে ক্রিনশ্ট এবং ঠিকানাসহ whatsapp করুন 8240968252 সম্মান! তাঁর মতো জ্ঞানী মানুষ অব্রাহ্মণ হতেই প্যাবেন না।

অতএব বিয়ে হয়ে গেল। পাঁচ বছর বিলেতে কাটিয়ে ব্যারিস্টার হয়ে দেশে ফিরে এলেন বসন্তরঞ্জন। যোগ দিলেন বিখ্যাত হয়ে ওঠা দাদার জুনিয়ার হয়ে। পেশাজীবন মাত্রই কয়েক মাসের, চিত্তরঞ্জন তখন বিহারের আরাতে 'ডুমরাওঁ' রাজার মামলার তদারক করছেন। মেজোভাই প্রফুল্লরঞ্জন ব্যারিস্টারি করছেন পাটনা শহরে, মেজোবউদি ডরোথি ইংরেজের মেয়ে, কিন্তু প্রথম থেকেই দাশ পরিবারের বধূ রূপে মানিয়ে নিয়েছিলেন। গরমে দার্জিলিং-এ বেড়াতে গিয়েছিলেন এই ডরোথি, কয়েকদিন পরে বসন্তরঞ্জনও গেলেন ছুটি কাটাতে। পাহাড়ের ঢালে সুন্দর একটি বাড়ি ভাড়া নেওয়া হয়েছিল, নাম 'সল্টহিল': সেখানেই হঠাৎ বিপর্যয়, মাত্র ২৪ বছর বয়সে টাইফায়েডে মৃত্যু হল বসন্তরঞ্জনের, ২০ বছরেই স্বামীহারা হলেন সরযুবালা।

চিত্তরঞ্জনের সঙ্গে বসন্তরঞ্জনের বয়সের ব্যবধান অনেকটাই কিন্তু নৈকট্য ছিল নিবিড়। প্রায় পিতার যত্নে ভাইটিকে বড়ো করে তুলেছিলেন তিনি, বিলেত থেকে ব্যারিস্টার করে এনেছিলেন। স্নেহ এতটাই বেশি ছিল যে ৫ ব্যারিস্টার চিত্তরঞ্জনের পোশাক, স্যুট-টাই, জুতো, হাঁটা-চলা, কথা বলার বিলিতি স্টাইল— এসব নিয়ে নির্দ্বিধায় পরামর্শ দিত নবীন বসন্তরঞ্জন। আদালতের খবরাখবর, চিত্তরঞ্জনের সাফল্যের কাহিনি বাড়িতে বহন করে আনত সে-ই। আদর-আবদারে, প্রাণখোলা হাসিতে বসন্তরঞ্জন ছিল রসা রোডের বাড়িতে এক ঝলক খোলা বাতাস।

এ সৃত্যুশোক ভুলতে অনেকদিন সময় লেগেছিল চিত্তরঞ্জনের। সরযৃবালার মুখের দিকে তাকাতে পারতেন না, আড়ালে সকাল-সন্ধ্যা হাহাকার করেছেন ছোটো ভাইটির জন্য। বরং খানিকটা সামলে নিয়েছিলেন ব্রজেন শীল, দার্শনিক তিনি, জানতেন জীবনটা দর্শনের পথে চলে না। মেনে নিতে হল কন্যার অকাল বৈধব্য, কিছুদিন পরে মেয়েকে পাঠিয়ে দিলেন বিলেতে। লন্ডনের Froebel Institution থেকে Childrens' Training-এর পাঠ নিয়ে সরযূবালা দেশে ফিরলেন ১৯১৩-তে। এরই মধ্যে একটু একটু করে লেখা হয়েছে 'বসন্ত প্রয়াণ', যা প্রকাশিত হল ১৯১৪ তে। লেখায় আগ্রহী সরযুবালার আরও চারটি বই আছে— ত্রিবেণী সঙ্গম, দেবোত্তর, বিশ্বনাথ এবং অন্নপূর্ণা। তবে আমাদের আলোচনার কেন্দ্রে থাকবে কেবল এই বইটি, যার দীর্ঘ ভূমিকা লিখেছিলেন রবী**ন্দ্রনাথ**।

বসন্ত-প্রয়াণ। শ্রীসরস্বালা দাস গুপ্তা প্রণীত। (শ্রীযুক্ত রবীন্দ্রনাথ ঠাকুর-লিখিত ভূমিকা সহমিত) All rights including right of frustation reserved to author the

বসন্ত-শ্রেরাপ।

শ্রীদরযূবালা দাস গুপ্তা প্রণীত।

(শ্রিষ্ক ববীন্দ্রনাথ ঠাকুর-লিখিত ভূমিকা সংলিত)

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under the copyright act.

১৯১৫ তে বিধবা সরযুবালার পুনর্বিবাহ হয় চিত্তরঞ্জনের বিপত্নীক ভগ্নিপতি ব্যারিস্টার শরৎচন্দ্র সেনের সঙ্গে। দাশ পরিবারই উদ্যোগী হয়েছিল, তথ্যটি এই কারণে উল্লেখযোগ্য যে, চিত্তরঞ্জন দাশ তাঁর অতি প্রিয় এবং কন্যাসমা এই ভাতবধ কে স্বভাবতই নিজের পরিমণ্ডলে আগলে রাখতে চাইতেন। হয়তো অকালমৃত ভাইয়ের স্মৃতিতে ডুব দিতে পারতেন তরুণী বিধবার মুখের দিকে চেয়ে। অন্যদিকে ব্রজেন্দ্রনাথ শীলের নৈকট্য প্রায় সমান ভাবে ছিল রবীন্দ্রনাথ ও চিত্তরঞ্জন উভয়ের সঙ্গে। ১৯০৫-এ 'বাংলার মাটি বাংলার জল' গেয়ে বাঙালির হৃদয় জয় করেছিলেন রবীন্দ্রনাথ, আর ১৯০৯-এ অরবিন্দকে মুক্ত করে নতুন করে বঙ্গচিত্ত জয় করলেন চিত্তরঞ্জন। সমকালীন এই দুই বাঙালির কৃতিত্ব খুব কাছে থেকে দেখেছেন প্রাজ্ঞ ব্রজেন্দ্রনাথ। এদের দু`জনের নৈকট্যও কিছু কম ছিল না। কবিতার খাতা নিয়ে রবিকাকার কাছে প্রায়ই যেতেন তরুণ চিত্তরঞ্জন, মূণালিনী দেবীর কাছে আবদার করতেন লুচি-মাংস খেতে। ঠাকুরবাড়ির খামখেয়ালি সভাতেও এক সময় নিয়মিত হাজিরা দিতেন তরুণ ব্যারিস্টার। আবার রসা রোডের বাড়িতে রবীন্দ্রনাথ এসে অমলা দেবীর সঙ্গে গান গেয়েছেন অনেকবার। ১৯১২ তে লন্ডনে রটেনস্টাইনের ঘরে বসে দুজনে মিলে কবিতা পাঠ করেছেন। এই সময় বিলেতের পথে জাহাজে যেতে যেতে 'সাগর সংগীতে'র কবিতা লিখেছেন চিত্তরঞ্জন। এগুলি ইংরেজিতে অনুবাদ করেন অরবিন্দ 'Song of Sea' নামে। সে কেবল বোমার মামলা থেকে মুক্ত করার কৃতজ্ঞতায় নয়, পারিশ্রমিকও পেয়েছিলেন যথেষ্ট। আবার এই অরবিন্দকেই নমস্কার জানিয়ে 'হে

রবীন্দ্রনাথ। আপামর বাঙালি চিত্তরঞ্জনকে 'দেশবন্ধু' বললেও রবীন্দ্রনাথ কখনও 'দেশবন্ধু' বলেছেন, শোনা যায়নি। সাগর সংগীতের একটি বহুমূল্য শোভন সংস্করণ প্রকাশিত হয় এই সময়ে। বঙ্গদেশে একমাত্র বর্ধমানের রাজবাডি ছাডা আর কোথাও এমন সোনার জলে ছাপানো বহুমূল্য চামডায় বাঁধাই রাজসিক বই ছাপা হয়নি। এই বই থেকেই কলকাতার প্রকাশক মহলে 'রাজ সংস্করণ' শব্দটি চালু হয়েছে। পুরুলিয়ার 'রিট্রিট'-এ নিস্তারিণী দেবী যখন মারা যান চিত্তরঞ্জন তখন বিলেত থেকে ফেরার জাহাজে। ছেলেকে না পেয়ে ছেলের এই বই বুকে নিয়েই চিরবিদায় নেন নিস্তারিণী দেবী। অনেকেই মনে করতেন, সাগর সংগীতের এই 'রাজ সংস্করণ'ই রবিবাবু আর চিত্তবাবুতে স্থায়ী দূরত্ব তৈরি করে দিয়েছিল। একের পর এক ঘটনাক্রম দেখে স্পষ্ট বোঝা যায়, দুই হদয়ের নদী আর একত্রে মেলেনি। তার দু'টি বড়ো প্রমাণ, জালিয়ানওয়ালাবাগে গণহত্যার প্রতিবাদে 'নাইট' ত্যাগ করে কলকাতায় প্রতিবাদ সভা করতে চেয়েছিলেন রবীন্দ্রনাথ। চিত্তরঞ্জনের সাহায্য চেয়েও পাননি। আবার ১৯২২-এ কারামুক্ত চিত্তরঞ্জনের সংবর্ধনা সভায় সভাপতিত্ব করার প্রস্তাব নিয়ে রবীন্দ্রনাথের কাছে গিয়েছিলেন আচার্য প্রফুল্লচন্দ্র রায়। অসুস্থতার অজুহাতে সে প্রস্তাব প্রত্যাখ্যান করে তিনি চলে যান শান্তিনিকেতনে।

ইতিমধ্যে ১৯১৪-তে বের হয় রবীন্দ্রনাথের আশীর্বাদপুট্ট 'সবুজপত্র'। একদিকে যখন শুরু হল সবুজ পাতার উল্লাস ঠিক তখনই আরেক দিকে চিত্তরঞ্জন দাশের 'নারায়ণ' মাঠে নেমে পড়ল তার নারায়ণী সেনাদল নিয়ে, আর এই আক্রমণ-প্রতি আক্রমণ চলতে চলতেই রবীন্দ্রনাথের দীর্ঘ ভূমিকা সহ প্রকাশিত হ'ল সরয়্বালার 'বসন্ত প্রয়াণ'।

তিন ভাগে বিভক্ত এ গ্রন্থ। আদিলীলা
(বিশেষের পথে), মধ্যলীলা (বিশ্বের পথে),
অন্তালীলা (বিশ্বাতীতের পথে)। একটু নমুনা
দেওয়া যাক সে রচনার, দার্শনিক পিতার ছায়া
স্পষ্টই চোখে পড়বে '...তবে প্রেম, এস তোমায়
জ্ঞানে প্রতিষ্ঠা করি। এইরূপে তোমার প্রাণ প্রতিষ্ঠা
করে তোমার পূজা আরম্ভ করি। কি করিলে
তোমার পূজা হইবে? আমার সেই জ্ঞানের পূজা,
প্রত্যেককে দিয়া তোমার দেবার ইচ্ছাকে তৃপ্তি
দেওয়া; আমার হৃদয়ের ভালোবাসা, সেবা ও ভিজি
বিকশিত করে আত্মায় অর্পণ করা, এই তোমার
পূজা। এখন খেন বিশেষ আধারের কথা
বিগ্রহের কথা মনে না আসে। পরে, হে বিগ্রহী
আমার তৃপ্তিতে তোমাকে তৃপ্তি দেব। আমাকে
অনুসন্ধান করিলেই তোমাকে পাব।'

এমন গুরুচণ্ডালী ভাষারও অবিরল প্রশংসা করেছিলেন রবীন্দ্রনাথ! লিখিত ভূমিকা এবং পরবর্তী ঘটনাক্রমের মধ্যে নোবেলজয়ী রবীন্দ্রনাথের যে উচ্ছ্যাস ব্যক্ত হয়েছে, তা পরিণত

ফি চা র

'বসন্ত প্রয়াণ' এক অতলান্ত প্রত্যাশার ব্যর্থ পরিণাম

প্রবীর সরকার

মকৃষ্ণ সংঘে স্বামী বিবেকানন্দকে ঘিরে একটি রসিকতা চালু আছে।
স্বামীজি নাকি মজা করে বলতেন, নানা সময়ে তিনি যাদের নামকরণ
করেছিলেন তাঁদের একবার দেখতে ইচ্ছে করে। কতজন সেই নামের যোগ্য
হয়েছে আর কতজন চোর-জোচ্চোর হয়েছে।

কথাটা রবীন্দ্রমণ্ডলেও সমান প্রযোজ্য। চেনা, আধা চেনা কত পাত্রে-অপাত্রে তিনি কবিতা সমর্পণ করেছেন, কবিপ্রত্যাশী কতজনের নড়বড়ে লেখায় কলম চালিয়ে দাঁড় করাবার চেষ্টা করে গেছেন, কত শত ব্যক্তি, গ্রন্থ পত্র-পত্রিকার জন্য প্রশংসাবাণী লিখেছেন, তার হিসেব পাওয়া সহজ নয়। আবার ক্ষেত্রবিশেষে অনেকের প্রতি বিমুখ হয়েছেন, নীরব থেকেছেন, এমন অভিযোগও কম নয়। সে অভিযোগ প্রকট হয়ে ওঠে যখন অপাত্রে ভূরিপরিমাণ উচ্চাশার কথা নিনাদিত হয়েছে কলকণ্ঠে, অথচ ধ্বনি-রস-কথা পেরিয়ে সে কোনো ফলবান বৃক্ষ হয়ে ওঠেনি।

এমনি একটি বই 'বসন্ত প্রয়াণ।' সাধারণ কেন, বিশেষ পাঠকদের কাছেও অপরিচিত এ বই, সাহিত্যের সুদীর্ঘ ইতিহাসে প্রায় অনুচ্চারিত এবং ভূলে যাওয়া 'বসন্ত প্রয়াণ' আদতে ছোটো ছোটো গদ্যে গাঁথা কবিতা ও দর্শন হয়ে ওঠার এক ব্যর্থ প্রয়াস। এরই দীর্ঘ ভূমিকায় কেবল উচ্ছুসিত প্রশংসা করেই ক্ষান্ত হননি রবীন্দ্রনাথ, বাংলা সাহিত্যে এক নবীন নক্ষত্রোদয় ঘটেছে বলে প্রায় নিশ্চিত হয়ে গিয়েছিলেন। 'বঙ্গের মহিলা কবি দৈর ইতিহাস প্রণেতা যোগেন্দ্রনাথ গুপ্তের মন্তব্যেও রয়েছে তারই ইঙ্গিত— 'বসন্ত প্রয়াণ প্রকাশিত ইইবার পর বাঙ্গালা সাহিত্যে অনেকেই এক নৃতন জ্যোতিষ্কের অভ্যুদয় ইইয়াছে বলিয়া তাঁহাকে অভিনন্দিত করিয়াছিলেন।'

এখানেই থামেননি সদ্য নোবেল পাওয়া রবীন্দ্রনাথ, সরয্বালার প্রশংসা পাঠিয়ে দিয়েছিলেন একেবারে বিলেতে। সে কাহিনিতে পরে আসব, আগে সরয্বালার সঙ্গে পাঠকের পরিচয় করানো যাক। উনিশ শতকের মহিলা কবিতার তালিকায় কখনও তিনি দাস গুপ্তা, কখনও সেন; অথচ পিতার পদবি শীল। সুপরিচিত দার্শনিক আচার্য ব্রজেন্দ্রনাথ শীলের কন্যা ছিলেন সরয্বালা। জন্ম ১৮৮৯-এ। মেধাবী ছাত্রী ছিলেন সরয়্, এন্ট্রান্স (১৯০৫) এবং সেকালের এফ. এ (১৯০৯) পাশ করার পরে বিয়ে হয় চিত্তরঞ্জন দাশের সবচেয়ে ছোটো ভাই বসন্তরঞ্জনের সঙ্গে। চিত্তরঞ্জনের আদরের ভোলা তখন লন্ডনে ব্যারিস্টার হবার সাধনার একেবারে শেষ পর্বে। পিতা ভুবনমোহন পুরুলিয়ার বাগানবাড়িতে দেউলিয়া জীবনের বিষণ্ণতা বুকে নিয়ে দিন কাটাচ্ছেন। চিত্তরঞ্জনই ভাইবোনদের অভিভাবক। আচার্য ব্রজেন্দ্রনাথ যখন বিয়ের প্রস্তাব নিয়ে আসেন, তখন অরবিন্দের বোমার মামলা জয়ী চিত্তরঞ্জনের নাম বাঙালির মুখে মুখে। কিন্তু বিয়েতে আপত্তি ছিল মায়ের, নিস্তারিণী দেবীর বক্তব্য, শীলরা ছোটো জাত, এমন নিম্ন-অসবর্ণ বিয়ে হতে পারে না।

মাকে বোঝাতে অবশ্য খুব একটা বেগ পেতে হয়নি চিত্তরঞ্জনকে, আর বড়ো ছেলের ওপরে নিস্তারিণী দেবীর নির্ভরতা ছিল অগাধ। চিত্তরঞ্জন বুঝিয়েছিলেন, জ্ঞানীরাই সত্যিকারের ব্রাহ্মণ, সারা বাংলায় ব্রজেন শীলের কত



সত্যজিৎ রায়ের জন্মশতবর্য পালন চলছে একটা গোটা বছর জুড়ে। অন্য আলোকে সত্যজিৎকে উদ্যাপন করার জন্যই এ বারের কৃত্তিবাসী মেগা 'পোস্টারের পাঁচালী'। 'পথের পাঁচালী' থেকে শুরু করে প্রত্যেক সিনেমার পোস্টার, হোর্ডিং, টাইটেল কার্ড, টাইপোগ্রাফি, লডি কার্ড... সবেতেই রয়েছে সত্যজিতের শিল্পিত মননের ছোঁয়া। রেখা এবং শব্দ জুড়ে সত্যজিতের অবাধ বিচরণ। কারণ তাদের তিনি শাসন করতেন নিজের কলম-তুলির ডগায়। তাই বাঙালি শুধু সত্যজিতের জন্মশতবর্ষেই নয়, শতবর্ষ পরেও থাকবে তাঁর কাছে ঋণী। চলতে থাকবে সত্যজিৎকে নিয়ে উদ্যাপন।



• কৃ ভিবোসী মগো ও অন্যান্য •

কৃতিবোসী মগো

- ০৮ সত্যজিতের সব পোস্টার সংগ্রহে রাখা গেল না কেন? প্রণবেশ মাইতি
- ১০ সত্যজিতের ফিল্ম পোস্টার বা খুঁটি চিত্র **হিরণ মিত্র**
- ১২ সত্যজিতের সিনেমার পোস্টারে ছবির মূল ভাবনা প্রতিফলিত হবেই দেবাশীয় দেব
- ১৪ পোস্টার, বুকলেটের চিন্তনে মহারাজ পরিমল রায়
- ১৬ সত্যজিতের সিনেমা পোস্টার শিল্পিত কর্মকাণ্ডের অনন্য সংকলন দেবাশিস মুখোপাধ্যায়
- ২০ সংগ্রহের নেশা এবং সত্যজিৎ রুদ্র**জিৎ মুখোপাধ্যায়**
- ২৪ ইলাস্ট্রেশনের প্যাশনই সত্যজিৎকে করে তুলেছে স্বতন্ত্র মৃত্যুঞ্জয় চ্যাটার্জি
- ২৬ পোস্টারে 'দেবী' **সঞ্জিত চৌধু**রী
- ২৮ মৌলিকতাই মানিকদার পোস্টারের বৈশিষ্ট্য অনির্বাণ কাজী
- ৩০ নাক কাটা দন্ত্য ন! উজ্জ্বল চক্ৰবতী

ফি চার

৩৬ 'বসন্ত প্রয়াণ' এক অতলান্ত প্রত্যাশার বার্থ পরিণাম **প্রবীর সরকার**

ভ্ৰমণ

৪০ সান্দাকফু-ফালুট পথে কাঞ্চনজঙ্ঘার দেশে ফা**ল্গুনী দে**

ચાલા (ળા (જ અ(યાર્યા)

প্রবীর সরকার

বাগমুণ্ডির নাম লোকের মুখে মুখে হয়েছে বাঘমুন্ডি। কোনোকালে বাগ-বাগিচা ছিল বলে এ নাম, না কি কোনোদিন টাঙি দিয়ে বাঘের মুগু শিকার করে বীর্য প্রদর্শন করেছিলেন কোনো আদিবাসী সর্দার কে জানে। পুরুলিয়ার একেবারে পশ্চিম ঘেঁসা গঞ্জ এটা, তারপরেই ঝাড়খন্ডের পশ্চিম সিংভূম। বাঘমুণ্ডি বললেই অযোধ্যা পাহাড়ের স্বপ্ন ভাসে চোখে। সে পাহাড় সারির একদিকের চড়াই শুরু হয়েছে এখান থেকে। অযোধ্যার সব চেয়ে উচু চূড়াটাও দেখা যায়; কেউ বলে গজবুরু, কেউ বলে গর্গাবুরু। ভূগোলের লোকেরা আবার এখন বলছেন, ঐ গজবুরু গর্গাবুরু কোনোটাই নয়, সবচেয়ে উচু চূড়াটা আরও একটু পশ্চিমে, চামতু বা চামতাবুরু তার নাম। 'বুরু'- যুক্ত নাম এখানে অজস্র, গোটা দলমা পাহাড় জুড়ে — মাঠাবুরু, কিরিবুরু, চামতাবুরু, মেঘাতাবুরু...। আদিবাসীদের দেবতার নামেও 'বুরু'। কী অর্থ এর ? বৃদ্ধ (প্রাচীন), শ্রেষ্ঠ, বৃহৎ, মহান... কে জানে।

মার্চের শেষ, পুরুলিয়া শহর ছাড়াতেই পথের দু'দিকে লাল পলাশের উল্লাস, মাঝে মাঝে আকাশের বুকে শিমুলের গাঢ় লাল টিপ। হঠাৎ হঠাৎ উগ্র নেশা ধরানোএকটা গন্ধ ঝাপটা মারছে নাকে। কাছে-দুরে মহুয়ার দেশ। তারপর শালের বন, খুব ঘন নয়, কিন্তু শালের কচি পাতা আর মঞ্জরি সবমিলে মিশে কেমন একাকার। পুরুলিয়া থেকে দুটি পথ গেছে অযোধ্যার দিকে। একটা টামনা মোড় থেকে ডানদিকে ঘুরে শিরকাবাদের উপর দিয়ে, অন্যটা বলরামপুর থেকে ঐ ডানদিকে ঘুরেই মাঠার দিকে। দু'দিকেই পথের আকর্ষণ মন মজায় আজও, যৌথবাহিনীর ভারী বুটের আওয়াজ যখন শোনা যেত, তখনও। রাস্তা আরও আছে, কোনোটা আরও মনোরম — ঘাটবেড়া-কেডুয়া দিয়ে, আড়ষা-পলপল দিয়ে, সুইসা দিয়ে…।

বাগমুণ্ডিতে থাকার যায়গাটা নিতান্তই এলেবেলে। তবু ওখানেই থাকব, ঐ অযোধ্যা মোড়ে, আর দূর থেকে দেখব অযোধ্যা পাহাড়। অনেকেই জানেন না একটি গোপন কথা - অযোধ্যা পাহাড়ে উঠতে নেই। উপরটা মোটেই মন মাতানো নয়। বরং দূর থেকে দেখ, যেদিক থেকে খুশি উঠতেই থাক, সুঁড়ি পথ বেয়ে হারিয়ে যাও, কিন্তু উপরে উঠলেই সব মাটি।

পরদিন হাট বসেছে বাগমুণ্ডিতে। বহু পুরানো সব গাছ-গাছালির নীচে, আমগাছই বেশি, তারই ছায়ায় ছায়ায় মলিন কিছু চালাঘর, অনেকটা খোলা জায়গা এপাশে-ওপাশে। গরিব দেহাতি মানুষের রঙিন ভীড়। একান্তই জীবন ধারণের দ্রব্যাদি। আমাদের অবশ্য কেনার কিছু নেই, তবু হাট দেখতে দেখতে পায়ে পায়ে এগিয়ে চলা। শেষ বিকেল, তখনও রোদের ঝিলিক আকাশে। হাট পেরিয়ে সামনে টাঁড় জমি, ঢেউ খেলানো, ক্রমেই উঁচু হয়ে উঠে গেছে আকাশের দিকে। স্থির মৃত্তিকার সেই ঢেউ-এর মাথায় উঠতেই চোখের সামনে পরম বিস্ময়। কোনাকুনি সামনে দাঁড়িয়ে হাসছে আন্ত অযোধ্যা পাহাড়।

চোখফেরানো যায় না, তবু চোখে পড়ল কাছেই একটা অতি জীর্ণ পুরানো বাড়ি। এটাকে হাটের শেষ

কোল বিদ্রোহ : 'ভাষা দাও তারে হে মুনি অতীত'

কথা এখন আর অজানা নেই যে, আদিবাসীদের এক-একটা অংশকে এক-এক সময়ে 'অপরাধ প্রবণ' বলে দাগিয়ে দেওয়ার কাজটা ছিল ব্রিটিশ শাসকদের কৃটকৌশল, আর এই প্রশাসনিক ছলনাকেই একদা মান্যতা দিয়েছিল নাগরিক মানসের বৃহত্তর অংশ। অথচ প্রকৃত সত্য কিন্তু ভিন্ন, মৌল বিচারে আদিবাসীরা সরল এবং স্বভাব-শান্ত, সদানন্দময়, সত্যপ্রিয় এবং ভণ্ডামী-বর্জিত জনজাতি। বিশ্বস্ত থাকা এবং বিশ্বাস করা—দুই-ই তাঁদের নিহিত মানব-স্বভাব। সে-বিশ্বাস লৌকিকে যেমন, অতিলৌকিকেও ততটাই। আবহমান কালের সংস্কার এবং আপন সংস্কৃতিতে অটল আস্থা নিয়ে আপন গোষ্ঠী বা বৃত্তের মধ্যে থাকতে ভালোবাসে অধিকাংশ আদিবাসী। তাঁদের সে সংস্কৃতি আর্যশোধিত নব্যকালের সংস্কৃতি নয়, কিন্তু নৃত্য-গীত-বাদ্য-চিত্রকলায় তাঁদের আছে রক্তের উত্তরাধিকার। যেমন কোল জাতি সম্পর্কে একটি পুরাকথা শোনা যায় : একদা অযোধ্যা নগরীতে শ্রীরামচন্দ্রের জন্মের আনন্দে দুমাঙ (ঢোল) বাজিয়ে সে উৎসবে অংশ নিয়েছিল কোল আদিপুক্ষেরা। এ ধরনের লোকশ্রুতি অস্তত দুটি সত্য তুলে ধরে আমাদের সামনে : একটি কোলজাতির প্রাচীনত্ব, অন্যটি তাঁদের আনন্দময় জীবনচর্যা। অথচ বিজাতীয় অত্যাচারে বিপন্ন অস্তিত্বের মুখোমুথি দাঁড়িয়ে একদা এই কোলরাই একদিন হাতে তুলে নিয়েছিল তীর-ধনুক, বর্শার মতো আদিম যুদ্ধাস্ত্র। কোল বিদ্রোহের সে ঘটনা মাত্র দুই শতান্ধী আগের।

অরণ্য-পাহাড়ে আদিবাসীরা আবহমানকাল ধরে যে মুক্ত স্বাধীন জীবনধারায় অভ্যস্ত, সেখানে জল-জমি-জঙ্গলের অধিকার তাঁদের বিচারে বিধি নির্ধারিত। সে অধিকার খর্ব হতে হতে যখন দেওয়ালে পিঠ ঠেকে গেছে. তখনই বিদ্রোহী হয়েছে কেবল কোলরা নয়, অন্যান্য আদিবাসীরাও। বণিক ইংরেজ হয়তো অর্থনৈতিক স্বার্থই দেখেছে, কিন্তু আদিবাসীদের কাছে তা কেবল অর্থনীতির বিষয় ছিল না, এ ছিল তাদের জাতিসন্তার উপর আঘাত। সূতরাং ঐতিহাসিক কোল বিদ্রোহ কোনো আকস্মিক বা ব্যতিক্রমী ঘটনা নয়। ১৭৬৫-তে বিহার-ওড়িশা-যুক্তপ্রদেশের প্রশাসনিক অধিকার পায় ইংরেজরা, যার মধ্যে ছিল ছোটনাগপুরের ভূখণ্ড। রাজস্ব আদায়ের নামে গরীব আদিবাসীদের উপর তখন থেকেই শোষণ শুরু হয়ে গেছে এবং তার পাশাপাশি প্রতিবাদ সংগঠিত হতেও দেরি হয়নি। তার চূড়ান্ত রূপ দেখা গেল ২২ মার্চ, ১৭৯৩-এ চিরস্থায়ী ব্যবস্থা প্রবর্তনের পর থেকে। তারই ফলপরিণতিতে এই পর্বে মধ্য ও পূর্ব ভারতে ইস্ট ইন্ডিয়া কোম্পানি বা ব্রিটিশ শাসনের বিরুদ্ধে বেশ কয়েকটি অসস্তোষ মাথা তুলেছিল আদিবাসী জনজাতি মানুষের হাত ধরে। নানা কারণে সিপাহী বিদ্রোহকেই 'মহাবিদ্রোহ' আখ্যা দেওয়া হয়েছে বটে, কিন্তু তাঁর পশ্চাৎপটে অন্যান্য বিদ্রোহগুলির ভূমিকা অস্বীকার করেননি কোনো ঐতিহাসিক। যেমন চুয়াড় বিদ্রোহ (১৭৯৮-৯৯), কোল বিদ্রোহ (১৮২১-৩২), সাঁওতাল বিদ্রোহ (১৮৫৫-৫৬), খেরোয়ার বিদ্রোহ (১৮৭০), মুণ্ডা বিদ্রোহ (১৮৯৯), ভীল বিদ্রোহ (১৮১৮-১৮৩১), ওঁরাও বিদ্রোহ

(১৯১৪-১৫), যাত্রা ভগত ও তানা-ভগত আন্দোলন (১৯১৪) ইত্যাদি। চুয়াড় বিদ্রোহের নেতৃত্বে ছিলেন বরাহভূমের জমিদার গঙ্গানারায়ণ সিং। তাই এর আর এক নাম হয়েছিল 'গঙ্গানারায়ণ হাঙ্গামা'। এর দুই দশকের মধ্যেই সংগঠিত হয়েছে কোল বিদ্রোহ, যেখানে নেতৃত্ব দিয়েছে প্রকৃত অর্থে আদিবাসীরাই। তাই আদিবাসী বিদ্রোহগুলিকে পথ দেখিয়েছে কোল বিদ্রোহ—এমন কথা বলাও মনে হয় অসঙ্গত নয়।

আরও একটি কথা, কোল বিদ্রোহকে কোন শব্দবন্ধে বাঁধা যাবে, তা নিয়েও দ্বিধা ছিল বিটিশদের মধ্যে। কেউ বলেছেন 'Kol uprising', কারও মতে এটা 'kol rebellion'। আবার 'kol mutiny' বলেও স্বীকার করেছেন কেউ কেউ। ব্রিটিশ দলিলে লেখা হয়েছে 'kol insurrection', তবে আদিবাসী বিদ্রোহণ্ডলিকে 'বিপ্লব', 'বিদ্রোহ' বা 'আন্দোলন'-এর মতো কোনো সম্মানজনক শব্দবন্ধে চিহ্নিত করতে দ্বিধাবোধ করতেন ব্রিটিশরা এবং ঔপনিবেশিক ঘরানার ইতিহাসবিদরা। সেই ধারাতেই চুয়াড় বিদ্রোহকে 'গঙ্গানারায়ণ হাঙ্গামা' নাম দিয়েছিলেন তথাকথিত কোনো কোনো পশ্তিত।

কোল বিদ্রোহে যাবার আগে একটি স্বল্প পরিচিত ইতিহাস স্মরণ করবো। 'পাহাডিয়া বিদ্রোহ' বা 'মাঝি বিদ্রোহ' নামে কোনো আন্দোলনের কাহিনি নাগরিক ইতিহাস সন্ধানীরা তেমন লেখেননি। কেননা, এই বিদ্রোহের নায়ক তিলকা মাঝিকে একজন দস্যু বা ডাকাতের চেয়ে বেশি মর্যাদা দেননি ব্রিটিশরা। তিলকা মাঝি সাঁওতাল ছিলেন, নাকি 'পাহাড়িয়া', তাও স্পষ্ট জানা যায় না, কিন্তু ১৭৭৮ থেকে ১৭৮৪ পর্যন্ত সময়কালে তাঁর নেতৃত্বে সংগঠিত বিদ্রোহকে প্রথম সাঁওতাল বিদ্রোহ বলে মনে করতেন মহাশ্বেতা দেবী। এই আন্দোলনের পটভূমিতে লেখা হয়েছে তাঁর উপন্যাস *শালগিরার ডাকে*। এ গল্পের কাহিনি শুরু হয়েছে কিছু আগে থেকে। ১৭৫০-এ জন্ম হয় তিলকা মাঝির (মুর্মু)। ১৭৬৫-তে তিলকার বয়স যখন পনেরো, সে সময় কোম্পানির হাতে আসে বিহার-ওড়িশার শাসনভার। অর্থাৎ ছোটনাগপুর আসে ইংরেজের অধিকারে। ঘোষিতভাবে রাজস্ব আদায়ের কাজ শুরু হয় ১৭৭২ থেকে এবং তারই প্রতিবাদে শুরু হয়ে যায় আদিবাসী বিদ্রোহ, যার নেতৃত্ব দেন তিলকা (মুর্মু)। তারপর কোম্পানির ফৌজের সঙ্গে নানা জায়গায় একাধিক সংঘর্ষের পর আহত তিলকা একসময় ধরা পড়েন ইংরেজ বাহিনীর হাতে। বন্দী অবস্থায় নির্মম অত্যাচারের পর তাঁর ফাঁসি হয় ১৭৮৫-তে। মান্য ইতিহাসবিদরাও বিশ্বাস করেছেন, বৃহত্তর ছোটনাগপুরের সমস্ত আদিবাসী বিদ্রোহের প্রথম আণ্ডন জ্বলেছিল 'বাবা' তিলকা মাঝির এই আন্দোলনে। আদিম অস্ত্রে সঙ্জিত অর্ধ-সংগঠিত কোনো আদিবাসী বিদ্রোহই শেষ পর্যস্ত সাফল্য পায়নি বটে, কিন্তু ভূমিকম্পের মতো প্রবল এক-একটা নাড়া দিয়ে গেছে ব্রিটিশ শাসনের ভিত্তিমূলে। বিহারের সূলতানগঞ্জের রবিনহুড তিলকা মাঝি শেষ পর্যন্ত ধরা পরেছিলেন লেফট্যানেন্ট জেনারেল আয়ার ক্রুটের হাতে এবং আগেই বলেছি, ফাঁসি দেবার আগে নির্মম অত্যাচার করা হয়েছিল তার উপরে। কিন্তু ইতিমধ্যে ভাগলপুরে ইস্ট ইন্ডিয়া কোম্পানির ট্রেজারি লুঠ, রামগড় ক্যান্টনমেন্টের যুদ্ধে ইংরেজদের পরাস্ত করা, এমনকি ইস্ট ইন্ডিয়া কোম্পানির সেনাপতি ক্লিভল্যান্ডকে তীরবিদ্ধ করে হত্যা করার মতো দুঃসাহসী কাজগুলি করে গেছেন তিলকা। বিহারের মুঙ্গের থেকে ভাগলপুর পর্যন্ত প্রসারিত ছিল তাঁর মাঝি বিদ্রোহের

সূচী

প্ৰথম পৰ্ব

পরাধীন ভার তেরে বিদ্রোহে ও স্বাধীন তাকামী আ ন্দোলন পরাধীন ভারতের প্রথম শতকের বিদ্রোহ : পরিচয় ও প্রকৃতি পর্যালোচনা সবাসাচী চট্টোপাধ্যায় ৯ সন্ন্যাসী ও ফকির বিদ্রোহ (১৭৬৩-১৮০০) 🗖 তন্ময় ভট্টাচার্য ২১ কোল বিদ্রোহ : 'ভাষা দাও তারে হে মুনি অতীত' 🗖 প্রবীর সরকার ৩২ বারাসত বিদ্রোহ ও তিতুমীর 🛭 অনিল ঘোষ ৪৩ সাঁওতাল বিদ্রোহ (১৮৫৫-'৫৬) : ইতিহাসের এক দিগ্দর্শন 🛘 শুচিব্রত সেন ৫৫ ১৮৫৭-র মহাবিদ্রোহ : ফিরে দেখা 🗅 মালবিকা রায় ৬৯ মহাবিদ্রোহের প্রথম স্ফুলিঙ্গ : বারাকপুর ১৮৫৭ 🗖 কানাইপদ রায় ৮৫ দেশের প্রথম দেশদ্রোহী : বাসুদেব বলবস্ত ফড়কে 🗅 নির্মলকুমার নাগ ১০৭ মুন্ডা বিদ্রোহ ও বিরসা মুন্ডা : একটি পর্যালোচনা 🗅 কৃষ্ণকুমার সরকার ১২২ বাঘা যতীন ও কোপতিপোদার যুদ্ধ 🗆 অসিতাভ দাশ ১৩৬ 'মৃত্যু যারা বুক পেতে লয় বাঁচতে তারাই জানে' : প্রসঙ্গ ভগৎ সিং সন্দীপ চট্টোপাধ্যায় ১৪৩ ১৯৩০ সালের চট্টগ্রাম যুববিদ্রোহ : আজকের প্রাসঙ্গিকতা 🗅 শুভাশিস মুখোপাধ্যায় ১৫১ তিরিশ ও চল্লিশের দশকে হুগলী জেলার কৃষক আন্দোলন 🛘 তন্ময় কুমার ঘোষ ১৬৪ সমৃদ্রে কলরব : পরাধীন ভারতের শেষ বিদ্রোহ 🛘 অশোককুমার মুখোপাধ্যায় ১৮২ দিতীয় পর্ব वाश्ना माहि छा - मश्कृ छि एछ वि एमा रह त উ भा मान ফকির-সন্ম্যাসী বিদ্রোহ ও ডিরোজিওর ফকীর অব জঙ্ঘীরা 🗅 শক্তিসাধন মুখোপাধ্যায় ১৯৫ আনন্দমঠ আর দেবী চৌধুরাণী : বঙ্কিমচন্দ্রের স্বদেশবোধ আর ফকির-সন্ম্যাসী বিদ্রোহ 🗅 সুদক্ষিণা ঘোষ ২১৬ নীলবিদ্রোহের প্রেক্ষাপটে দীনবন্ধু মিত্রর নীলদর্পণ 🗆 অনিরুদ্ধ ভট্টাচার্য ২৩৩

Korak-1/2. Sept.-Oct. '21 □ সৌগত মুখোপাধ্যায় ২৫৮

ভূমিপুত্রের লড়াই : মশাররফের অবলোকন 🗅 আবুল আহসান চৌধুরী ২৪২

সমকালীন পত্রপত্রিকায় বিদ্রোহের প্রতিচ্ছবি ও বাঙালি মানসের দ্বান্দ্বিকতা

লোকায়ত গ্রামীণ সংস্কৃতি একই ভাবে সমাজগ্রাহ্য।

অন্তত আমাদের সংস্কৃতির শ্রেষ্ঠ রূপকার রবীন্দ্রনাথ বিশ্বাস করতেন সেই সত্য। লোকায়ত ছড়া-প্রবাদ, ব্রত-অনুষ্ঠানের গান, কথকতা, পাঁচালি, আলপনা, লোকক্রীড়া, বাউল-কীর্তনগম্ভীরা-আলকাপ-ভাটিয়ালির মতো বহুবিধ লোকগান প্রশ্রয় পেয়েছে তাঁর কাছে। কিংবা মনে করা যাক হাজার বছর আগের একটি দৃশ্য-টিলার উপরে দাঁড়িয়ে আছে এক শবর বালিকা, ময়ূরের পেখম দিয়ে সে নিজেকে সাজিয়েছে, তার গলায় শোভা পাচ্ছে গুঞ্জাফলের মালা। কিংবা পদ্মফুলের পাঁপড়ির উপরে নাচ করছে আরেক ডোম রমণী। চর্যাপদে আছে এমন দৃশ্য। এরা জনজাতির প্রতিনিধি, কিন্তু সংস্কৃতি চর্চায় কোনো বর্ণভেদ নেই মেনে নিয়েছিলেন বৌদ্ধ তান্ত্রিক সাধকেরা। গত কয়েক দশকের ইতিহাস-চর্চার মতো সংস্কৃতি চর্চাতেও স্ভত্নখনষ্ঠ্যন্দ্র-দের উপস্থিতি স্বীকৃত হচ্ছে। তাই মানসোৎকর্ষকেই যদি সংস্কৃতি বলে মান্য করতে হয়, তবে উচ্চ আর নিম্নবিশ্বের মধ্যেনীতিগত কোনো ভেদ থাকার কথা নয়। কেননা তা উভয়েরই মানসোৎকর্ষ। অনেকটা বিদ্যাপতি আর চণ্ডীদাসের রাধার রূপ-কল্পনার মত; এক রাধা সালংকারা, অপর রাধা আভরণহীনা। কিন্তু সুন্দরী দু'জনেই।

পুরুলিয়ার প্রান্তভূমিতে ব্রাত্যজনের সংস্কৃতির উপাদানগুলি দ্রুত ধাবমান সময় ও বিবর্তনের সঙ্গে সর্বদা তাল মেলাতে পারছে না, এটা সত্য। সংস্কৃতির এমন সংকট সব দেশে সব কালেই লোকায়ত বিশ্বে দেখা গেছে। কেননা, দৃঢ়প্রোথিত শিকড় না থাকায় নাগরিক সংস্কৃতির পক্ষে বিবর্তিত হওয়া সহজ। তাছাড়া পরিবর্তনশীলতা সব সংস্কৃতিরই বৈশিষ্ট্য। কিন্তু পিছুটান বেশি ব'লে লোকসংস্কৃতির চারদিকে "জড়ায়ে রয়েছে বাধা/ছাড়ায়ে য়েতে চাই/ছাড়াতে গেলে ব্যথা বাজে।" এই সূত্রেই অতীতমুখীনতা পুরুলিয়ার লোকায়ত সংস্কৃতির নিহিত স্বভাব।

সংস্কৃতি নিয়ে ভাসা ভাসা ধারণায় চিত্তগুদ্ধি এবং নন্দিত হওয়ার কথা আসে। এই যেমন নাচ গান নাটক চলচ্চিত্র ছবি ইত্যাদি অজস্র উপাদান। সংস্কৃতির আধারে থাকে উপাদান, মূল পরিসর আরও বড়ো। নৃতাত্ত্বিকরা বলেন, একজন সামাজিক মানুষের টিকে থাকার কৌশলই সংস্কৃতি। এগুলি ভৌগোলিক, সামাজিক, জৈবিক সহ নানা বৈশিষ্ট্যেরউপর নির্ভর করে। কৌশলগুলি

2. 28/7/'21

।। নাট্য ব্ৰতী ।।

'মহাশ্বেতা দেবী স্মরণ সংখ্যায়"

— যারা লিখেছেন —

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'হুতোমপ্যাঁচা': যে জাগিয়ে রেখেছিল উনিশ শতকের বাঙালিকে প্রবীর সরকার

দৃশ্যটি কোনও কন্টকল্পনা নয়, তবু খানিকটা অবাক হওয়ার মতো। ধরা যাক প্রায় দেড়শো বছর আগের কলকাতা শহর, তার উচ্চতম আদালতের একটি কক্ষ। ফরিয়াদী, আসামী, বিচারক, উকিল সকলেই সাদা চামড়ার গুরুগম্ভীর ব্রিটিশ সাহেব। অথচ মামলার রায় শোনার জন্য দলে দলে হাজির হয়েছে কালো নেটিভ বাঙালিরা। কেননা, এ মামলার সঙ্গে জড়িয়ে আছে তাদের রুটি-রুজির সম্পর্ক, আর আছে বিদেশি ইংরেজ নীলকরদের প্রতি চরম ঘৃণা। কিছুদিন আগেই তাদের নির্মম অত্যাচারের ছবি এঁকেছেন দীনবন্ধু মিত্র 'নীলদর্পণ' নাটকে। কিন্তু বাংলায় লেখা এ নাটকে ইংরেজরা তাদের কালো মুখ দেখবে কেমন করে? ইংরেজি চাই, তখন গোপনে মধুসূদন তার ইংরেজি অনুবাদ করে দেন। সেই অনুবাদ যখন কেউ ছাপতে সাহস পেল না, তখন এগিয়ে এলেন একজন সাদা চামড়ার মানুষ, তিনি পাদ্রি, নাম রেভারেন্ড জেমস লঙ্। শুধু ছাপলেনই না, সে বই পাঠিয়ে দিলেন ইংল্যান্ডে, সেখানকার পার্লামেন্ট সদস্যদের কাছে। তাঁদের জাত-ভাইরা অসহায় ভারতীয়দের উপর কী নির্মম অত্যাচার করছে, জানুক সবাই। রাগ হলো ইংরেজদের, লঙ সাহেবের বিরুদ্ধেই মামলা করে দিল ইংলিশম্যান পত্রিকার সম্পাদক। এ দিন তারই শুনানি চলছিল হাইকোর্টে। কিন্তু সবাই তো ভেতরে যাবার অনুমতি পায়নি, তাই অপার কৌতৃহল আর অকৃত্রিম উৎকণ্ঠা নিয়ে অপেক্ষা করছিল বাইরেই। অবশেষে কয়েকদিনের সওয়াল-জবাবের পর কলকাতা সুপ্রিম কোর্টে বিচারের রায় ঘোষণা করা হলো, দেখা গেল ইঙ্গ-আইরিশ আসামী জেমস লঙের শাস্তি হিসাবে জরিমানা ধার্য করা হয়েছে এক হাজার টাকা। টাকার থলি সঙ্গেই ছিল, তৎক্ষনাৎ ওই এজলাসেই জরিমানার টাকা মিটিয়ে দিয়েছিলেন যে কালো চামড়ার বাঙালি, তিনিই কালীপ্রসন্ন সিংহ। এ গল্পটা প্রায় সবারই জানা। কিন্তু আরেকটা গল্প, প্রায় একই সময়ের, যা অনেকের কাছে অজানা। বঙ্গদেশের পাঠশালায় দুষ্টু ছেলেদের দুরন্তপনার নানা কথা শোনা যায় নানা গল্পে। এইসব দুরন্তপনার মধ্যে একটি ছিল, গ্রীম্মের দুপুরে ঘুমন্ত পণ্ডিতমশাই-এর টিকি কেটে নেবার কাহিনি। ঠিক সেরকম না হলেও তেমনি একটি গল্প আছে কালীপ্রসন্ন সিংহকে নিয়ে। অত্যস্ত বিত্তবান পব্লিব্যুরের সন্তান ছিলেন কালীপ্রসন্ন। দানধ্যানও করতেন যথেষ্ট। নানা সময় পুজো বা মাঙ্গলিক অনুষ্ঠানে আগত ব্রাহ্মণদের গোদান করতেন প্রায়ই। এই পণ্ডিতদের যেমন ছিল বড় বড় টিকি, তেমনি ছিল বড় বড় উপাধি। কেউ 'তর্কপঞ্চানন', কেউ 'তর্কবাচষ্পতি' কেউ বা 'বিদ্যাবাগীশ', 'ন্যায়রত্ন', 'বিদ্যারত্ন-শিরোমণি' ইত্যাদি। কিন্তু অনেকেই ব্যক্তিগত জীবনে ছিলেন লোভী ও আচার-সর্বস্থ। কালীপ্রসন্ন এঁদের কেবল গরুটি দান করেই দায় এড়িয়ে যেতেন না, বরং সেই গরুটিকে আজীবন প্রতিপালন করার 🗪 সম্পাদকীয়'র বদলে ৩

🗫 প্রস্থ ৫-২৫

সূচিপ ত্র

'হুতোমপ্যাঁচা' : যে জাগিয়ে রেখেছিল উনিশ শতকের বাঙালিকে 🖿 প্রবীর সরকার

গৌরবে আমাদের অধিকার কই? 重 দয়াময় মাহান্তী

যৌবনবাউল 🔳 সুজিত রেজ

'জনৈক ঈশ্বরের বাণী': জহর সেনমজুমদারের কবিপুরুষ সখা ■ আশুতোষ বিশ্বাস

🗪 কবিতা ২৬-৬৪

গুচ্ছ কবিতা 重 জহর সেনমজুমদার

দুটি কবিতা 🔳 রিনি গঙ্গোপাধ্যায় ঋত্বিক চক্রবর্তী দেবাশিস সাহা দেবযানী ভৌমিক (চক্রবর্তী

বনানী চক্রবর্তী অমিতাভ দাস সরিফা সালোয়া ডিনা স্বপ্ননীল রুদ্র শামস্ আলদীন রাজন

গঙ্গোপাধ্যায়

কর্মকার অনির্বাণ ঘোষ দেবাশীষ নারায়ণ দেব সজল চক্রবর্তী তপন পাত্র বিশ্বজিৎ মণ্ডন

চক্রবর্তী সুশান্ত মোদক পল্লব গোস্বামী তুষার ভট্টাচার্য অপরাজিতা ঘোষ রোনব

অনিরুদ্ধ আলি আকতার শান্তনু ঘোষ অনন্যা রায় মুখার্জি ■► গল্প ৬৫-৯১

দুটি ফুল, একটি কীট 🔳 উত্তমকুমার পুরকাইত চোখ

সোমনাথ বেনিয়া

আয়না ভাঙার শব্দ 🔳 দয়াময় বন্দ্যোপাধ্যায় হেতমপুরে একরাত 🔳 তুহিন কুমার চন্দ যে দিন ক্রুশ বিদ্ধ করা হল ■ আভিজিৎ রায়

➡► বই আলোচনা ৯২-৯৩

রবীন্দ্রনাথকে আমরা কাজের 'ঠাকুর' করেছি, তাঁর অকাজের

কবিতা 🔳 ঋজুরেখ চক্রবর্তী হরিৎ বন্দ্যোপাধ্যায় শতানীক রায় রিষিণ পরিমল শ্যামশ্রী রাষ্

রবীন বসু আকাশ সাহা অরিন চক্রবর্তী সজলকুমার টিকাদার বিশ্বস্তর নারায়ণ দেব সন্ডোষ

বন্দ্যোপাধ্যায় হরেকৃষ্ণ দে সন্দীপন দাস সুজয় যশ চন্দ্রশেখর সেনগুপ্ত উজ্জ্বল গরাই প্রবীর মজুমদার সঞ্জীবন রায় সত্যজিৎ রজক অমিত পাটোয়ারী সিয়ামুল হায়াত সৈকত অমিত

চক্রবর্তী সাম্য রাইয়ান পার্থ সারথি চক্রবর্তী সৌমাল্য গরাই মোহম্মদ শাহবুদ্দিন ফিরো^ড গৌতম হাজরা চিরপ্রশান্ত বাগচী কঙ্কণ নন্দী শিবব্রত মণ্ডল পায়েলকর্ণী সিংহ সৌরভ লায়েব

cont Oct. '21

ধর্ম নয়, ভাষা পরিচয়ে বাণ্ডালি

অধ্যাপক ড. প্রবীর সরকার

গত সংখ্যার পর

সেতৃবন্দনের এই শক্তি সবচেয়ে বেশি আছে বাংলা ভাষার। স্বাধীনতার পরে নবীন রাষ্ট্র পূর্ব পাকিতানে রবীন্দ্রনাথ নিষিদ্ধ হয়েছিলেন, বিদ্যালালাকে মুসলমান বিশ্বেষী বলা হয়েছিল। তার চেয়ে বড় কথা কৃত্রিমভাবে আরবি-ফারসি-উর্দৃ-তুর্কি মিলিয়ে এক ধরণের ইসলামী বাংলা গড়ার চেয়াও গুরু হয়েছিল।বাংলাকেও মনে করা হতো 'হিন্দু'র ভাষা। কিন্তু সে অপপ্রয়াস করে দিরোইলেন সালাম-রফিক-বরকতরা। ১৯৫২তে বাংলা ভাষার জন্য যাঁরা প্রাণ দিয়েছিলেন, তারা অধিকাংশই ধর্মে ছিলেন মুসলমান।সে সময়ের

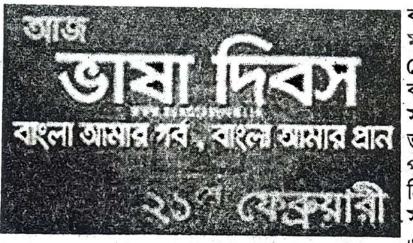
রক্তে দোলা দেওয়া গান "আমার ভাইয়ের রক্তে রাঙানো একুশে ফেব্রুমারী" লিখেছিলেন আবদুল গফ্ফর চৌধুরী। আন্ড জাতি ক দিনপজীতে ২১শে ফেব্রুমারীর ঠাই

নিশ্চিত করেছিলেন যাঁরা,তাঁরা সবাই ছিলেন
মুসলমান।এদের মধ্যে ছিলেন কানাডা প্রবাসী
বাঙালি রফিবুল ইসলাম, ছিলেন হাসান ফিরদৌস
(রফ্রিপুলের তৎকালীন সেক্রেটারি জেনারেল
কোফি আল্লানের তথ্য সচিব)এরা অনেকে মিলে
গড়ে তুলেছিলেন "A Group of Mother
Language of the World" লক্ষ্য ছিল একুশে
ফেব্রুয়ারি ও বাংলা ভাষার আন্তর্জাতিক স্বীকৃতি।
ভাষা আন্দোলন নিয়ে বিশ্ব জুড়ে প্রচার চলেছিল
এক বছরেরও বেশি সময় ধরে।পরের বছর
রফিক এবং সালাম দেখা করেন ইউনেস্কোর
ভাষা বিভাগের দায়িত্বপ্রাপ্ত আধিকারিক যোশেফ
পড় এবং আন্রিমারিয়ার সঙ্গে।ইতিমধ্যে সঙ্গে

এসেছেন বাংলাদেশের শিক্ষামন্ত্রী এম.এ.সাদেক,
শিক্ষা সচিব কাজী রকিবৃদ্দিন,প্রধানমন্ত্রীর
সচিবালয়ের ডিরেক্টর মশিউর রহমান,ফ্রান্সে
বাংলাদেশের রাষ্ট্রদৃত সৈয়দ মোজান্মেল আলি,
ইউনেস্কোর সেক্রেটারি জেনারেলের উপদেষ্টা
তোজাম্বেল হক প্রমুখ।সকলের চেম্টায়
৯সেশ্টেম্বর বাংলাদেশের প্রধানমন্ত্রীর তরফ
থেকে বিধিবদ্ধ প্রস্তাব যায় ইউনেস্কোর
দপ্তরে।১৭ই নভেম্বরের সভায় উত্থাপিত
প্রস্তাবের পক্ষে মত দেন পাকিস্তান সহ ১৮৮টি
দেশের প্রতিনিধিরা।২১শে ফেব্রুয়ারী চিহ্নিত
আন্তর্জাতিক মাতৃভাষা দিবস রূপে।পূর্ব
পাকিস্তানে (এবং পরে স্বাধীন বাংলাদেশে)

ভাষা আন্দোলনের
ব্যাটন যেমন ছিল
মুসলমানের হাতে,
তেমনি মানভূম ও
বরাক উপত্যকায়
সংগঠিত বাংলা
ভাষার আন্দোলন
পরিচালিত হয়েছে
হিন্দুদের নেতৃত্বে।দুই
সম্প্রদায়ের মানুষের
এই স্বতঃস্ফুর্ত

আবেগ প্রমাণ করে যে ধর্মের চেয়ে অনেক ব্যাপক ও গভীর আমাদের ভাষা-পরিচয়।মুন্সী আবদুল করিম আর বসন্তরঞ্জন রায় বিদ্ববল্লভ কিংবা মুহম্মদ শহীদুল্লাহ আর আচার্য স্কুমার সেন আমাদের কাছে ধর্মীয় পরিচয়ে চিহ্নিত হ'ন না।বাংলা ভাষা হিন্দু-মুসলমান-বৌদ্ধ-খ্রিস্টান জৈনের ভাষা নয়–বাংলা ভাষা বাঙালির ভাষা।এখন এই সত্যে উপনীত হবার সময় এসেছে যে,প্রথমে আমি বাঙালি,তারপরে উচ্চারিত হোক আমার ধর্মীয় পরিচয়। আন্তর্জাতিক মাতৃভাষা দিবস যেমন সব মাতৃভাষাকেই কোল দেয়,তেমনি ভাঙ্গতে চায় ধর্ম করার প্রাচীরগুলি।



'শ্লোকার্থ বোধিকা', পশ্চিম রাঢ়ের 'উপেক্ষিত প্রজ্ঞা'

পুরুলিয়ার গ্রামে গ্রামে অজস্র হরিবোল মেলা, রাসমেলা, বিষ্ণুমন্দিরের আধিক্য— সবই বৈষ্ণবীয় নবজাগরণের উত্তরাধিকার। 'শ্লোকার্থ বোধিকা' গ্রন্থটি সেই উত্তরাধিকারেরই প্রমাণ। লিখছেন প্রবীর সরকার

খুব বেশি গায়ে মাখেননি মানভূমের আমজনতা। তাঁরা বরং অনেক বেশি উদ্বেল হয়েছিলেন, ষোড়শ-সপ্তদশাতকের 'চৈতন্য-রেনেসাঁস'-এ। আজ যেহত্তর পুরুলিয়ার গ্রামে গ্রামে অজস্র হরিবোল মলা, রাসমেলা, বিষ্ণুমন্দিরের আধিক্য বানমিত্তিক জীবনচর্যায়, বাউল-কীর্তন-ঝুমুর নানে মিশে থাকা রাধাকৃষ্ণের অনুষঙ্গ— সবই বফ্ষবীয় নবজাগরণের উত্তরাধিকার। তারই মভিঘাতে শাক্ত ও শৈব পথ ছেড়ে, বৈশ্ববপদ্বী য়েছিলেন পঞ্চকোট, বরাভূম, বাঘমুত্তি, বগুনকোদর, গড় জয়পুরের মতো ছোট-বড়

নিশ শতকের নবজাগরণের আলো,

যে কালে 'শান্তিপুর ডুবু ডুবু, নদে ভেসে

ার', তার ৫০/৬০ বছরের মধ্যে মানভূমও

বেগাহন করেছিল ভক্তির জোয়ারে। তার

লাকপ্রিয় কারণ, 'ঝারিখণ্ড' ভ্রমণ কালে চৈতন্য

হাপ্রভুর নাকি 'পা রেখেছিলেন' পুরুলিয়ার

টিতে। বান্দোয়ান থেকে রঘুনাথপুর, ঝালদা,

বণ্ডনকোদর, মানবাজার, বাঘমুণ্ডি, পুঞ্চা—

ব জায়গায়ই এমন দাবি। অনেকেই চেষ্টা

ায় সব ভূস্বামী।

রেছেন লোচনদাস, জয়ানন্দ, কবিরাজ গাস্বামীদের টুকরো টুকরো চরণ উদ্ধার করে গই পথটি খুঁজতে। কিন্তু ভক্তির সঙ্গে যুক্তির হাবস্থান ঘটে না প্রায়ই। গবেষকদের মতে, তন্যদেবের চলার পথ হয়তো পুরুলিয়া ছুঁয়ে য়েছে, কিন্তু ঠিক এই গাছের ছায়ায় তিনি

সছিলেন, এই মন্দিরের চাতালে বিশ্রাম রেছিলেন, এমন সব দাবি নিয়ে প্রশ্ন ওঠে।

পুরুলিয়ার বৈষ্ণব যোগ কেবল আচার লনেই সীমাবদ্ধ ছিল না, বরং বৈষ্ণব দর্শন র মেধার চর্চাও একটা সময়ে চলেছিল ধানে। কিন্তু আজও তার মূল্যায়ন উপেক্ষিতই য়ছে। প্রচলিত কিংবদন্তি অনুসারে, জীব ক্সামীর ব্যবস্থাপনায়, এক দল বাহক চপেটিকায় পুথি নিয়ে, বৃন্দাবন থেকে যাত্রা বছিলেন নবদ্বীপের উদ্দেশে। তখন নাকি হাড়ের পাদদেশে, রত্নপেটিকা ভেবে সে পুথি

করে বিষ্ণুপুরের মল্লরাজা বীর হান্বিরের দল। শ্রীজীবের নির্দেশে তিন তরুণ বৈষ্ণব থ নামলেন, পুথি পুনরুদ্ধারে। শ্রীনিবাস চার্য, শ্যামানন্দ দাস (মণ্ডল) আর নরোত্তম

ি (দন্ত)। ইতিহাস গবেষকদের মতে, জকের ঝাড়খণ্ড-ওড়িশা-বঙ্গসীমায় থাকা ম জঙ্গলমহলে বৈষ্ণব জীবনচর্যা ছড়িয়ে মছিলেন এরাই। পুথি সন্ধানে মানভূমের

ম গ্রামে ঘুরেছিলেন তাঁরা। প্রচলিত মতে প্রথি টক্রা

প্রচলিত মতে, পুথি উদ্ধার হয়েছিল

বিষ্ণপুরে মল্লরাজাদের আশ্রয় থেকে। সে সময়ে শ্রীনিবাস আচার্য গোটা মল্লভূমকেই বিষ্ণুপ্রেমে দীক্ষা দিয়েছিলেন। শ্যামানন্দ ছড়িয়ে পড়েছিলেন ওড়িশা আর বঙ্গসীমার বিস্তীর্ণ অঞ্চলে নিম্নবর্ণের মানুষের মধ্যে। আর নরোত্তম প্রচার করে গেছেন নামকীর্তনের ঝাড়খণ্ডি ঘরানা। গবেষকদের মতে, জঙ্গলমহর্ক্স বৈষ্ণব ভাবান্দোলনের বিস্তার চোখে পড়ে, তার কৃতিত্ব অনেকটাই এই তিন জনের।

এরই সূত্রে পশ্চিম রাঢ়ের কাছে উন্মোচিত হল, জ্ঞানচর্চার এক নতুন দিগন্ত। অথচ আজও উপেক্ষিত রয়ে গিয়েছে সে কীর্তি। পুরুলিয়া কেবলই লোকায়ত সংস্কৃতির চারণক্ষেত্র নয়, এখানেও যে জ্ঞানমার্গের অগ্রপথিকরা ছিলেন, তার প্রমাণ 'শ্লোকার্থ বোধিকা' নামে বইটি। গবেষকদের মতে, তা প্রজ্ঞা আর কবিত্বের এক অসাধারণ মেলবন্ধন, অথচ নাগরিক আলো না প্রেয়ে, আজও উপেক্ষার আভালে।

গবেষকেরা জানান, মানবাজারের রাজা মুকুন্দনারায়ণ দেবের পৃষ্ঠপোষকতায় রামসুন্দর বিদ্যালন্ধার লিখেছিলেন 'শ্লোকার্থ বোধিকা' নামে গ্রন্থটি। প্রকাশকাল ১৮৭০ খ্রিস্টাব্দ। কলকাতার বটতলায় ছাপা হয়েছিল বইটি, তবু কেন তা কারও দৃষ্টি আকর্ষণ করেনি, তা আজও অজানা। অথচ গুরুত্বহীন সৃষ্টি বলে, মনে করার কোনও কারণ নেই এই টীকাগ্রন্থটিকে। কৃষ্ণদাস কবিরাজ তাঁর গ্রন্থে সংস্কৃত পুরাণ, মহাকাব্য ও বৈষ্ণব দর্শনের বিবিধ গ্রন্থ থেকে প্রায় এক হাজার শ্লোক উদ্ধৃত করেছিলেন। সেই সব শ্লোকের বঙ্গানুবাদ ও টীকা মুদ্রিত রয়েছে 'শ্লোকার্থ বোধিকা'য়। রামসুন্দর বিদ্যালঙ্কারের বহু বছরের শ্রমের ফসল এ গ্রন্থ, তবু বৈষ্ণব বিদ্যাচর্চার মূল স্রোতের বাইরে রয়ে গিয়েছে, গত ১৫০ বছর ধরে। অথচ 'শ্লোকার্থ বোধিকা' যে কোনও দুৰ্বল অনুবাদ ছিল না, তা বলেছেন অনেক গবেষকই।

চরিতামৃতের সুপরিচিত একটি বন্দনা-শ্লোক হল, 'বন্দে শ্রীচৈতন্য নিত্যান্দৌ সহোদিতৌ/ গৌড়দয়ে পুষ্পবস্তৌ চিত্রৌ শন্দৌ তমোনুদৌ।" আদিখণ্ড, প্রথম পরিচ্ছেদ। (সুকুমার সেন ও তারাপদ মুখোপাধ্যায় সম্পাদিত, প্রকাশক আনন্দ পাবলিশার্স)। 'শ্লোকার্থ বোধিকা'য় এর অনুবাদ হল, 'গৌরদেশরাপ উদয়াচলে এককালীন উদিত চন্দ্র সুর্যসদৃশ আশ্চর্যা ও কল্যাণপ্রদ, অন্তর্বাহ্যের ত্মোনাশক শ্রীকৃষ্ণটৈতন্য ও নিত্যানন্দকে আমি বন্দনা করি।' এমন কাজের স্বীকৃতি পাওয়া জরুরি।

শিক্ষক, নিস্তারিণী কলেজ, পুরুলিয়া

ত্তর-পূর্ব দিকে বয়ে চলেছে বালু নদী।
দক্ষিণে ঝর্না। এরই মাঝে, অনেকটা
বিচ্ছিন্ন বদ্বীপের মতো রয়েছে, বীরচালি
গ্রাম। গ্রামের চারপাশ সবুজে ভরা। দূর থেকে
গ্রামটিকে দেখলে মনে হবে, ক্যানভাসে আঁকা
ছবি। বর্ষায় গ্রামের রূপ, চোখ টানে অযোধ্যা
পাহাড়ে আসা পর্যটিকদেরও।

গ্রামের প্রবীণ বাসিন্দারা জানান, এক সময়ে এলাকাটি ছিল ঘন জন্তলে ঘেরা। কাছের গ্রাম বলতে, কয়েক কিলোমিটার দরের হেঁসলা। সেখান থেকে অনেকে এখানে গবাদি পশু চরাতে আসতেন। যাঁরা আসতেন, তাঁদের যাতায়াতে লাগত অনেকটা সময়। প্রচলিত কাহিনি অনুসারে, সেই সময়ে এখানে গবাদি পশু চরাতে আসতেন জিত সিং মাহাতো এবং বীর সিং মাহাতো নামের দুই ব্যক্তি। গ্রামের বাসিন্দাদের একাংশের মতে, দুর্গম এই এলাকায় বন্য পশুর আনাগোনাও ছিল। তারা গবাদি পশুদের আক্রমণ করত। কথিত আছে, বীর সিং মাহাতো এই বন্য জন্তুদের এলাকা ছাড়া করেন। পরে এখানেই বসবাস শুরু করেন। তার পরে ধীরে ধীরে গ্রাম গড়ে ওঠে। বীর সিংয়ের নামেই গ্রামের নাম হয় বীরচালি। আগে গ্রামটি ছিল কাশীপুরের রাজাদের অধীনে।

আড়শা ব্লকের শিরকাবাদ পঞ্চায়েতের বীরচালি গ্রামটি বাঘমুণ্ডি বিধানসভার অন্তর্গত। প্রশাসন জানায়, গ্রামে প্রায় ২০০টি পরিবারের বসবাস। ভোটার ৮৫০-এর কাছাকাছি। গ্রামে রয়েছেন মাহাতো, মুদি, কর্মকার ও সহিসেরা। ১৯৯২ সালের বন্যায়, গ্রামের অনেকটা জলের তলায় চলে যায় বলে জানান এলাকাবাসী। তথন প্রশাসনের পক্ষ থেকে, গ্রামের ক্ষতিগ্রস্ত ২০-২৫টি পরিবারকে বান্দু নদীর এ-পারে সুভাষ কলোনিতে আনা হয়।

পুভাব কলোনতে আনা হয়।
গ্রামের বেশিরভাগ মানুষই কৃষিজীবী।
গ্রামের মাটিতে কুমড়ো ভাল ফলে। তাই
গ্রামটি কুমড়োর গ্রাম বলেও পরিচিত। তবে
এখন শসা, করলা-সহ নানা আনাজের চাষও
হচ্ছে। এলাকাবাসী জানান, বর্ষার সময়ে বান্দ্র
নদীতে হড়পা বানে ভেসে আসে পলি। জল
নেমে গেলে, সেই পলি নদীর দু'কুলে জমা হয়।
সেই মাটিতে উৎপাদিত কুমড়ো, চামিদের মুখে
হাসি ফোটায়।

গ্রামের বাসিন্দা অশোক মাহাতো বলেন, "আগে জীবনধারণ ছিল কস্টকর। সময়ের সঙ্গে কিছুটা উন্নতি হলেও, এখনও নানা সমস্যা রয়েছে।" অন্য সময়ে যাতায়াত সহজ হলেও, বর্ষার সময়ে নদীর দু'কূল যখন ছাপিয়ে যায়, তখন ভোগান্তির শেষ থাকে না, বলে অভিযোগ গ্রামবাসীর। তবে সমস্যার মাঝেও, তাঁদের গর্ব এখানকার সাংস্কৃতিক ঐতিহ্য। গ্রামবাসী শিবাজি মাহাতোর দাবি, পুরুলিয়া আদালতে যতগুলি শাল কাঠ রয়েছে, তার প্রায় সব ক'টিই এই গ্রাম থেকে যাওয়া। এই গ্রামকে নিয়ে লেখা হয়েছে অনেক আঞ্চলিক গানও। যা লোকের মুখে ফেরে।

গ্রামের শিক্ষার হার আশানুরূপ বলে জানান এলাকাবাসী। তরুণ পড়্য়া অরূপ মাহাতো বলেন, ''বর্ষায় স্কুল-কলেজে যাওয়ার সমস্যা হয়। গ্রামে খেলাধুলোর চর্চা হয়। রয়েছে একটি প্রাথমিক স্কুল। স্কুলে তিন জন শিক্ষব

Ananda ba--

আদিবাসীদের অনতেয় Ananda bazar Patrika. 24/7/21 উৎসব ছাতা পরব

উঁচু-নিচু পথ বেয়ে রং-বেরঙের ঢেউ তুলে তুলে গাঁয়ের পথ দিয়ে হেঁটে আসেন যাঁরা, তাঁদের মধ্যে মেয়েদের সংখ্যাই বেশি। একটা সময় ছিল, যখন এ মেলা একান্ত ভাবেই ছিল সাঁওতাল আর ভূমিজ রমণীদের মেলা, তবে এখন সবার। আদিবাসী জীবন আর সংস্কৃতির পরিচয় মেলে এ মেলায়। লিখছেন **প্রবীর সরকার**

মেলা বা উৎসব নয়. পুরুলিয়ার ছাতা পরব লোকায়ত সাংস্কৃতিক পরম্পরা, যার কাল নির্ণয় দুরূহ। মানভূমের লোকপ্রবাদ, ঘর পালানো বউ খুঁজে পাওয়া যায়

ছাতা পরবের মেলায়। আবার বাপের বাড়ির পথ কখনও বাঁক নেয় মেলার দিকে। বাঁধন

ছেঁড়া উল্লাস থাকে মেলা জুড়ে। নতুন নতুন বন্ধূ হয়, মেয়েরা ফুল পাতায়, সরা পাতায়, সারা

জীবন থাকে বন্ধুত্ব। ছাতা পরবের ছাতা আসলে এক টুকরো

গোল সাদা কাপড়, শোভা পায় দীর্ঘ শালদণ্ডের মাথায়। অনেকটা ব্যাঙের ছাতার মতো দেখতে। অনেকে বলেন, রাজা-জমিদারদের প্রভুত্বের প্রতীক ওই ছাতা। তবে মানভূমের

ছাতা পরবে মেলা একান্ত ভাবেই আদিবাসী জীবনের প্রাণকেন্দ্র থেকে উঠে আসে। বলা

ভাল, ভূমিজ সর্দারের অধীনে থাকা আপামর সাঁওতালদের মিলনোৎসব। 'ছাতাটাঁড়' বলতে

ফসলহীন বিস্তীর্ণ উঁচু কোনও ভূমিখণ্ডকে বোঝায়। সেখানে ভৃস্বামী বা তাঁর প্রতিনিধি দীর্ঘ শালদণ্ডের মাথায় বাঁধা শ্বেতছত্রটি মেলে ধরেন আকাশে। থাকে সামান্য কিছু পূজার

আয়োজন, শালদণ্ডে পরানো হয় সিঁদুর, অনুষ্ঠানস্থল প্রদক্ষিণ করেন প্রহরীবেষ্টিত রাজা,

পিছনে অনুচর ও প্রজার দল। বাজতে থাকে ধামসা-মাদল। রাজার প্রতিনিধিও আসেন কখনও। দিনযাপনের গ্লানিতে রাজ-পরিচয়

আজ কুষ্ঠিত, তবু এই একটি দিন চাকলতোড়ের রাজারা সত্যিই রাজা।

ভাদু, করম, জাওয়া, ইদ আর ছাতা — পশ্চিম-রাঢ়ের এই কয়েকটি লোকউৎসব

পরস্পরের পরিপুরক। ভাদ্র মাসের কঞ্চা ত্রয়োদশী তিথি এই উৎসবের দিন। তবে তিথির সঙ্গে দিন না মিললে ভাদ্রের শেষ দিনটিকেই

মানা হয়। আগের দিন শেষ হয় করম পরব। সে দিন করম ডাল বিসর্জন দিয়ে পরের দিন অপদেবতার দৃষ্টি এড়াতে শস্যক্ষেত্রে পুঁতে

দেওয়া হয় একটি শাল খুঁটি। লোকের মুখে এটি 'ইদ-ডাং' (ইন্দ্রদণ্ড)। ইদ পরব আর ছাতা পরব একই দিনের একই অনুষ্ঠান, কেবল অধিকারী ভেদে ভিন্ন।

ভাদ্র মাসের এই শেষ দিনে আবার ভাদু বিসর্জনও হয়। 'ছাতা পরব'-এ ভূস্বামীরা

ছাতা উড়িয়ে এক দিকে ঘোষণা করেন নিজের

অশুভের বিরুদ্ধে যেন রুখে দাঁড়াবার প্রতীক ওই ইন্দ্রদণ্ড। দণ্ডের উপরে শোভা পায় ছাতা. যেন প্রজার উপর ভূস্বামীদের বরাভয়। ছাতা পরবের উৎপত্তি নিয়ে একটি লোকশ্রুতি আছে। এক সময়ে ছাতনার রাজাকে যুদ্ধে হারিয়েছিলেন পঞ্চকোটের রাজা। সেই বিজ্ঞয়ের শ্মারকই না কি এই ছাতা পরব! আরও কিছু কিংবদন্তি আছে ছাতা পরবকে ঘিরে। বলা হয়, একদা পুরীর রাজা গজপতি সিংহদেব এগারো হাত ছাতার কাপড় দিয়েছিলেন পঞ্চকোটের রাজাকে। আবার পঞ্চকোটের অধীনে ভৃস্বামীদের ছাতার কাপড় এসেছে পঞ্চকোটের রাজার কাছ থেকে। প্রবীণেরা বলেন, ছাতা পরব পালিত হয় কেবল পঞ্চকোট রাজ্যের অধীন মৌজায়। তার মধ্যে বরাবাজার,

অঞ্চল-সীমায় আপন প্রভুত্ব, অন্য দিকে সমস্ত

অনেকে ভাবেন এক জন সাঁওতাল যুবতীর যৌবনে উপনীত হওয়া অসম্পূর্ণ রয়ে যায় যদি জীবনে সে একবার ছাতা পরবের মেলায়

বোঙাবাড়ি থাকলেও সকলকে ছাপিয়ে গিয়েছে

চাকলতোড়ের ছাতা পরব।

পুরুলিয়া-বরাবাজার রাস্তায় চাকলতোড ১২ কিলোমিটার। গ্রাম পেরোলেই বাঁ-হাতে

বিশাল ছাতা টাঁড়ের মাঠ। এ মাঠে আবাদ হয়

না। সে মাঠ পেরিয়ে আবার মাঠ, এ বার একটু ছোট, একটু নিচু। মাথার ওপর দিয়ে চলে গিয়েছে হাই-টেনশন বিদ্যুতের তার। তিন দিকে মাঠ, অনেক দূরে ধানের খেত, এক দিকে গ্রামের সীমা। দুপুর গড়াতেই আশেপাশের সব গ্রামের সব পথ এসে মেশে এ দিকে। শহর থেকে বাবুরাও আসেন অনেকে, আসে খবরের কাগজ, টিভির লোক। উচ্-নিচ্

পথ বেয়ে রং বেরঙের ঢেউ তুলে তুলে গাঁয়ের পথ দিয়ে হেঁটে আসেন যাঁরা, তাঁদের মধ্যে মেয়েদের সংখ্যাই বেশি। একটা সময় ছিল যখন এ মেলা একান্ত ভাবেই ছিল সাঁওতাল

আর ভূমিজ রমণীদের মেলা, তবে এখন সবার। আদিবাসী জীবন আর সংস্কৃতির এত স্পষ্ট এবং এত ব্যাপ্ত পরিচয় পুরুলিয়ার আর কোনও মেলায় আছে কি না সন্দেহ। অজস্র দোকান, পাশে ধামা-কুলো, ধামসা-মাদল-বাঁশি, খেলনা

নিস্তারিণী কলেজের শিক্ষক

পুতুল কী নেই মেলায়।

শিল্পাঞ্চল নামেই বেশি পরিচিত। যদিও বড়জোড়া, নামটির মৃলে 'বড় জোড়', না 'জ্রোডা বটগাছ', ঠিক কোন শব্দ রয়েছে, তা নিয়ে মতান্তর রয়েছে। নামের অর্থ যাই হোক না কেন, বড়জোড়া ইদানীং বাংলার বুকে নিজের নামকে প্রতিষ্ঠা করেছে ঝড়ের গতিতে। আধুনিক কঙ্গ-কারখানার ধোঁয়া বা নিত্য-নতুন গড়ে ওঠা वा-ठकठतक वाफ़ित मोमरङ तावा मुगकिन, বড়কোড়া গ্রামেরও একটা প্রাচীন রূপ ছিল। শোনা যায় বিশ শতকের শুরুতেও বড়জোড়ার তাঁতশিল্প জেলার মধ্যে বিখ্যাত ছিল। বড়জোড়ার পূর্বে ভৈরবপুর। পশ্চিনে

ভ্ৰোড়া গ্ৰামটি বৰ্তমানে বড়জোড়া

ঘুটগড়িয়া, কাদাশোল। উত্তরে জমাদারগ্রাম। দক্ষিণে হাটআশুড়িয়া এবং বনভূমি। জেলা পরিষদের কর্মাধ্যক্ষ **সুখে**ন বিদ জানান, বড়জোড়ার জনসংখ্যা প্রায় ৩৫ হাজার। গ্রামটি পূর্ব-পশ্চিমে প্রায় আড়াই কিলোমিটার

এবং উত্তর-দক্ষিণে প্রায় চার কিলোমিটার বিস্তৃত। স্থানীয় ইতিহাস গবেষক শুভম মুখোপাধ্যায় বলেন, ''বড়জোড়ায় জঙ্গলের ধার বরাবর এলাকায় পুরাতাত্ত্বিক খোঁজ চালিয়ে প্রচুর প্রাগৈতিহাসিক প্রস্তরায়ুধ উদ্ধার হয়েছে, সে কথা আমরা ক'জন জানি! এই আয়ুধ প্রমাণ

করে, এই অঞ্চলে বসবাস করত প্রাচীন প্রস্তর যুগের মানুষেরা। তার পরের ইতিহাস স**ন্ধন্ধে** বিশেষ কিছু শোনা যায় না।" শুভমবাবু জানান, শুশুনিয়ার শিলালিপির পুষরণাধিপতি মহারাজ

চন্দ্রবর্মার রাজধানী যে বর্তমান বড়জোড়ার পখনা, তা অনেক ঐতিহাসিকই মনে করেন। পখন্না এক কালে বাংলার রাজধানী হলেও আজ বড়জোড়া ব্লকের একটি গ্রাম পঞ্চায়েত মাত্র!

পুষ্করণার অংশ হয়েও কি সেকালে বড়জোড়া গ্রামটির বিকাশ হয়নি? সে কথা জোর দিয়ে বলা যায় না। তবে এটা ঠিক মোটামুটি অষ্টাদশ শতাব্দী থেকে পাথুরে প্রমাণে আবার আমরা

বড়জোড়াকে পাই। অষ্টাদশ-ঊনবিংশ শতাব্দী জুড়ে বড়জোড়ায় বেশি কিছু পুথিপত্রের খোঁজ মিলেছে। বেশ কিছু সংরক্ষিত আছে কলকাতার বিভিন্ন পুথিশালায়, কিছু হয়ত এখনও উদ্ধার করা সম্ভব হয়নি। বড়জোড়ার তন্তুবায় সমাজ এক

কালে খুব সমৃদ্ধি লাভ করেছিল, তারই প্রমাণ

পাওয়া যায় সমসাময়িক পঞ্চরত্ন বিষ্ণুমন্দিরের টেরাকোটা অলঙ্করণে। মন্দিরটি ১৮০৫ খ্রিস্টাব্দে পঞ্চানন তম্ভবায় কর্তৃক প্রতিষ্ঠিত হয়েছিল। প্রায় একই সময়ে প্রতিষ্ঠিত হয়েছিল বিদ পরিবারের পঞ্চরত্ন বিষ্ণুমন্দিরটি। ১৮১৬ খ্রিস্টাব্দে প্রতিষ্ঠিত হয় পাণ্ডে পরিবারের জোড়া শিবমন্দিরগুলি। বোঝা যায়, বড়জোড়া গ্রাম তৎকালীন সময়ে

একটি সমৃদ্ধ গ্রামে পরিণত হয়েছিল।

প্রাচীন বড়জোড়া গ্রামের এ-মাথা থেকে ও-মাথা ঘুরলেই বোঝা যাবে, প্রায় প্রতিটি পাড়াতেই এক বা একাধিক শিবের প্রাচীন মন্দির আছে। মন্দিরগুলি কখনও নগর-দেউল ব্রীতি, কখনও বা আটচালা রীতির। এই সব মন্দিরগুলির মধ্যে নিঃসন্দেহে বিখ্যাত বড়জোড়ার গ্রাম্যদেবতা ভুবনেশ্বরের মন্দির। সাধারণের বিশ্বাস, ভুবনেশ্বর শিবলিঙ্গ স্বয়ন্ত্র। মন্দিরটিও ওড়িশা নগর-দেউল রীতির সুন্দর নিদর্শন। চৈত্র মাসের সংক্রান্তিতে

এখানে যে গাজন অনুষ্ঠিত হয়, তার খ্যাতি রয়েছে। এই গাজনই বড়জোড়া গ্রামের সর্বপ্রধান উৎসব। বড়জোড়ার বাসিন্দা পেশায় শিক্ষক



Vol. 2

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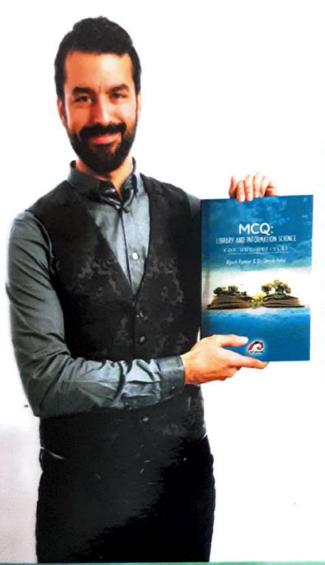
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A STUDY ON ATTITUDE TOWARDS PEER LEARNING AMONG B.ED. STUDENTS IN DIP: 18.20.71650380.007 HOOGHLY DISTRICT

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* ABSTRACT:

Peer learning is the field where students can learn different activities and experiences with their friends. B.Ed. is a professional course to make effective teacher for social development. If they have a favorable idea of this strategy they must carry out peer learning strategy in their practical life. In this statistical study the researchers has focused on B.Ed. students on their attitude towards Peer Learning Researchers used probability sampling for selecting representative samples and self made questionnaire for data collection. The study found that most of B.Ed. students had favorable attitude towards per learning strategy in Hooghly District.

Keywords: Attitudes, B.Ed. Students, Empirical Study, Peer Learning, Hooghly District

INTRODUCTION OF THE STUDY.

"Learning for everyone, by everyone, about almost anything."

- Jeff Brazil

With the above statement people were unaware of Peer learning. It is another key issue that drew attention to the learning curriculum. Cognitive Psychology is developing a form of peer learning that is now a buzz word for Pedagogy. In classroom settings, peer learning is a method or practice of teaching where students teach other students to achieve educational goals effectively. In this domain, peer learning is another name for the peer education system. Moreover, this educational practice is similar to the collaborative learning approach. Peer learning is a platform or stage where students can learn different activities and experiences with other students and their friends. It's close to group reading. It can be legal or informal and your combination of both is the key to successful learning and development. This is not an individual approach or a learning approach but a scientific and logical approach that combines different strategies. In this case, learners can be directly involved in learning activities and it helps them to apply their reading skills directly in a collaborative way. In the workplace, peer education reflects the same thing when employees train other employees. It is a practical framework for inclusive education in this context, it can be compared to a practice called collaborative learning.

The vital question is who are the 'peers' in peer learning strategy? Generally, peers are other people in a similar situation to each other who do not have a role in that situation as teacher or expert practitioner. They may have much experience and ability or they may have relatively little. They share the status as fellow learners and they are accepted as such. Most importantly, they do not have ability over each other by virtue of their place or responsibilities. Throughout the book we will be discussing the role of students who are in the same classes as those from whom they are learning. (Bound) Peer learning pedagogy is part of an active learning strategy, which is being increasingly used in schools around the world. In this mode of learning, students interact with their peers and learn from each other without any supervising authority. (Peer learning: Can students learn from each other without any teacher present 2018) Teachers are the backbone of the society as well as nation. In Indian education system there are different vocational or professional courses which enhance the capacities and capabilities of people. B.Ed. course is a teacher training activity or program which makes the teaching professionalized and reshape the teaching process inculcating various teaching skills in future teacher. This professional course has to



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GLOBAL PEACE- FROM GANDHIJI'S POINT OF VIEW

MR. EMON OJHA

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* ABSTRACT:

The Belief system of Mahatma Gandhi envisaged upon strict qualitie political techniques and social standards. The thoughts of Mahatma Gandhi le the supremacy of good over political and divinity over worldly. He views essential truth as extreme aim and peacefulness as an instrument to accomplish that. Yet, there exists a central relationship of what Gandhi had said and what the world is doing nowadays to battle brutality and bring harmony. He makes his life asceticism with regular practicing of the truth and non-violence Consequently 21st century universal relations can be re-evaluated and applied with rising relations of that. The difficult idea of contemporary universal society has significant methodologies with respect to his lessons and individual models The multidimensional emergency like terrorism, nullifying of human rights. economic disparity, ethnic viciousness, destitution, strict prejudice by which the man is enduring today are of having incredible fix and help with the decency and equity gave by the Gandhian way of thinking. Disappointment of peaceful activities doesn't invalid the Gandhiji's peace philosophy. The most startling spots and approaches the Gandhian view point of peacefulness has spread in this world and it has a more noteworthy diligent of non violence even with brutality. This paper attempts to discover the significance of Gandhi's decree and how his belief systems can be placed in current days worldwide peace and harmony activities. It additionally crosses through different components of peace one could consider in maintaining worldwide harmony and peace at small scale, individualistic levels.

KeyWords: Aggression, Authenticity, Endurance, Global Peace, International Understanding and Bonding, Peace Education.

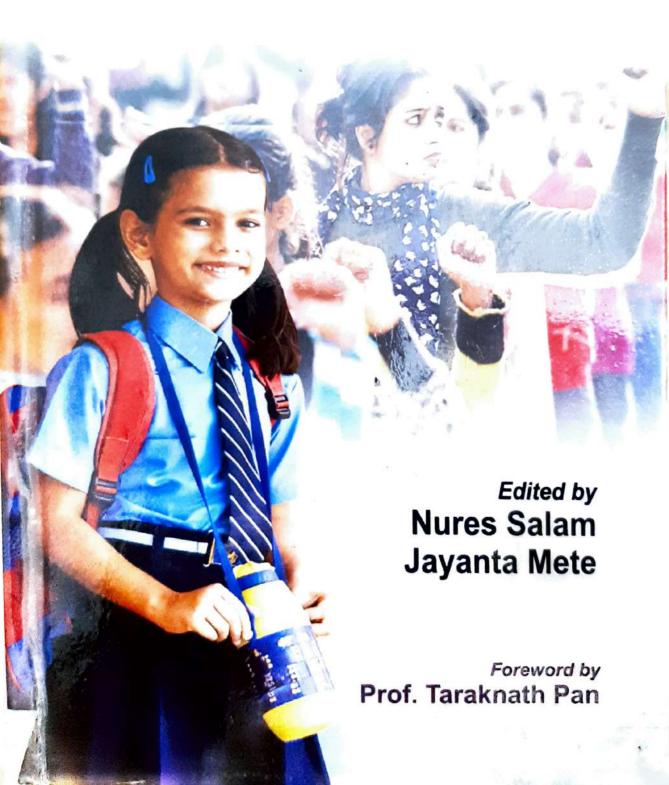
❖ INTRODUCTION OF THE STUDY

"Outward peace is useless without inner peace."

- M.K. Gandhi

Mahatma Gandhi has been considered as one of the best symbol in the history of Mankind. Next to the warrior for India's freedom and social reformer,

Kanyashree Prakalpa & Women Empowerment



ABOUT THE BOOK

This book Kanyashree Prakalpa and Women empowerment is prepared to meet the reading aspirations among the readers in India. This book is prepared encompassing the views of different authors. It is expected that readers always have a demand of readymade book in lucid language which will help them to understand the various prakalpa for girls in a joyful manner. My teacher Prof. (Dr.) Jayanta Mete has throughout his long association with various students has found out their problems and has tried to solve out their difficulties in a befitting manner to cope up with the present situation of students of different universities. He has always tried to ensure that learning should be made with full enthusiasm and cheerfully to combat with the present life situations. It is expected that majority of students after completing their studies will sit in the various competitive examinations. Keeping in mind the needs and demands of the day, the various chapters have been provided to make the students familiar with the girls education scenario of the country.

Last but not the least to say that we the authors always expect that our sincere effort will not go in vain and this book will be able to cater the needs of the learners across the country.

Any suggestion/query is always welcome for further enrichment of this book.

ABOUT THE EDITORS



Dr. Nures Salam, obtained M.A. and B.Ed. degree from the University of Kalyani. He has completed his Ph.D. degree from Department of Education, University of Kalyani in 2019 under the supervision and guidance of Prof. (Dr.) Jayanta Metc. His areas of research interest arein gender, women education and society.

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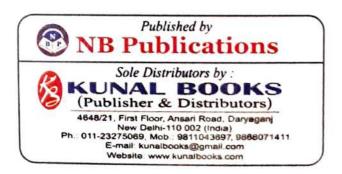


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more than 300 research papers in leading journals and seminars. The author has attended presented papers in about 70 National and International seminars, workshop and conference major area of teaching is Tribal Education, Educational Sociology, Population Education, Historical Education and Environmental Education.

He authored more than 70 books and edited 35 books on educational issues. He has also edited Personal Reviewed three journals entitled "Journal of Education and Development", "Journal of Knowledge" and "Journal Educational Thoughts" (UGC approved). He has developed the modules and syllabil of UG, P.G, B.Ed., M.Ed., courses and in Ph.D. both regular and distance mode of different universities. For a short span of time he has been associated with different academic bodies and associations like NCTE, SCERT, NCERT and UGC as well as in different universities with in India and abroad. He has more than 30 years teaching experience.



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Attitude Towards Kanyashree Prakalpa Among Kurmi Girls In Purulia District, West Bengal

Sanjib Mahato,* Shila Mahata** & Emon Ojha***

Abstract

Kanyashree scheme provides the facilities, especially the mentioned age, i.e. eighteen years girl child who could not manage marriage agreement due to socio-economical crisis. This Government Scheme was established on 8th March, 2013 by the Government of West Bengal enrolled in the class VIII

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WOMENING CHANGING WORLD

ISSUES AND CHALLENGES

Amit Bhowmick Elias Olukorede Wahab

WOMEN IN CHANGING WORLD

- ISSUES AND CHALLENGES

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2

EMPOWERMENT OF INDIAN WOMEN FOR THE 21ST CENTURY:

A Theoretical Study

EMON OJHA & SANJIB MAHATO

Introduction of the Study

n the 21st century, the world is enthusiastically progressing and taking up the women partake in uplifting the society and economy of the world. Women empowerment is the key to strengthen their participation in the decision- making which is the most important key to socio- economic development. The India is a developing country and its economic status is also very bad because of the male dominated country. Women constitute roughly 50% of the nation's population and a majority of them remain economically dependent, without employment. Women empowerment is very necessary to make the bright future of the family, society and country. Empowerment of women would mean encouraging women to be self reliant, economically independent. have positive self esteem, generate confidence to face any difficult situation and incite active participation in various socialpolitical development endeavours. Women empowerment will be more relevant if and only if women are educated. Education is a key factor for women empowerment prosperity, development and welfare. Education has been recognized as an essential agent of social change and development in any society and country. Education is an essential means of empowering women with the









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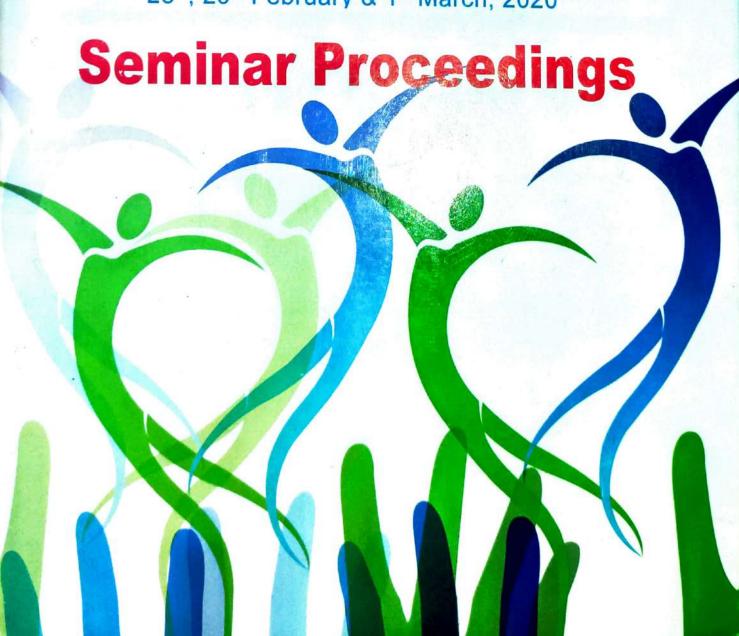
SKILLS FOR COUNSELLING PARENTS OF STUDENTS WITH SPECIAL NEEDS

Department of Education, Jadavpur University

in collaboration with

Arogya Sandhan Charitable Trust, Santoshpur

28th, 29th February & 1st March, 2020



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and

Mr. Ujjwal Mahato

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Dharmaśāstras: Guide to Modern Society



Edited by
Prosanta Barman
&
Dulal Sarkar

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Asma Parbhin Khatun*

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Swamiji: Fabulous Facilitator and Ideal Philosopher

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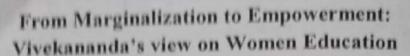
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Dr. Nabanita Dutta¹

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Abstract

The position and status of women has been changing 'from age to age'. Sometimes, even within the same century, diametrically opposite views about the worth and importance of women have prevailed. Indian society in the 19th century had fallen into a stage of degeneration after centuries of Afghan and Mughal, and then British rule. The British rule, specially, had created widespread poverty and hunger, and the propaganda of their missionaries had created a sense of insecurity among the people about their traditional customs and beliefs. Faced with this threat, the caste-ridden society had retreated into a shell, and in order to protect themselves from this attack became more orthodox and repressive. At this crucial period rose a number of important reformers like Raja Ram Mohan Roy, Vidyasagar, Swami Dayanand and Swami Vivekananda. They strived ceaselessly to reform the Indian society, and in doing so, raised a new voice of pan- Indian nationalism. They were thus the vanguards of the Freedom Movement. My sole aim in this piece is to shed light on the views of Swami Vivekananda on women empowerment and education that are worth discussing and cherishing, so far as all reformers contribute positively to our argument for a need for emphasis on certain Indic values and conceptions of femininity.

Keywords: Women, Education, Social Status, Empowerment, Reforms.

The position and status of women has been changing 'from age to age'. Sometimes, even within the same century, diametrically opposite views about the worth and importance of women have prevailed. While one school calls women 'the highest gift of God to man', and other asserts that 'the best way to reach God is to avoid women'. Much of modern Indian literature continues to portrait women as if they were unfeeling beings Created just for man's lust and service. In the 1st half of 18st century Indian's social reform movement began with the first modern man Ram Mohan Roy and was dominated besides him, by Ramkrishna, Vivekananda and host of societies and institutions which their multi-faceted social reform movements. There appears to be a near identity in their perception of the condition of women from which the 2022/11/107n(8st 8sey had to be rescued. Ramkrishna

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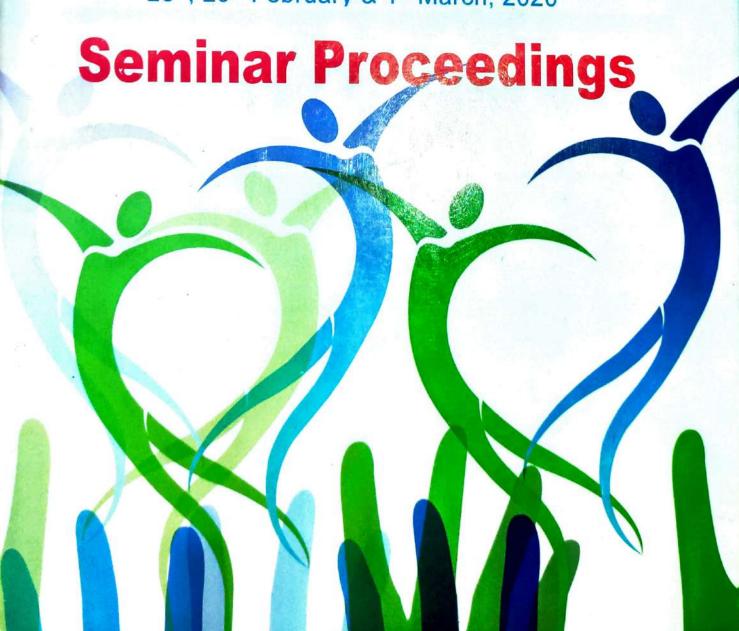
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Multidisciplinary Subjection Research-II

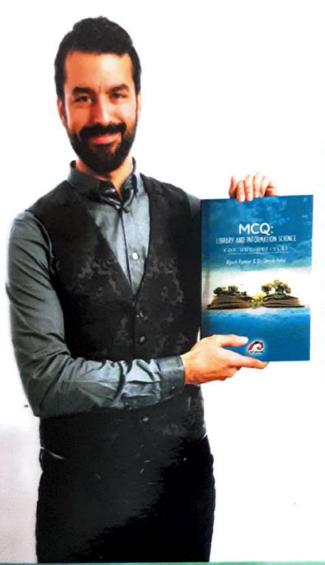
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A STUDY ON ATTITUDE TOWARDS PEER LEARNING AMONG B.ED. STUDENTS IN DIP: 18.20.71650380.007 HOOGHLY DISTRICT

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* ABSTRACT:

Peer learning is the field where students can learn different activities and experiences with their friends. B.Ed. is a professional course to make effective teacher for social development. If they have a favorable idea of this strategy they must carry out peer learning strategy in their practical life. In this statistical study the researchers has focused on B.Ed. students on their attitude towards Peer Learning Researchers used probability sampling for selecting representative samples and self made questionnaire for data collection. The study found that most of B.Ed. students had favorable attitude towards per learning strategy in Hooghly District.

Keywords: Attitudes, B.Ed. Students, Empirical Study, Peer Learning, Hooghly District

INTRODUCTION OF THE STUDY.

"Learning for everyone, by everyone, about almost anything."

- Jeff Brazil

With the above statement people were unaware of Peer learning. It is another key issue that drew attention to the learning curriculum. Cognitive Psychology is developing a form of peer learning that is now a buzz word for Pedagogy. In classroom settings, peer learning is a method or practice of teaching where students teach other students to achieve educational goals effectively. In this domain, peer learning is another name for the peer education system. Moreover, this educational practice is similar to the collaborative learning approach. Peer learning is a platform or stage where students can learn different activities and experiences with other students and their friends. It's close to group reading. It can be legal or informal and your combination of both is the key to successful learning and development. This is not an individual approach or a learning approach but a scientific and logical approach that combines different strategies. In this case, learners can be directly involved in learning activities and it helps them to apply their reading skills directly in a collaborative way. In the workplace, peer education reflects the same thing when employees train other employees. It is a practical framework for inclusive education in this context, it can be compared to a practice called collaborative learning.

The vital question is who are the 'peers' in peer learning strategy? Generally, peers are other people in a similar situation to each other who do not have a role in that situation as teacher or expert practitioner. They may have much experience and ability or they may have relatively little. They share the status as fellow learners and they are accepted as such. Most importantly, they do not have ability over each other by virtue of their place or responsibilities. Throughout the book we will be discussing the role of students who are in the same classes as those from whom they are learning. (Bound) Peer learning pedagogy is part of an active learning strategy, which is being increasingly used in schools around the world. In this mode of learning, students interact with their peers and learn from each other without any supervising authority. (Peer learning: Can students learn from each other without any teacher present 2018) Teachers are the backbone of the society as well as nation. In Indian education system there are different vocational or professional courses which enhance the capacities and capabilities of people. B.Ed. course is a teacher training activity or program which makes the teaching professionalized and reshape the teaching process inculcating various teaching skills in future teacher. This professional course has to



Gandhian Thought

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GLOBAL PEACE- FROM GANDHIJI'S POINT OF VIEW

MR. EMON OJHA

SACT-I

Department of Education Nistarini Women's College, Purulia (West Bengal)

* ABSTRACT:

The Belief system of Mahatma Gandhi envisaged upon strict qualitie political techniques and social standards. The thoughts of Mahatma Gandhi le the supremacy of good over political and divinity over worldly. He views essential truth as extreme aim and peacefulness as an instrument to accomplish that. Yet, there exists a central relationship of what Gandhi had said and what the world is doing nowadays to battle brutality and bring harmony. He makes his life asceticism with regular practicing of the truth and non-violence Consequently 21st century universal relations can be re-evaluated and applied with rising relations of that. The difficult idea of contemporary universal society has significant methodologies with respect to his lessons and individual models The multidimensional emergency like terrorism, nullifying of human rights. economic disparity, ethnic viciousness, destitution, strict prejudice by which the man is enduring today are of having incredible fix and help with the decency and equity gave by the Gandhian way of thinking. Disappointment of peaceful activities doesn't invalid the Gandhiji's peace philosophy. The most startling spots and approaches the Gandhian view point of peacefulness has spread in this world and it has a more noteworthy diligent of non violence even with brutality. This paper attempts to discover the significance of Gandhi's decree and how his belief systems can be placed in current days worldwide peace and harmony activities. It additionally crosses through different components of peace one could consider in maintaining worldwide harmony and peace at small scale, individualistic levels.

KeyWords: Aggression, Authenticity, Endurance, Global Peace, International Understanding and Bonding, Peace Education.

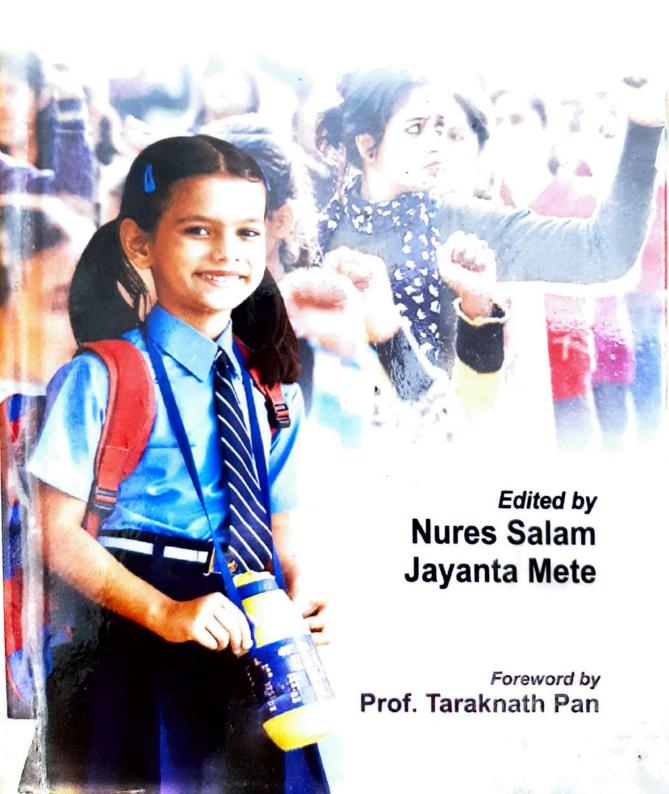
❖ INTRODUCTION OF THE STUDY

"Outward peace is useless without inner peace."

- M.K. Gandhi

Mahatma Gandhi has been considered as one of the best symbol in the history of Mankind. Next to the warrior for India's freedom and social reformer,

Kanyashree Prakalpa & Women Empowerment



ABOUT THE BOOK

This book Kanyashree Prakalpa and Women empowerment is prepared to meet the reading aspirations among the readers in India. This book is prepared encompassing the views of different authors. It is expected that readers always have a demand of readymade book in lucid language which will help them to understand the various prakalpa for girls in a joyful manner. My teacher Prof. (Dr.) Jayanta Mete has throughout his long association with various students has found out their problems and has tried to solve out their difficulties in a befitting manner to cope up with the present situation of students of different universities. He has always tried to ensure that learning should be made with full enthusiasm and cheerfully to combat with the present life situations. It is expected that majority of students after completing their studies will sit in the various competitive examinations. Keeping in mind the needs and demands of the day, the various chapters have been provided to make the students familiar with the girls education scenario of the country.

Last but not the least to say that we the authors always expect that our sincere effort will not go in vain and this book will be able to cater the needs of the learners across the country.

Any suggestion/query is always welcome for further enrichment of this book.

ABOUT THE EDITORS



Dr. Nures Salam, obtained M.A. and B.Ed. degree from the University of Kalyani. He has completed his Ph.D. degree from Department of Education, University of Kalyani in 2019 under the supervision and guidance of Prof. (Dr.) Jayanta Metc. His areas of research interest arein gender, women education and society.

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He has to credit a few articles in some reputed National and International journals. He also wrote FCW a chapter in various books on different aspect of education.

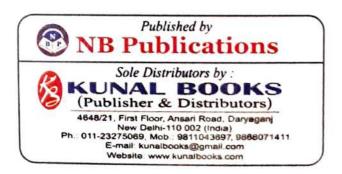


Prof. (Dr.) Jayanta Mete, is an eminent teacher educator, distinguished author at research guide in the field of Tribal Education, Educational Sociology, Population Education, History of Education and Environmental Education. He is at professor, Department of Education, Faculty of Education, University of Kalyani, Nadia, West Bengal, India.

Dr. Mete obtained M.A. (Geo), B.Ed., M.Ed. and Ph.D. from Visva-Blanca, Santiniketan, Birbhum, West Bengal, India.

more than 300 research papers in leading journals and seminars. The author has attended presented papers in about 70 National and International seminars, workshop and conference major area of teaching is Tribal Education, Educational Sociology, Population Education, Historical Education and Environmental Education.

He authored more than 70 books and edited 35 books on educational issues. He has also edited Personal Reviewed three journals entitled "Journal of Education and Development", "Journal of Knowledge" and "Journal Educational Thoughts" (UGC approved). He has developed the modules and syllabil of UG, P.G, B.Ed., M.Ed., courses and in Ph.D. both regular and distance mode of different universities. For a short span of time he has been associated with different academic bodies and associations like NCTE, SCERT, NCERT and UGC as well as in different universities with in India and abroad. He has more than 30 years teaching experience.



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Attitude Towards Kanyashree Prakalpa Among Kurmi Girls In Purulia District, West Bengal

Sanjib Mahato,* Shila Mahata** & Emon Ojha***

Abstract

Kanyashree scheme provides the facilities, especially the mentioned age, i.e. eighteen years girl child who could not manage marriage agreement due to socio-economical crisis. This Government Scheme was established on 8th March, 2013 by the Government of West Bengal enrolled in the class VIII

Associate Professor of Ananda Marga Gurukula Teachers' Training College, Anandanagar, Baglata, Purulia, West Bengal, India,

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WOMENING CHANGING WORLD

ISSUES AND CHALLENGES

Amit Bhowmick Elias Olukorede Wahab

WOMEN IN CHANGING WORLD

- ISSUES AND CHALLENGES

——— Edited by ———
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2

EMPOWERMENT OF INDIAN WOMEN FOR THE 21ST CENTURY:

A Theoretical Study

EMON OJHA & SANJIB MAHATO

Introduction of the Study

n the 21st century, the world is enthusiastically progressing and taking up the women partake in uplifting the society and economy of the world. Women empowerment is the key to strengthen their participation in the decision- making which is the most important key to socio- economic development. The India is a developing country and its economic status is also very bad because of the male dominated country. Women constitute roughly 50% of the nation's population and a majority of them remain economically dependent, without employment. Women empowerment is very necessary to make the bright future of the family, society and country. Empowerment of women would mean encouraging women to be self reliant, economically independent. have positive self esteem, generate confidence to face any difficult situation and incite active participation in various socialpolitical development endeavours. Women empowerment will be more relevant if and only if women are educated. Education is a key factor for women empowerment prosperity, development and welfare. Education has been recognized as an essential agent of social change and development in any society and country. Education is an essential means of empowering women with the



রসিক ও নাচনী

প্রথম খণ্ড

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বিষয়সূচি

মাচনী মাচের উৎস সন্ধানে ।। বমানাথ দাস ৯ ধুমড়ী নাচ : নাচনী নাচের পূর্বসূরী ।। বিজয় পান্ডা ২৯ মানভূমের নাচনী-ভার উত্তব, ক্রমবিকাশ ও বিবর্তন সৃষ্টিধর মাহাত (বঁশরিআর) ৩৬ সহজিরা নৃত্যের পরাপরা ও মানভূমের নাচনী ।। কিরীটি মাহাত ৬২ নচনী ও কুমুরের প্রাস্থিকতা ।। শশধর মাহাতো ৭৯ নাচনী নাচ ও নাচনী নাচে বৈষ্ণব পদাবলী অধ্যাথ-দেহতত্বাদ শ্বামল চটোপাধ্যায় ৮৮ त्रिक विद्न गांजी नाफ ना, गांजी विद्न तरिक वैंक्ष ना প্রবীর সরকার ১৩৭ 'অভাগিনি নাচনী : না শিল্পী না খরনি' ।। তৃত্তি বিশাস ১৫৫ নাচনী এক বঞ্চনার প্রতিক্ষবি ।। মলম চৌধুরী ১৬০ উপেঞ্চিতা নাচনী ও সিম্বুবালা ।। তপন পাত্র ১৬৬ सिन्दु नाहनीत स्मकाल अकाल ।। असिक कुमात मांबी ১৭৫ নাচনী পদ্মবালা ।। নির্মল হালদার ১৮০ নিশিত নৃত্য নশিত হোক ।। শিবসনাতন মুখোপাধায়া ১৮৫ নাচনীদের কথা কে ভাবেদ খবর রাখেই বা ক'জন ।। ভাষ্কর বাগচী ১৯৪ রসিক বিনে নাচনী নাচে না, নাচনী বিনে রসিক বাঁচে না প্রবীর সরকার

মানভূমে "বাদিক" শালের কর্ম একটা না, আবার এবাটিক বালুলাই সক কথা শেল ইয়া যায় যা, বলা কৈটিবছার নিম্মানক নাইটিলা বাছে কটা বাহিলের কাছে দিনি নিজিন, কা সাধা কথাও আছে এলাকটার কার্যালনৈ সকলের পরেলি নিজি কিনি কার্যালনের নিজিন। আবার ক্রেকটারেন সকলের পরেলি বাছিল আবার সামান কোন আবার নিজিন। আবার ক্রেকটারেন আবার নিজি বাছিল আবার সমান কোন আবার নিজিল। আবার কিনি আবার আয়ে এলানে কার্যালন সমান কোন আবার নিজিল। পরিক আবি এটি আবার আয়ে এলানে কার্যালন সমান কোন আবার নিজিল। পরিক আবার আবারে এলানের কার্যালনা কার্যালিকে বার্যালনার নিজি কার্যাল, কার্যাল, কর্মালনার কর্মালনার ক্রিনালনা কার্যালিকে বার্যালনার নিজি কার্যাল, কার্যালনার করিন লার বার্যালনার ক্রিনালনার ক্রামান ক্রামান ক্রামান কার্যালনার আবার্যালনার ক্রামানক ক্রামান ক্রামান ক্রামান ক্রামান ক্রামান ক্রামান ক্রামান ক্রামান ক্রমান ক্রামান করের ক্রামান ক্রামান ক্রামান ক্রামান ক্রামান করের ক্রামান ক্র

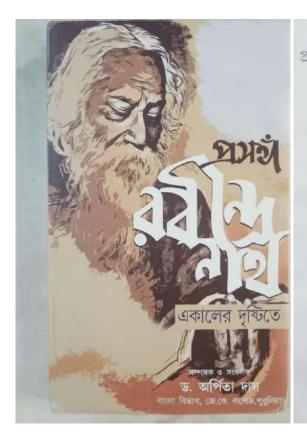
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মেয়েনের পরিমা ও ইপুরবর্তনা মেয়েনের পরিকা

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১৬ জোষ্ঠ ১৩৮২ 'দেশ' পত্ৰিকাৰ বিশেষ সংখ্যাৰ প্ৰপাশুনৰ মহলানকীশকে দেখ বৰ্ণীপ্ৰনাথেৰ অনেকপুনি চিঠি প্ৰকাশিক হয়েছিল। তাৰ মানো ১৭ মংখাক পত্ৰীটেও চাজে 'মুৰ্বান্যাৰ্থ্য প্ৰস্কাশ কাৰ্যাক্ষণৰ মানা মুখ্যা ও কাৰ্ত্তনাহল পত্ৰে মানিকটি আৰা কহিলোক বালে মানে হচ্ছে। তাৰাপৰ এব ভাৰবাৰ্থু সামাধ্যা কাৰতে বিয়ে লিখোছেল— সমস্ত ভিনিভাই হাজে পথেৰ তথা—পথ খোৱা বা বাৰ আৰু নিভিয়েছ মুখ্য মুখ্য ভান বেশনাৰ প্ৰকাশ সক্ষ কাৰ্যাল আৰু বালা বা বাৰ আৰু নিভয়েছ মুখ্য মুখ্য আৰা কোনাৰ প্ৰকাশ সক্ষ কাৰ্যাল আৰু বালা বা বাৰ্থা বাৰ কৰিব কৰেৰ মানামোন আৰ্থী আৰু পৌছাছো এই নাটকে সমন্ত খনি ও খোৱাৰ কৰিব কাৰ্যাৰ প্ৰয়োৱা কৰিব কাৰ্যাৰ কৰাৰ কৰাৰ কৰা নিভাৱ সক্ষমে কাৰ্যাল কিবলৈ কাৰ্যাৰ ভাৰত কাৰ্যাৰ কৰাৰ কিব পোক এই চিবকা পৰাত্ৰিকীকৈ আৰু বাবা প্ৰথমি কাৰ্যাল কৰাৰ কৰাৰ গালিকে কাৰ্যাকৈ একং চাৰ্যান্ত সুখ্যেকটোকে পুজা প্ৰতিবাহন। থাপিকে আমাতে এবং চ্যাগার সুভোগাঁতে খাঁত বেচিয়েছে। সূত্র্য একটা আফেল যে রয়েছে এখানে তা কেল বেখা যা। নৌবের দের মুগ্রাহে,

২২ শে পৌৰ থেকে ৩০ শে পৌৰ (১০২৮)-এর মধ্যে অধাং ভানুদারির হিনীত স্থাতে (১৪ই জানুমারি ১৯২২) "মুক্তমারা" শেষ করাকেন করীক্রনাথ। তাপের নত এক সন্তরের মধ্যেই সেই সুপরিচিত চিঠিটি সিখেছেন রাণু অধিকারীতে। ভানুসিংকে পরাব্যাতি ৪ মাখের সে চিঠিতে লেখা হয়েছে—"আমি সমত সপ্তাহ ধরে একটা নাচত চিনছিল্য, শেষ হয়ে গেছে তাই আজ আমার ছুট। এ নাটকটা 'গ্রায়শ্চিত্র' নত, এর নাম 'পথ' পাৰে অৰশ্য পৰিবৰ্তিত নাম "মুক্ষাৱা"তেই পৰিচিত হয়েছে এ নটক, যে নাম খবদাই আরেও বেশি সুন্ধর, বাঞ্জনবাধী ও কাব্যধনী বলে বিবেটিত ইয়েছে গঠেত ও সনালোচকদের মধ্যে। নাম বাল্যালেও তাতে কিছু পথের অবৈদ্ধন এতাকু অনান। মুক্তধারা পাগতিকে ভাঙাগেও শেষপর্যন্ত সেই পথের বাঞ্জনবি স্পর্য হয়। আবার ইংরেটি অনুবাসে কবি এর নাম দিয়েছিলেন "The Waterfall" (Modern Review, May 1922), এ নামেও বায়েছে কতির ইচ্ছিত। সেটা আরও স্পাই হয় এর ইয়েরটি অনুবালে সমূহে কবির দেওয়া সংক্রেত

The waterfall around which the action of this play revolves is named Muktadhara-the free current. Such a descriptive name may wand strange

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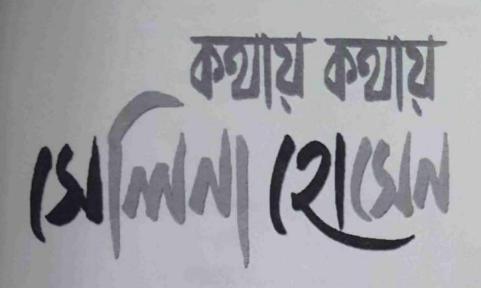
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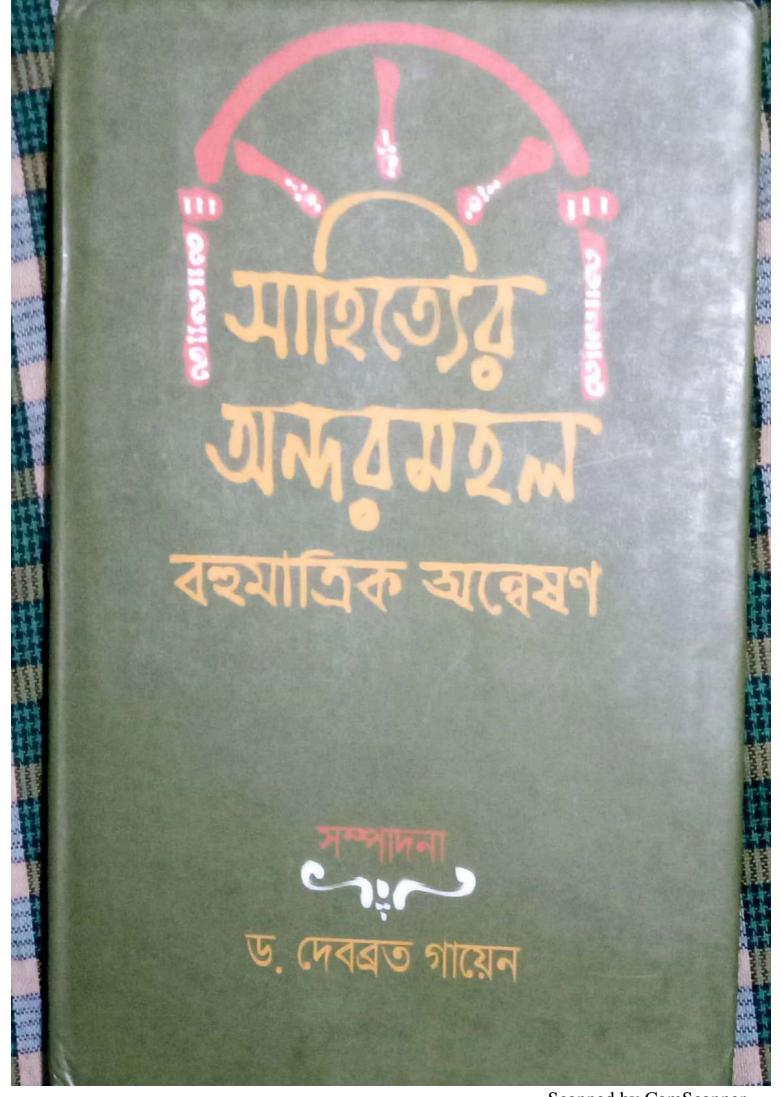
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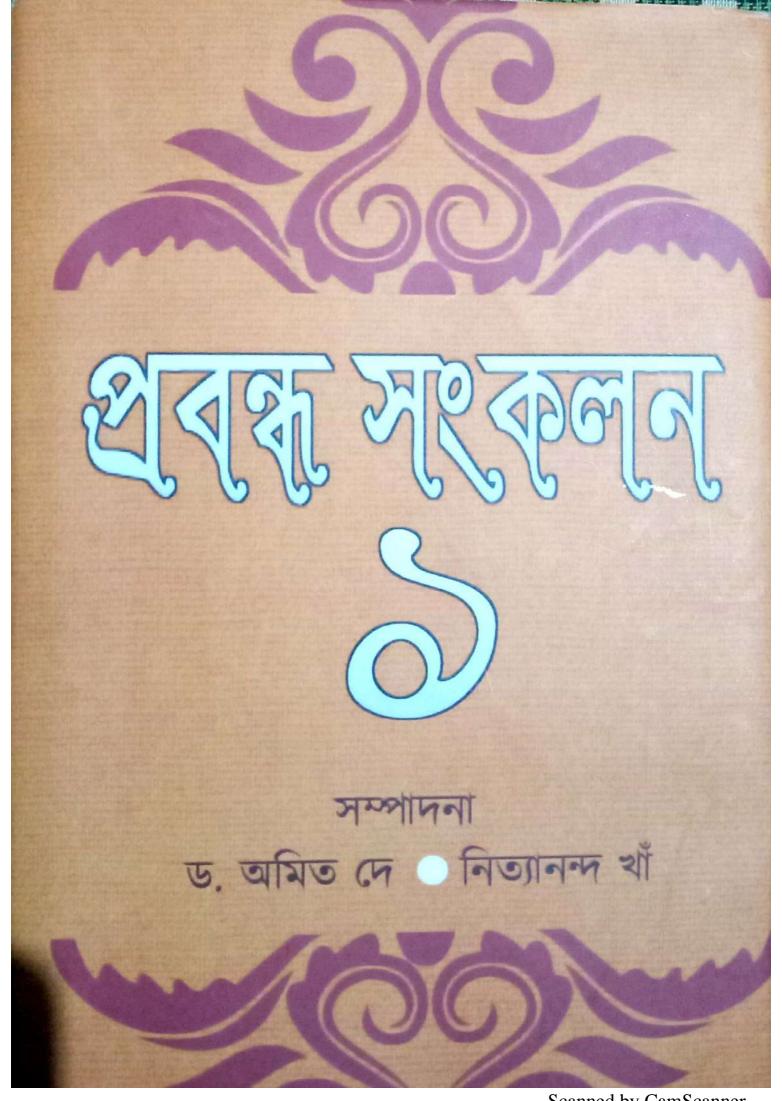
ভাদু উৎসবে নারীর অবদান ও আত্মপরিচয় ড. সংগ্রাম মাহাত

পুরুলিয়া জেলার উত্তর-পূর্ব অঞ্চল, বাঁকুড়া জেলার পূর্ব-পশ্চিমাংশ অঞ্চল এবং বর্ধমান ও বীরভ্ম জেলার পশ্চিমাংশের বিস্তীর্ণ এলাকার নারীদের দ্বারা উদ্প্রমাপিত লোকউৎসব হল 'ভাদু'। পুরুলিয়া জেলা হল 'ভাদু'র প্রধান কেন্দ্রভূমি-উৎসবের প্রধান কেন্দ্র। জেলার অন্যান্য লোকউৎসবগুলিতে নারী-পুরুষের কিছু না কিছু অংশগ্রহণ থাকলেও, ভাদু উৎসব সম্পূর্ণ ভাবে পুরুষবর্জিত উৎসব। উৎসবের সর্বেসর্বা গ্রাম বাংলার নারী সমাজ। প্রধানত বাউরি, বাগদি, শুঁড়ি, কুমার, কামার, কুড়মি, বিণিক ইত্যাদি সম্প্রদায়ের নারীদের দ্বারা 'ভাদু উৎসব' পালিত হয়। সকলের কাছে ভাদু খুব আদরের। উৎসবের সময় হল ভাদ্র মাসের প্রথম থেকে সংক্রান্তি পর্যন্ত পুরো একমাস। তবে সংক্রান্তির 'জাগরণ' ও 'বিসর্জন' সময়ই হল উৎসবের প্রধান সময়। উৎসবের গানগুলি হল তার প্রধান অঙ্গ ও প্রধান উপাদান। নারী সমাজের কাছে ভাদু কখনো হয়েছে কন্যা-সখা-সহচরী-মাতা, কখনো হয়েছে আবার রাজকন্যা ও লৌকিক দেবী। এ নিয়ে রাঢ়-বাংলার লোকসমাজে নানা লোককাহিনি বা কিংবদন্তী প্রচলিত আছে। কাহিনিগুলির তিনটি ধারা লক্ষ্য করা যায়, যথা- ক. রাজবাড়িকেন্দ্রিক, খ. কৃষিকেন্দ্রিক ও গ. অন্যান্য বিশ্বাসকেন্দ্রিক।

ভাদু উৎসব প্রধানত নারীদের উৎসব, সেখানে পুরুষের অবদান প্রায় নেই বললেই চলে। উৎসবের প্রথম থেকে শেষ পর্যন্ত সমস্ত ক্রিয়াকর্মে নারীদের একছত্র ভূমিকা দেখা যায়। এতে কুমারী কন্যাদের মুখ্য ভূমিকা থাকলেও, অন্যান্য বয়সের নারীরাও অংশভাগিনী হয়। তরুণী, বিবাহিতা, বৃদ্ধা সকলেই উৎসবে যোগদান করেন। সারা ভাদ্র মাস, সারা পাড়া জুড়ে নারী কণ্ঠে ভাদু গানের সুললিত ধ্বনি গুর্জারিত হয়। যা জেলার নারীসংস্কৃতির এক বিশেষ উল্লেখযোগ্যদিক। প্রথমে এই উৎসবে নারীর ভূমিকার কথা উল্লেখ করে, পরে ভাদু উৎসবের প্রধান মাধ্যম বা প্রধান অঙ্গ 'ভাদু গান' বিশ্লেষণ করে নারীর আত্মপরিচয়ের প্রকাশ কীভাবে ঘটে তা আলোচনা করা হল।

উৎসবের সূচনা হয় ভাদ্র মাসের পয়লা তারিখে, ভাদু প্রতিষ্ঠার মধ্য দিয়ে। এই দিন পাড়ার কুমারী কন্যারা একত্রিত ভাবে স্নান সেরে নিজ নিজ বাড়িতে ভাদুর প্রতিষ্ঠা করে। এই কন্যারাই হল ভাদুর প্রধান উপাসিকা। বাড়ির নির্দিষ্ট স্থানে, যেমন-

MANAGE BURN



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মুদ্রক : চক্রবর্তী অ্যান্ড সন্স প্রিন্টিং হাউস

প্রচ্ছদ ও অলংকরণ : দিপালী চক্রবর্তী

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মূল্য: ৩০০,০০ টাকা

সর্বস্থত্ব সংরক্ষিত

স্বত্বাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোনো অংশেরই কোনোরূপ পুনরুংপাদন বা প্রতিলিপি করা যাবে না, কোনো যান্ত্রিক উপায়ে (গ্রাফিক্স, ইলেকট্রনিক বা অন্য কোনো মাধ্যম, যেমন ফটোকপি, টেপ বা পুনরুদ্ধারের কোনো পদ্ধতি) প্রতিলিপি করা যাবে না বা পেনড্রাইভ, ডিব্র, ফিপ্সউটারের কোনো ডিভাইসে কপি করা বা সংরক্ষণ বা পুনরুংপাদন করা যাবে না বা হার্ড কপি বা

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২৮. ড. শাখী ঘোষ ▶ ২৫৪

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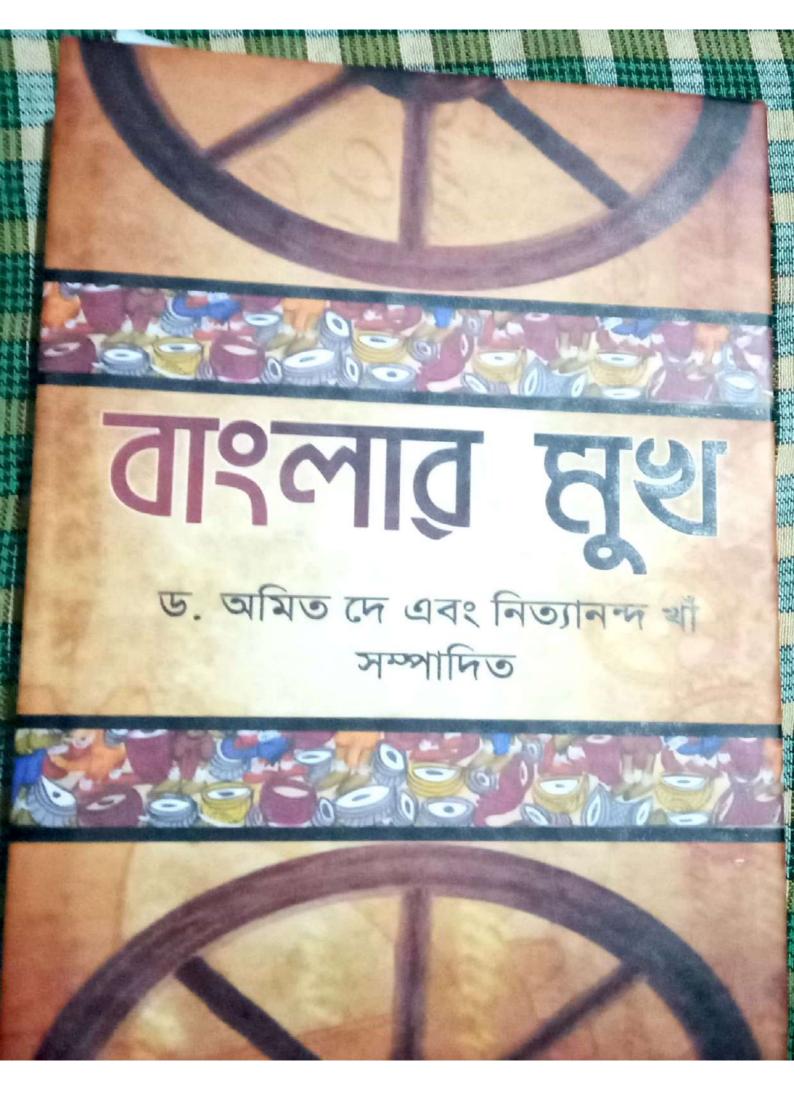
🗆 ড, সংগ্রাম মাহাত 🗅

বিবাহ গীত (বিহার গীত) : এক অনন্য জীবন ভাবনা

লোকসংস্কৃতির একটি অন্যতম উপাদান হল লোকগান বা লোকগীতি। এই লোকণীতি গ্রামীণ জনজীবনের এক অমূল্য সম্পদ। জনজীবনের ভাব-ভাবনার, हिन्न চেতনার, আশা-ভালোবাসার প্রকাশ রূপ হল লোকগীতি। পুরুষ বা নারী, সমরেত বা একক উভয় মাধ্যম দ্বারাই এর প্রকাশ রূপ। এই ঐতিহ্যের ধারা বহু প্রাচীন, যা পরস্পরাকে অনুসরণ করে চলে আসছে। বিভিন্ন সাংস্কৃতিক পরিবেশই এর উৎস ভূম। যে পরিবেশ গানের প্রধান সময়টিও সূচিত করে। স্থান বিশেষে এই সংস্কৃতির বহু বৈচিত্র্যরূপ প্রতিফলিত হয়। যা সময়ের স্রোতে ক্ষীয়মাণ হলেও অবলুগু নয়। এই ধরণেরই এক ঐতিহ্যময় লোকসঙ্গীত হল প্রাচীন মানভূমের 'বিহার গীত' (বিবাহ সঙ্গীত)। এই সঙ্গীত নারী জীবনের সুগু প্রতিভার, শিল্প ভাবনার অন্যতম সম্পদ।

সাবেক মানভূমের পুরুলিয়া, বাঁকুড়া, ধানবাদ, পূর্ব সিংভূম প্রভৃতি জেলাসং দক্ষিণ-পশ্চিম সীমান্ত বাংলার প্রায় সর্বত্র এবং ঝাড়খণ্ড রাজ্যের বাংলার (দক্ষিণ-পশ্চিম) সীমান্তবর্তী এলাকাগুলিতে 'বিহার গীত' প্রচলিত আছে। এই গীতের প্রধান সময় হল ফাল্লুন মাস থেকে আরম্ভ করে আষাঢ় মাস পর্যন্ত সময়কালে অনুষ্ঠিত বিজি বিবাহ অনুষ্ঠান। প্রধানত এলাকার কুড়মী, কামার, কুমোর, হাঁড়ি, ধোবা, তাঁতি, সর্দার, ওরাং, কুলু প্রভৃতি জাতি গোষ্ঠীর মধ্যে এই গান প্রচলিত। গানগুলি কেবলমাত্র মহিলাদের কর্ষ্পেই সমবেত ভাবে গীত হয়। এখানে পুরুষের কোনো ভূমিকা থাকে না। সাধারাণত বিবাহ সম্বন্ধ ঠিক হওয়ার সময় থেকে নব বর-বধূর গৃহ প্রবেশের সময় পর্যন্ত বিভিন্ন ধরণের গান গাওয়া হয়। এই গান গ্রামে-গঞ্জে প্রধানত বিবাহের দিন, মাইক সহযোগে বেশি ধ্ববনিত হয়। বিভিন্ন কার্য সম্পাদনা উপলক্ষয়েই নারীরা তাঁদের সুপ্ত প্রতিভার বিচ্ছুরণ ঘটায়। নারী মন যে কতখানি সমৃদ্ধ তা এই গানে স্পষ্ট গানগুলি বিভিন্ন প্রকরণেরও হয়ে থাকে।

লোকজীবনে প্রচলিত 'বিহার গীত'গুলি নারী সমাজের মধ্যে প্রধানত মৌ^{থিক} ভাবে চলে আসছে। শ্রুতি নির্ভর গানগুলি পরম্পরাকে অনুসরণ করেই গীত হয়ে আসছে। এই ধারা বয়স্কদের কাছ থেকে নবাগতরা অনুসরণ করে চলেছে। গানের সে পাকে প্রধানত ক্ষ্ণু বাধা বাম-সীতা বেহুলা-লখিন্দরের তুলনা কেন্দ্রিক ক্র



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প্রচ্ছদ - শুভ্রদীপ চক্রবর্তী

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সর্বস্থত্ব সংরক্ষিত

প্রকাশক এবং স্বত্তাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোন অংশেরই কোনওরপ পুনুরুৎপাদন বা প্রতিলিপি করা যাবে না, কোনও যান্ত্রিক উপায়ের (গ্রাফিক্স, ইলেকট্রনিক বা অন্য কোনও মাধ্যম, যেমন ফটোকপি, টেপ বা পুনরুদ্ধারের কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা পেনড্রাইভ, ডিক্স, কম্পিউটারের কোনো ডিভাইসে কপি করা বা সংরক্ষন বা পুনুরুৎপাদন করা যাবে না বা হার্ড কপি বা বই বা কাব্যগ্রন্থ হিসেবে প্রকাশ করা যাবে না। এই শর্ত লডিয়ত হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা যাবে।

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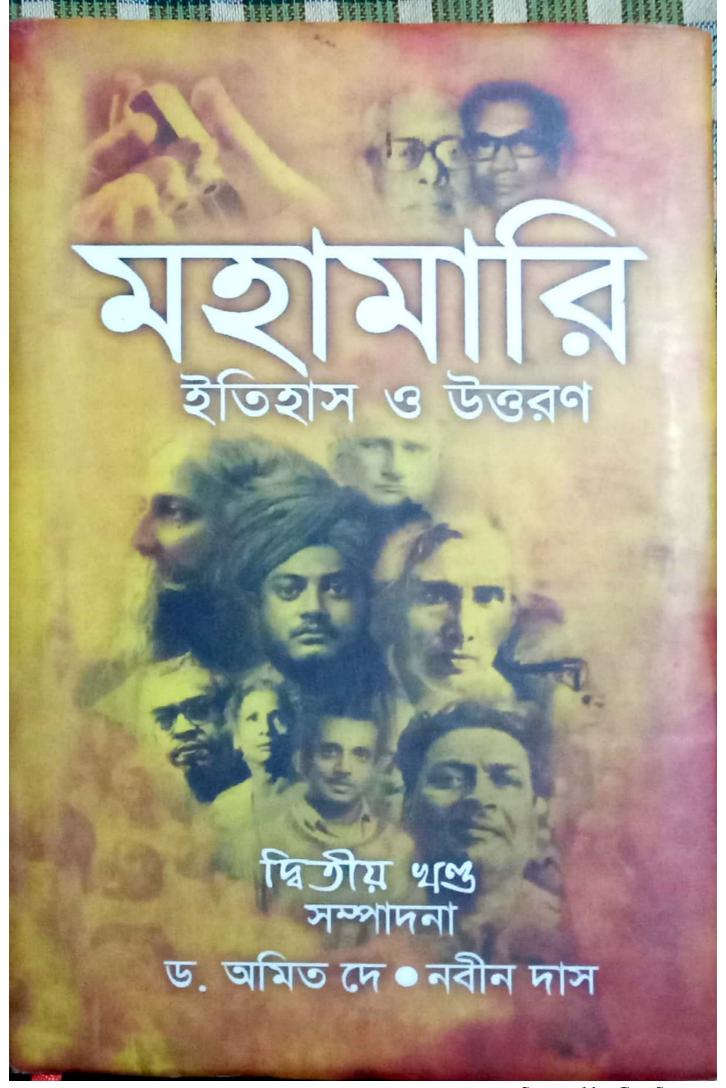
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র্থাকৃতিক পরিবেশে সমৃদ্ধ কর্মাটাঁড় এলাকাটি অত্যন্ত শান্তির এলাকা ছিল। প্রির মুক্ত প্রকৃতি আর সহজ সরল মানুষের সান্নিধ্য বিদ্যাসাগরের প্রাণ পরিচয় সম্পর্কে সাহিত্যিক সুনীল গঙ্গোপাধ্যায়ের লেখায়

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প্রথম প্রকাশ নভেম্বর, ২০২০

প্রকাশক – শীতাংশু চক্রবর্তী ও শুদ্রদীপ চক্রবর্তী মুদ্রণ - চক্রবর্তী অ্যান্ড সন্স প্রিন্টিং হাউস বারুইপুর পুরাতন থানা

প্রচ্ছদ - শ্রী প্রকাশ ঘোষ

০ বাংলা বিভাগ কাশীপুর মাইকেল মধুসূদন মহাবিদ্যালয় পুরুলিয়া

সর্বস্থত্ব সংরক্ষিত

প্রকাশক এবং স্বত্ত্বাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোন অংশেরই কোনওরূপ পুনরুৎপাদন বা প্রতিলিপি করা যাবে না, কোনও যান্ত্রিক উপায়ের (গ্রাফিক্স, ইলেকট্রনিক বা অন্য কোনও মাধ্যম, যেমন ফটোকপি, টেপ বা পুনরুদ্ধারের কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা পেনভ্রাইভ, ডিক্স, কম্পিউটারের কোনো ডিভাইসে কপি করা বা সংরক্ষন বা পুনরুৎপাদন করা যাবে না বা হার্ড কপি বা বই বা কাব্যগ্রন্থ হিসেবে প্রকাশ করা যাবে না। এই শর্ত লভিয়ত হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা যাবে।

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ড, সংগ্রাম মাহাত

TOTAL PROPERTY.

থাচীন মানভূম এবং দক্ষিণ-পশ্চিম সীমান্ত বাংলার এক ঐতিহ্যবাহী লোকসঙ্গীত হল ঝুমুর। এই লোকসঙ্গীত বহু প্রাচীনকাল থেকে মানব মনে গভীর ভাবে সমাদৃত। যা ভাব-ভাবনায়, বিষয়বস্তুতে এবং বহু প্রকরণে বৈচিত্র্যময়। এই গানে যেমন ধর্মীয়-আধ্যাত্মিক-সামাজিক-রাজনৈতিক ইত্যাদি বহু বিষয় স্থান করে নিয়েছে, তেমনই বর্তমান সমসাময়িক প্রেক্ষাপট বা ঘটনাও স্থান করেছে। স্বাভাবিকভাবে মানব তার অন্তরের অব্যক্ত কথাকে গানের সুরে লিপিবদ্ধ করেছেন। সহমর্মিতার সঙ্গে সহযোগিতার হাত বাড়িয়ে দিয়েছেন এবং সচেতনতার প্রসার ঘটিয়েছেন। এই শুভ প্রচেষ্টা ঝুমুর সঙ্গীতে প্রায়শই পরিলক্ষিত হয়। ঝুমুর গানে ঘটমান পরিস্থিতির চিত্র অবলীলায় স্পষ্ট হয়। বর্তমান সময়ের (২০২০ সাল) করোনা মহামারির চালচিত্র এবং সচেতনতার বার্তা জঙ্গলমহল এলাকার ঝুমুর কবি ও শিল্পীদের কলমে প্রতীয়মান হয়েছে। এই বিষয়ে সচেতনতার দিকটি আলোচিত হল।)

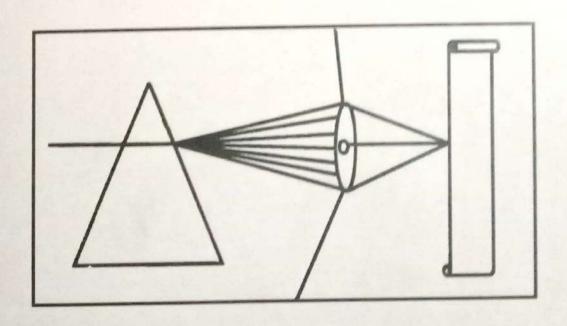
২০২০ সাল পৃথিবীর মানব সমাজের কাছে এক সংকটময় কাল। করোনা মাহামারি সারা বিশ্বকে বিপর্যন্ত এবং বিধ্বস্ত করেছে। বহু মানুষের প্রাণ কেড়ে নিয়েছে। চিন দেশ থেকে আরম্ভ করে ক্রমশ সারা বিশ্বকে মহামারির কবলে নিয়ে গেছে। আমাদের দেশ ভারতবর্ষেও তার ব্যতিক্রম ঘটেনি। এই সালের মার্চ মাস থেকে আরম্ভ করে প্রায় আট-নয় মাস মানুষের মন আতঙ্কিত এবং অসহায়তার মধ্য দিয়ে চলেছে। কারণ এই রোগের কোনো উপযুক্ত ঔষধ বা টীকা বের হয়নি। সংক্রমণ ঘটিত এই রোগ থেকে বাঁচার একমাত্র উপায় হল সচেতনতা। অর্থাৎ, কতকগুলি বিধিনিষেধ মেনে চলা। যার অন্যতম হল – লকডাউন পালন করা, মুখেনাকে মাস্ক ব্যবহার করা, সামাজিক দূরত্ব (বলা যায় শারীরিক দূরত্ব) বজায় রাখা, ভিড়ের মধ্যে না-যাওয়া, সময় সময় সেনিটাইজার ব্যবহার করা ইত্যাদি বিষয়। কারণ এই সচেতনতা বা সাবধানতা অবলম্বন ছাড়া রোগ থেকে বাঁচার এবং রোগের সংক্রমণ রোধের আর কোনোও উপায় নেই। তাই স্বাস্থ্য বিধি মেনে চলা এবং সচেতনতাই হল করোনার প্রতিষেধক। এই সচেতনতার বিষয়টি রাঢ় বাংলার

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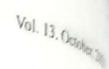
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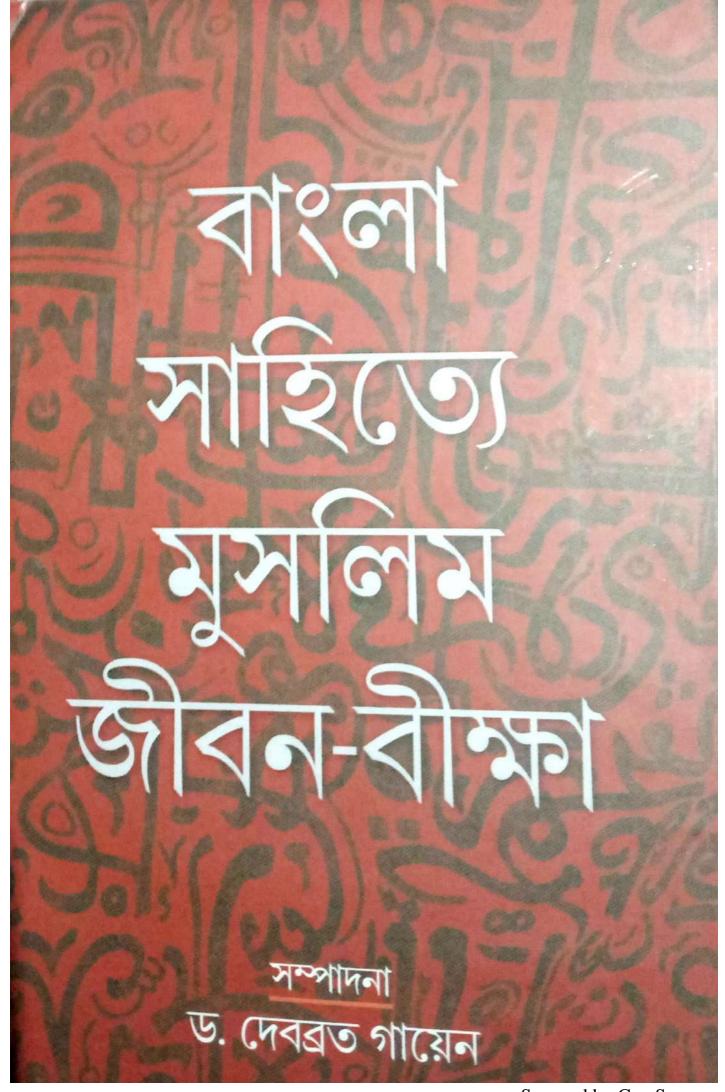


জাওয়া-করম উৎসবে নারীর অবদান ও আত্মপরিচয়

সংগ্রাম মাহাত

ছোটনাগপুর মালভূমি অঞ্চলের অরণ্য ঘেরা বন্ধুর ভূ-প্রকৃতি সমন্বিত জনজীবনের এক্ট জনপ্রির কৃষিকেন্দ্রিক লোকউৎসব হল 'জাওয়া-করম'। ভাদ্র মাসের শুক্র একাদনীর্চা হল এই উৎসবের প্রধান সময়। তবে এর প্রস্তুতি চলে প্রায় দশ-পনেরো দিন পূর্ব থারে তার রেশ থাকে প্রায় একমাস জুড়ে। উৎসবটি এলাকার প্রতিটি কৃষি পরিবারে অবিবাহিত মহিলাদের কাছে খুব গুরুত্বপূর্ণ। প্রধানত কুড়মি, ভূমিজ, ভুইয়া, মুভা, নার্চার হাঁড়ি, সাঁওতাল প্রভৃতি সম্প্রদায়ের এটি একটি অন্যতম লোকউৎসব। দক্ষিণ-পিম সীমান্ত বাংলার পুরুলিয়া ও তার সংলগ্ধ জেলা এবং ঝাড়খণ্ড রাজ্যের প্রায় প্রতিটি জেলা এই উৎসব উদ্যাপিত হয়ে। এছাড়া, আসাম, ওড়িষা ও ছত্রিশগড় রাজ্যের আনির্বা জনজাতিদের মধ্যেও উৎসবটি উদ্যাপিত হতে দেখা যায়। মূলত, ভালো কসলের কালা এই শস্যোৎসব পালিত হয়। যার প্রধান আরাধ্য হল বৃক্ষ দেবতার পূজা। উৎসবে উল্লেখযোগ্য অঙ্গ হল গান আর নাচ। যেখানে নারীদের বিশেষ অবদান এবং ভূমিকা লক্ষ বরা যায়।

'জাওয়া-করম' উৎসব প্রধানত গ্রামীণ নারীদের দ্বারা উদ্যাপিত লোকগর্ক। উৎসবের সূচনা থেকে সমাপ্তি পর্যন্ত সমস্ত ক্রিয়াকর্মে নারীদেরই মুখ্য ভূমিকার্য়েয়। প্রধানত কুমারী কন্যাদের দ্বারা উৎসবটি পালিত হলেও, বিবাহিত নারীদেরও নৃত্যানুর্তান অংশগ্রহণ করতে দেখা যায়। এই উৎসবে বিবাহিত নারীরা পিতৃগৃহে আসার জন্য উৎস্ব হয়ে থাকে। ভাদ্র মাস আরম্ভ হতেই সমস্ত নারীর মন উৎসবের আমেজে আনিক্ত হার্য তিঠে। সকলে সমবেত ভাবে আচার-সংস্থার পালনের মধ্য দিয়ে জীবন উপভোগের গ্রন্থ তি



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BANGLA SAHITYA

MUSLIM JIBAN-BEKHHA

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SEL চঞ্চল গুই

निय 200.00

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আবু ইসহাকের 'জোঁক' গল্পে মেহনতি মানুষের জীবনকথা ভ. সংগ্রাম মাহাত

'ওরা চিরকাল
টানে দাঁড়, ধরে থাকে হাল,
ওরা মাঠে মাঠে
বীজ বোনে, পাকা ধান কাটে,
ওরা কাজ করে
নগরে প্রান্তরে। —রবীন্দ্রনাথ ঠাকুর

'ওরা' সাধারণ মানুষ, মেহনতি মানুষ—'সভ্যতার পিলসুজ'। তাঁরা সর্ব সময়ের কর্ম ব্যস্ততার মধ্য দিয়েই সভ্যতার গতিকে সচল করে রেখেছে। কর্মই তাঁদের মন্ত্র, কর্মই তাঁদের তন্ত্র। এই কর্মমুখী সাধারণ মানুষের জীবন কথা সাহিত্যে বারবার প্রতিফলিত হয়। জীবনের অভাব-অনটন, দুঃখ-দুর্দশা, ব্যথা-বেদনা-যন্ত্রণা ও অভিজাত শ্রেণির ভারা শোষণ-বঞ্চনা নিয়ে সাহিত্য আত্ম প্রকাশ করে। যেমনটি প্রকাশিত হয়েছে আবু ইসহাকের 'জোঁক' গল্পের মধ্য দিয়ে।

আবু ইসহাক (১৯২৬ - ২০০৩) আধুনিক বাংলাদেশী কথাসাহিত্যিকদের মধ্যে অন্যতম ব্যক্তি। যিনি মাত্র বিশ বছর বয়সে রচনা করেন বিখ্যাত উপন্যাস 'সূর্য দীঘল বাড়ী'। সামাজিক জীবনকথাই যার মূল বিষয়। এই সমাজের বাস্তব জীবন-যন্ত্রণাকে দেখে তিনি 'হারেম', 'মহাপতঙ্গ' এবং 'জোঁক'-এর মতো শ্রেষ্ট ছোটগল্লও রচনা করেন। এর মধ্যে 'জোঁক' গল্পে জীবন-যুদ্ধের এক বিশিষ্ট পরিচয় পাওয়া যায়। যেখানে গল্পের প্রতিটি শব্দে ধ্বনিত হয় লোক-গ্রামীণ বাংলার মেহনতি মানুষের জীবন যন্ত্রণা, হাহাকার আর তাদের প্রতি উচ্চ শ্রেণির শোষণ ও বঞ্চনা। গঙ্গে মেহনতি মানুষের প্রতিভূ হলেন পাটচাষী-ভাগচাষী ওসমান। বয়স তাঁর চল্লিশের কাছাকাছি, সংসারে রয়েছে স্ত্রী মাজু বিবি আর দুই ছেলে-মেয়ে তোতা ও টুনি। এই ছোট্ট অভাবী সংসারে জমিদার ওয়াজেদ চৌধুরী ও তাঁর ছেলে ইউসুফ কী ধরণের শোষণ নিয়ে এসেছে, তাই গল্পের মুখ্য বিষয়।

গল্পের সূচনাতে দেখা যায়, ওসমান ভাতের অভাবে কয়েকটি আলুর টুকরো পেটে 'জামিন' (চাষি-মজুরের ভাষায় ভাত ছাড়া অন্য খাবার) দিয়ে কাজে যাওয়ার

বাংলা কথাসাহিত্যে লোকায়ত ঐতিহ্যের অনুসন্ধান

সম্পাদনা অর্ঘ্য ব্যানার্জ্জী সেখ একরামুল হোসেন

BANGLA KATHASAHITYA LOKAYATO OITUHER ANUSANDHAN A Collection of Research Articles on Folk Tradition of Bengali fiction by Banerjee, Sk. Ekramul Hossain, Published by Debasis Bhattacharjee, Br Sahitya Samsad, 6/2 Ramanath Majumder Street, Kolkata-700009, Febru 2021 ₹ 900.00

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প্রকাশক ও স্বতাধিকারীর লিখিত অনুমতি ছাড়া কোনো উপায়েই এই গ্রন্থের কোনো অংশের কোনো পুনক্রংপাদন বা প্রতিলিপি করা যাবে না। এই শর্ত লঙ্গিত হলে উপযুক্ত আইনি ব্যবস্থা এবন করা যাবে।

Harris Mark

हिलानक होने

NKSK TOURING INTO

প্রথম প্রকাশ क्ष्व्याति, २०२১

প্রকাশক দেবাশিস ভট্টাচার্য বঙ্গীয় সাহিত্য সংসদ ৬/২, রমানাথ মজুমদার স্ট্রিট কলকাতা: ৭০০ ০০৯ শিল্পাই) শিল্পিট শিল্প

প্রচ্ছদ অতনু গাঙ্গুলী

বৰ্ণ সংস্থাপন প্রিণ্টমাাক্স ইছাপুর

মুদ্রক স্টার লাইন

কলকাতা : ৭০০ ০০৬

ISBN: 978-93-88988-77-3

म्ला : नत्ना जाका

পরশুরামের নির্বাচিত গল : লোকায়ত উপাদান ও হাস্যরস ৫৩২ সঞ্চিতা বসু তত্তর পূর্বাঞ্চলের বাংলা ছোটগঙ্গে লোকসংস্কার ও

লোকবিশ্বাস : একটি অধ্যয়ন ৫৪০ পাপড়ি বিশ্বাস

তারাশন্ধরের ছোটগল্পে লোকায়ত সংস্কৃতি ৫৪৮ বরুণ সীট

নলিনী বেরার ছোটগল্পে লোকায়ত উপাদান :

বহুকৌণিক বিশ্লেষণ ৫৫৬ দেবব্রত গায়েন

তারাশকরের গল্পে ট্যাবু ৫৬২ পরমানন্দ দে

সৈকত রক্ষিতের গল্পে লোকজ উপাদান ৫৬৯ সুশাস্ত মণ্ডল

অভিজিৎ সেনের নির্বাচিত পাঁচটি ছোটগল :

লোকজীবনের শিকড় সন্ধানে ৫৭৭ চঞ্চল দেবনাথ

শচীন দাশের ছোটগল্পে লোকায়ত উপাদান ৫৮৫ জহিরুল রহমান মণ্ডল

সুন্দরবন কেন্দ্রিক বাংলা ছোটগল্প : নোনামাটির

লোকায়ত জীবন ৫৯০ প্রহ্লাদ রায়

লোকায়ত অনুষঙ্গের আঙ্গিকে সুশীল জানার ছোটগল্প

(নির্বাচিত) ৫৯৯ মহঃ মহব্বত আলী

অনিল ঘড়াইয়ের গল্পে গ্রামজীবন ও লোকায়ত উপাদান ৬০৯ পিয়ালী দাস

আবুল বাশারের ছোটগল্পে মুর্শিদাবাদের লোকজীবন ৬১৭ প্রিয়াঙ্কা প্রধান

লোকায়ত ভাবনার আলোকে রামকুমার মুখোপাধ্যায়ের

ছোটগল্প ৬২২ জয়া ধীবর

বিভৃতিভূষণ বন্দ্যোপাধ্যায়ের ছোটগল্প (নির্বাচিত)

: লোকায়ত উপাদান ৬২৯ সেখ আজাহারউদ্দিন

তৃতীয় পর্ব : কথাসাহিত্য

লোকঐতিহ্য ও বনফুল ৬৩৭ মানস মজুমদার

শওকত আলীর কথাসাহিত্য : লোকজীবনের প্রতিভাস ৬৪৫ তপন রায় আখতারুজ্জামান ইলিয়াসের কথাসাহিত্যে অপভাষা

: রুগ্ণতার প্রাতিস্বিকমাত্রা ৬৬৫ চন্দন আনোয়ার

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মানুষ তার জীবনপ্রবাহে প্রতিনিয়ত সৃষ্টি করেছে সংস্কৃতির ধারা, যা রূপান্তর ও পরিবর্তনের মধ্য দিয়ে আজও প্রবাহমান। কোনো একটি জাতিকে জানতে হলে আবশ্যক তার সংস্কৃতির সাথে পরিচিত হলেই সেই জাতি তথা মানুষের বাসস্থান, ভোজন, আমোদ প্রমোদ, শয়ন, বাচনভঙ্গি, রীতিনীতি, জীবিকা, অবসর সময় যাপনের কর্মকান্ত-এর সাথে পরিচিত হওয়া সম্ভব। "সমপূর্বক কৃ যুক্ত কি করে পাওয়া যায় সংস্কৃতি। সম্ উপসর্গ বোঝাচ্ছে সম্যক, সুন্দর, বিশিষ্ট ইত্যাদি।জীবনচর্যার জন্য যা কিছু করা হয় তাকে শোভন এবং সুসমঞ্জস করার চেষ্টাই ব্যাপক অর্থে, সংস্কৃতি শব্দটির দ্বারা, বাংলা ভাষায়্র বোঝানো হয়।" এই সংস্কৃতির ভিন্ন ভিন্ন রূপ জনগোষ্ঠীতে দেখা যায়—

প্রথমত, গ্রামীণ পরিবেশে থেকেও যে সকল মানুষ কৃষির সাথে যুক্ত না থেকে অন্যান্য পেশাদারী কর্মের সাথে যুক্ত তাদের সংস্কৃতি শহরে সংস্কৃতি।

দ্বিতীয়ত, যারা কৃষিকর্মের সাথে যুক্ত, এবং যারা গ্রামীণ কৃষি অর্থনীতির উপর নির্ভরশীল তাদের সংস্কৃতি হল লোকসংস্কৃতি।

তৃতীয়ত, নৃগোষ্ঠীর মানুষেরা নিজস্ব ঐতিহ্য পরম্পরাকে অনুসরণ করে পৃথক সংস্কৃতি গড়ে তুলেছে, এই সংস্কৃতি হল নৃগোষ্ঠীর সংস্কৃতি।

দ্বিতীয়ত যে সংস্কৃতির কথা বলা হয়েছে, সেখানে 'লোক' শব্দটি সংস্কৃতির সাথে যুক্ত হওয়ার মধ্য দিয়ে অনুমান করা যায় সাধারণ মানুষ জড়িত এই সংস্কৃতির সাথে অর্থাৎ এই সংস্কৃতি লোকসমাজকে কেন্দ্র করে আবর্তিত হয়। তাই লোকসংস্কৃতিকে মানবজীবনের অপরিহার্য সম্পদ বলা যেতে পারে। লোকসংস্কৃতিবিদ লোকসংস্কৃতিকে বিভিন্ন ভাবে ব্যাখ্যা করেছেন। লোকসংস্কৃতির উপাদানগুলি বস্তুগত ও আত্মিক সংস্কৃতির মধ্যে পাওয়া যায়। এই বস্তুগত সংস্কৃতি জীবিকা, খাদ্য, পোশাক পরিচ্ছেদ, সাজ সজ্জা, হাতিয়ার, প্রকৃতি প্রভৃতি বিষয় এর মধ্য দিয়ে প্রকাশিত। আত্মিক সংস্কৃতি ধর্মাচার ও চিত্ত বিনোদনের মাধ্যমে প্রকাশিত। বস্তুগত ও আত্মিক সংস্কৃতি যে বিষয়গুলির মাধ্যমে প্রকাশিত হয়, সেগুলো মানুষের জীবন ধারণের সাথে জড়িত। স্বাভাবিকভাবেই যখন মানুষের জীবন সাহিত্যে রূপায়িত হয়, এই বিষয়গুলি সাহিত্যে জনমানবের রীতি নীতি,লোকাচার, লোকবিশ্বাস, লোকসংগীত, লোকনৃত্য, লোকপুরাণ, লোককথা, লোকানুষ্ঠানের রূপ নিয়ে প্রতিফলিত হয়। যেমন, রূপকথার কল্পনাময় অবাস্তব পরিবেশকে সাহিত্যে রোমান্সের রূপে নিয়ে আসা হয়েছে। লৌকিক দেবদেবীদের নিয়ে মধ্যযুগে মঙ্গলকাব্য রচিত হয়েছে।

वाश्ता विशासिक

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विकिश

সম্পাদনা আজিজুল হক অরূপ পাল





বাংলা কথাসাহিত্য: বিচিত্রপাঠ সম্পাদনায় আজিজুল হক ও অরূপ পাল

প্রথম প্রকাশ: ৭ জানুয়ারি, ২০২১

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সম্পাদক কর্তৃক সর্বস্বত্ব সংরক্ষিত

প্রকাশক এবং সম্পাদকের লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোনওরূপ পুনরুৎপাদন বা প্রতিলিপি করা যাবে না, কোনও যান্ত্রিক উপায়ের (গ্রাফিক, ইলেকট্রনিক বা অন্য কোনও মাধ্যম, যেমন ফোটোকপি, টেপ বা পুনরুদ্ধারের সুযোগ সংবলিত তথ্য-সঞ্চয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও ডিস্ক, টেপ, পারফোরেটেড মিডিয়া বা কোনও তথ্য সংরক্ষণের যান্ত্রিক পদ্ধতিতে পুনরুৎপাদন করা যাবে না। এই শর্ত লচ্ছিতে হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

সোম পাবলিশিং-এর পক্ষে ২১, কানাই ধর লেন, কলকাতা ৭০০ ০১২ থেকে সর্বানী কুশারী কর্তৃক প্রকাশিত এবং শরৎ ইম্প্রেশনস প্রাইভেট লিমিটেড, ১৮ বি, শ্যামাচরণ দে স্ট্রিট, কলকাতা ৭০০০৭৩ থেকে মুদ্রিত।

প্রচ্ছদ : রোচিষ্ণু সান্যাল

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पतुष् रिकीन, कार्यास्थानि, धेरै नकुन श्रापादक स्मार्थ यथन जिनि विश्विक, ज्यनर सिक्सली

गावन थंडेंचा दिगान लोक्स लोगित देशासीम वेका दे माएं तरे व योग देश विख्या है

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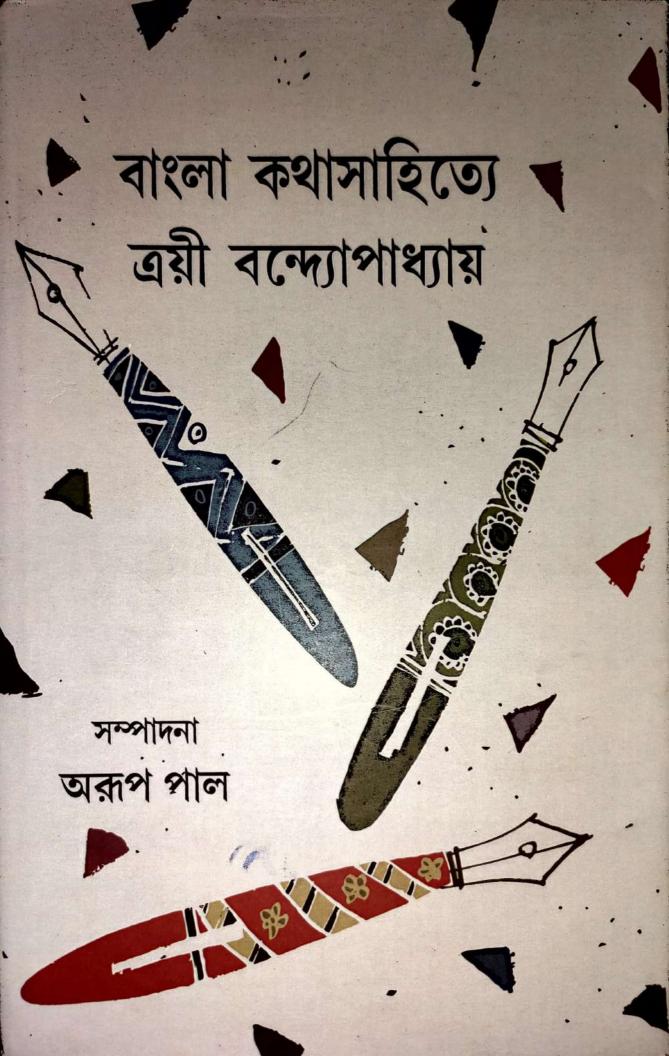
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গ্রাশঙ্কর বন্দ্যোপাখ্যায়ের উপন্যাস : প্রকৃতি ও মানুষের মেলবন্ধন

জয়া ধীবর

রূপ সৌন্দর্যে মানুষ যেমন অভিভূত তেমনি প্রকৃতির বিভীষিকাময় লীলা রূপে আতঙ্কিত। গ্রকৃতির সৃষ্টিময় ও ধ্বংসাত্মক দুই রূপের সাথে মানুষ পরিচিত এবং মানুষের জীবন সংগ্রামে প্রকৃতি অঙ্গাঙ্গিভাবে জড়িত। সাহিত্যে প্রকৃতি ও মানুষ সহাবস্থান করেছে এবং একে অপরের ভূমিকাকে ফুটিয়ে তুলতে সাহায্য করেছে কেখনো প্রকৃতি ঘটনা ও চরিত্রকে নিয়ন্ত্রণ করেছে,কখনো গ্রামীন ও নাগরিক সভ্যতাকে প্রকৃতির রূপ বর্ণনার মধ্য দিয়ে চিনিয়ে দেওয়া হয়েছে, আবার কখনও নিছক পটভূমি হিসেবে প্রকৃতি সাহিত্যে ধরা পড়েছে, অনেকসময় রহস্যময়ী হয়ে প্রকৃতি পাঠকের কাছে অধরা থেকে গেছে। বাংলা উপন্যাসে বঙ্কিমচন্দ্র চট্টোপাধ্যায় প্রকৃতিকে নিয়ে প্রথম রোমান্টিক আবহ সৃষ্টি করেছেন, তাঁর সাহিত্যের নায়ক নায়িকাদের প্রেমাস্পদের প্রতি আকর্ষণ, বিরহ যন্ত্রণা আরও গভীর হয়ে উঠেছে প্রকৃতির সিগ্ধ,কোমল পরিবেশে। 'কৃষ্ণকান্তের উইল' উপন্যাসে বারুণী পুকুরে রোহিনী একাকী অনস্ত গগনের নিচে দাঁড়িয়ে কোকিলের কুহু ধ্বনি শুনে তার জীবনের শূন্যতাকে অনুভব করছে। গোবিন্দলালের পুষ্পদ্যানে নানা ফুলের সৌরভের মাদকতায় আচ্ছন্ন হয়ে রোহিনী যখন গোবিন্দলালকে দাঁড়িয়ে থাকতে দেখেছে তখন তার মনে উদিত হয়েছে ভ্রমর কোন্ গুনে গুণবতী," কোন পুণ্যফলে তাহাদের কপালে এ সুখ,, আমার কপালে শূন্য?" 'বিষবৃক্ষ' উপন্যাসে নগেন্দ্র ঝড়ঝঞ্কা পরিপূর্ণ রাত্রিতে আশ্রয় খোঁজার অভিপ্রায়ে নৌকা থেকে নেমে ঝুমঝুমপুর গ্রামে গমন করলে কুন্দনন্দিনীর সাথে সাক্ষাৎ ঘটে। প্রকৃতিই নগেন্দ্র কুন্দনন্দিনীর সাক্ষাৎ ঘটানোর ক্ষেত্রে ভূমিকা পালন করেছে। তাঁর পরবর্তী কথাসাহিত্যিক শরৎচন্দ্র চট্টোপাধ্যায় 'শ্রীকান্ত' উপন্যাসে ইন্দ্র ও শ্রীকান্তের নিশীথ অভিযানে মেঘ ও চাঁদের লুকোচুরি খেলা,জলম্রোতের হন্ধার,শ্মশানে শৃগালের চিৎকার, পাখির ডানা ঝাপটানোর শব্দের মধ্য দিয়ে এক অলৌকিক পরিবেশ সৃষ্টি করেছিলেন। রবীন্দ্রনাথ ঠাকুর বিশেষত অন্তঃলোকের সন্ধান পাঠককে দেওয়ার উদ্দেশ্যে প্রকৃতিকে সাহিত্যে নিয়ে এসেছেন। তাঁর 'যোগাযোগ' উপন্যাসে দেখা যায় কুমুদিনীর মনোজগতের বাহ্যিক প্রকাশ করেছেন "মানুষ যখন মুক্তি চায়, তখন কিছুতেই তাকে ঠেকাতে পারে না। আমি তোমারই বোন, দাদা, আমি মুক্তি চাই। হঠাৎ ছ ছ করে বাতাস উঠল, টিপায়ের উপর বিপ্রদাসের পড়বার বইটার পাতাগুলো ফর ফর করে উলটে যেতে লাগল। বাগান থেকে বেলফুলের গন্ধে ঘর গেল ভরে। কুমু বললে,



বাংলা কথাসাহিত্যে ত্রয়ী বন্দ্যোপাধ্যায় অরূপ পাল সম্পাদিত

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সম্পাদক কর্তৃক সর্বস্বত্ব সংরক্ষিত

প্রকাশক এবং সম্পাদকের লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোনওরূপ পুনরুৎপাদন বা প্রতিলিপি করা যাবে না, কোনও যান্ত্রিক উপায়ের (প্রাফিক, ইলেকট্রনিক বা অন্য কোনও মাধ্যম, যেমন ফোটোকপি, টেপ বা পুনরুদ্ধারের সুযোগ সংবলিত তথ্য-সঞ্চয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও ডিস্ক, টেপ, পারফোরেটেড মিডিয়া বা কোনও তথ্য সংরক্ষণের যান্ত্রিক পদ্ধতিতে পুনরুৎপাদন করা যাবে না। এই শর্ত লঙ্খিত হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

সোম পাবলিশিং-এর পক্ষে ২১, কানাই ধর লেন, কলকাতা ৭০০ ০১২ থেকে সর্বানী কুশারী কর্তৃক প্রকাশিত এবং শরং ইস্প্রেশনস প্রাইভেট লিমিটেড, ১৮ বি, শ্যামাচরণ দে স্ট্রীট, কলকাতা ৭০০০৭৩ থেকে মুদ্রিত।

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মানুষ তার দৈনন্দিন জীবনের জীবনযাপন, আমোদ-প্রমোদ, ভোজন, বিনোদন, আচার-আচরণ, রীতি নীতি, ধর্মাচারণ, বাচনভঙ্গি, জীবিকা প্রভৃতির মধ্য দিয়ে সংস্কৃতির ধারাকে অব্যাহত রেখেছে যা প্রতিনিয়ত পরিবর্তন ও রূপান্তরের মধ্য দিয়ে চলমান। এই সংস্কৃতি সম্পর্কে বলা হয় "জীবনচর্যার জন্য যা কিছু করা হয় তাকে শোভন এবং সুসমঞ্জস করার চেষ্টাই ব্যাপক অর্থে সংস্কৃতি শব্দটির দ্বারা বাংলা ভাষায় বোঝানো হয়।" এই সংস্কৃতির ভিন্ন পরিবেশে ভিন্ন রূপ দেখা যায়,

প্রথমত, গ্রামীণ পরিবেশে থেকেও যে সকল মানুষ কৃষির সাথে যুক্ত না থেকে অন্যান্য পেশাতে যুক্ত তাদের সংস্কৃতি হলো শহুরে সংস্কৃতি।

দ্বিতীয়ত, যারা কৃষিকর্মের সাথে যুক্ত, যারা গ্রামীণ কৃষি অর্থনীতির উপর নির্ভরশীল তাদের সংস্কৃতিকে লোকসংস্কৃতি বলা হয়।

তৃতীয়ত, নৃগোষ্ঠীর মানুষেরা নিজস্ব ঐতিহ্য পরম্পরাকে অনুসরণ করে পৃথক সংস্কৃতি গড়ে তোলেছে, এই সংস্কৃতি হলো নৃগোষ্ঠীর সংস্কৃতি।

দ্বিতীয় পর্যায়ে যে সংস্কৃতির উল্লেখ হয়েছে, তা লোকসমাজকে কেন্দ্র করে আবর্তিত হয়, এই লৌকিক উপাদানগুলি বস্তুগত ও আত্মিক সংস্কৃতির মধ্যে পাওয়া যায়। বস্তুগত সংস্কৃতি হলো জীবিকা, খাদ্য, পোশাক-পরিচ্ছদ, প্রকৃতি বিষয়ের মধ্যে প্রকাশিত। ধর্মাচারণ ও চিন্তবিনাদনের মাধ্যমে আত্মিক সংস্কৃতি প্রকাশিত। স্বাভাবিকভাবেই সাহিত্যে সাধারণ মানুষের জীবন কাহিনিকে রূপায়িত করতে গিয়ে এই বিষয়গুলোই সাহিত্যে লোকাচার, লোকবিশ্বাস, লোকনৃত্য, লোককথা, লোকপুরাণ, লোকসংগীত, লোকভাষা, লোকানুষ্ঠানের রূপ নিয়ে প্রতিফলিত হয়। প্রাচীনযুগে চর্যাপদের ছত্রে লোকমুখে প্রচলিত প্রবাদ 'বরসুন গোহালী/কি সোদুধ্য বলন্দে', ডমরু, হেরুকবীণা, মাদলা প্রভৃতি লোকবাদ্যযন্ত্ব, লোকক্রীড়া রূপে দাবাখেলার উল্লেখ পেয়েছি। মধ্যযুগে রচিত মঙ্গলকাব্যগুলিতে লৌকিক দেবদেবীদের কথা রূপায়িত হতে দেখা যায়। সাহিত্যের ধারা সময়ের অভিঘাতে আধুনিকযুগে পদার্পন করলে লোকজীবনের ধারা সমান্তরালভাবে প্রবাহিত হয়েছে। রবীন্দ্রনাথ ঠাকুর বাংলা সাহিত্যে নতুন সৃষ্টি 'ছোটগল্প'কে উনিশ শতকে নিয়ে এলেন, তাঁর পরবর্তী বিভিন্ন ছোটগল্পকারদের কলমে ছোটগল্প লোকসমাজের নানা সংস্কার,ভাষা, লোকবিশ্বাস, লোকঐতিহ্যকে গ্রহণ করে সমৃদ্ধ হয়েছে, পাঠকের কাছে আকর্ষণীয় হয়ে উঠেছে এবং

ড. সুব্রত কুমার দে ড. দীনবন্ধু কুণ্ডু সম্পাদিত



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সর্বস্বত্ব সংরক্ষিত

স্বত্বাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোনওরূপ পুনুরুৎপাদন বা প্রতিলিপি করা যাবে না। কোনো যান্ত্রিক উপায়ের (গ্রাফিক্স, ইলেকট্রনিক বা অন্য কোনও মাধ্যম যেমন ফটোকপি, টেপ বা পুনুরুদ্ধারের সুযোগ সংবলিত তথ্য সঞ্চয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও ডিস্ক, টেপ, পারফোরেটেড মিডিয়া বা কোনও তথ্য সংরক্ষণের যান্ত্রিক পদ্ধতিতে পুনুরুৎপাদন করা যাবে না। এই শর্ত লজ্মিত হলে উপযুক্ত ব্যবস্থা গ্রহণ করা হবে।

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ড. ঝুমা রায়টোধুরী, অঞ্জলি প্রকাশনী 'বিদ্যাসাগর টাওয়ার' ১৫, শ্যামাচরণ দে স্ট্রিট, শপ-১৬ (দোতলা) কলকাতা-৭০০ ০৭৩

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मांग्रा हकारही

জীবন ও জগতকে দেখার অভিনব প্রয়াস : প্রসঙ্গে 'লম্বকর্ণ' জয়া ধীবর

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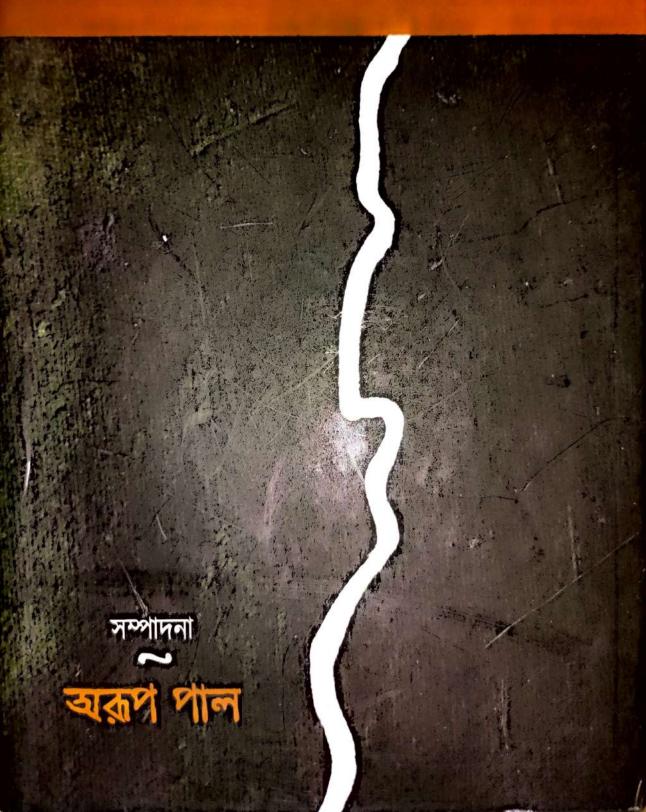
আমাদের দৈনন্দিন জীবন সুখ-দুঃখ, হাসি-কান্নার চক্রে আবর্তিত। তাই জীবনের সম্পূর্ণ রূপটি তখনই প্রতিফলিত হয়, যখন অশ্রুধারার প্রবাহ শুধু নয়, হাসির স্বতঃফুর্ত উচ্ছাসকে সাহিত্যে স্থান দেওয়া হয়। যদিও হাসির স্বতঃফুর্ত প্রবাহ ক্রুপ্থায়ী কিন্তু জগৎ ও জীবনের নিটোল রূপটি রূপায়িত করতে সাহিত্যিকরা অনেকক্ষেত্রে এই হাসিকে অবলম্বন করেছেন। এই ধারার অন্যতম ছোটোগল্পকার রাজশেখর বসু(১৮৮০-১৯৬০) মননশীল তীক্ষ্ণ দৃষ্টিশক্তি নিয়ে জীবনকে দেখেছেন এবং তাঁর জীবনের বিচিত্র অভিজ্ঞতা গল্পের উপাদান হয়ে উঠেছে। মূল প্রবন্ধে গল্পকার রাজশেখর বসুর 'লম্বকর্ণ' ছোটোগল্পটি আলোচনার মধ্য দিয়ে গল্পকারের জীবনকে দেখার অভিনব দৃষ্টিভঙ্গি এবং হাস্যরসাত্মক উপস্থাপনার মধ্য দিয়ে জীবনের কোন স্বরূপটি আমাদের সম্মুখে উন্মোচন করেছেন, সেই বিষয়ে আলোকপাত করার চেষ্টা করবো।

সূচক শব্দ: বৈঠকী আড্ডা, পারিবারিক চিত্র, হাস্যরস, দাম্পত্য।

भ्ल প্रवन्न

মানবজীবন জটিলতা, বৈচিত্র্য ও বিস্ময়ে পরিপূর্ণ। সাহিত্যিক সেই জীবনের পূর্ণাঙ্গ রূপকে সাহিত্যের মুকুরে প্রতিবিশ্বিত করার প্রয়াস করেন। এই অনম্ভ জীবনের একটি বিশেষ ঘটনাকে ছোটোগল্পকার নির্বাচন করে মুহুর্তের অতলস্পর্শতার মধ্য দিয়ে পাঠককে জীবনের ছায়ারূপ প্রত্যক্ষ করিয়ে দেন। জীবনকে দেখার দৃষ্টিভঙ্গি প্রত্যেক শিল্পীর স্বতন্ত্র, স্রষ্টার ব্যক্তিত্ব ও জীবন দর্শন অনুযায়ী ছোটোগল্প ভিন্ন ভিন্ন তাৎপর্যে শিল্পিত হয়। 'কবি কীটস ওক গাছ দেখলেই বর্বর ইংল্যান্ডের পুরোহিত 'জিয়িদ'-দের প্রত্যক্ষ করতেন; আবার কোনো কাঠের ব্যবসায়ীর সঙ্গে সঙ্গেই কল্পনা

विक्षिषण ७ नितीकण



রবীন্দ্র ছোটোগল : বিল্লেষণ ও নিরীক্ষণ অরূপ পাল সম্পাদিত

প্রথম প্রকাশ: জানুয়ারী, ২০২১

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সম্পাদক কর্তৃক সর্বস্বত্ব সংরক্ষিত

প্রকাশক এবং সম্পাদকের লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোনওরূপ পুনরুৎপাদন বা প্রতিলিপি করা যাবে না, কোনও যান্ত্রিক উপায়ের (প্রাফিক, ইলেকট্রনিক বা অন্য কোনও মাধ্যম, যেমন ফোটোকপি, টেপ বা পুনরুদ্ধারের সুযোগ সংবলিত তথ্য-সম্বয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও ডিস্ক, টেপ, পারফোরেটেড মিডিয়া বা কোনও তথ্য সংরক্ষণের যান্ত্রিক পদ্ধতিতে পুনরুৎপাদন করা যাবে না। এই শর্ত লঙ্খিত হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

সোম পাবলিশিং-এর পক্ষে ২১, কানাই ধর লেন, কলকাতা ৭০০ ০১২ থেকে সর্বানী কুশারী কর্তৃক প্রকাশিত এবং শরৎ ইস্প্রেশনস প্রাইভেট লিমিটেড, ১৮ বি, শ্যামাচরণ দে স্ট্রীট, কলকাতা ৭০০০৭৩ থেকে মুদ্রিত।

প্রচ্ছদ: অমিত মণ্ডল

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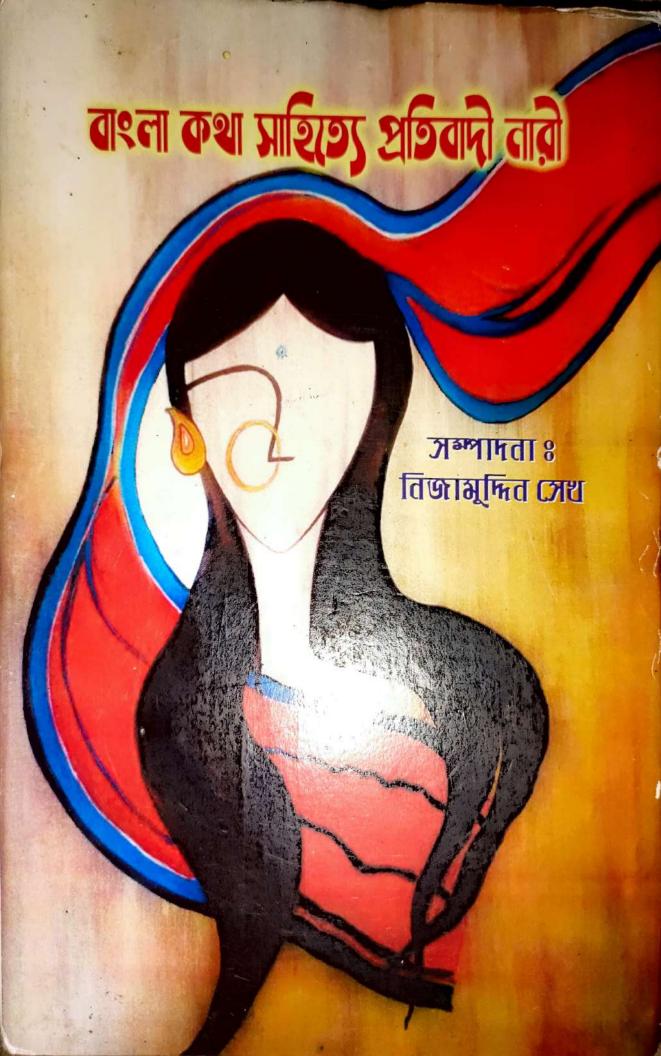
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বাংলা সাহিত্যের অভিনব শাখা রূপে উনিশ শতকের 'peculiar product' ছোটগল্পের আবির্ভাব ঘটে। ছোটোগল্পকার চলমান জীবন থেকে তাঁর নিজস্ব অনুভূতি নিয়ে একটি বিশিষ্ট প্রতীতিকে আহরণ করে নেন এবং কুদ্র চিত্রপটের মধ্যেই বিশাল ব্যাপ্ত জীবনের সমগ্রতাকে পরিস্ফুট করেন। জীবননির্ভর সাহিত্য ছোটোগল্পের বিষয় নির্বাচন নিয়ে আন্তন চেকভের মতামত, কী নিয়েই বা ছোটোগল্প হতে পারে না? অর্থাৎ ছোটোগল্পের উপাদান হিসাবে যে কোন সাধারণ বিষয়কে গ্রহণ করে নিজ জীবনদর্শন অনুযায়ী সজ্জিত করে ছোটোগল্পকার শিল্প মহিমা দান করেন। বাংলা সাহিত্যে ছোটোগল্পের প্রথম পূর্ণাঙ্গ শিল্পী রবীন্দ্রনাথ ঠাকুর (১৮৬১-১৯৪১)। তাঁর গল্পগুচ্ছের গল্পগুলির মধ্য দিয়ে 'আধুনিক বাংলা সাহিত্যের পটভূমিকার পরিবর্তন ঘটেছে, শিল্পীর জীবন-দৃষ্টি পেয়েছে এক অনাবিষ্কৃতপূর্ব জগতে প্রথম প্রবেশাধিকার।" তিনি প্রত্যক্ষ অভিজ্ঞতাজাত ঘটনাকে গল্পের উপাদান হিসেবে ব্যবহার করেছেন। তাঁর গল্পের বিষয়বস্তু যাই হোক না কেন সর্বদা তিনি গল্পে প্রাধান্য দিয়েছেন 'মানুষের চিরকালের সত্যকে,চিরদিনের সমস্যাকে, সুখ-দুঃখ-আশা-আনন্দকে'। 'ঘাটের কথা', 'রাজপথের কথা' গল্প দিয়ে যে জয়যাত্রা শুরু হয় সেই ধারা প্রবাহিত হয়েছে তাঁর আমৃত্যু পর্যন্ত। এই সময়পর্বে বাংলা সাহিত্যে রবীন্দ্রনাথ ঠাকুর উপহার দিয়েছেন বিচিত্র স্বাদের গল্প। 'উনবিংশ শতাব্দের শেষপাদের শান্ত পৃথিবী থেকে আমরা প্রথম সমরোত্তর নৈরাশ্য-নৈরাজ্যে-বিদ্রোহের তপ্ত পরিবেশে উন্নীত হয়েছি। এই সবকিছুর প্রতিফলন হয়েছে রবীন্দ্রনাথের ছোটগল্পে।" তিনি শুধুমাত্র বিষয়বস্তুর ক্ষেত্রে নয়, শিল্পরীতির ক্ষেত্রে বৈচিত্রতা নিয়ে এসেছেন, কখনো ঘটনাকে প্রাধান্য না দিয়ে ভাব অনুভূতিকে প্রধান করেছেন, কখনো কাহিনিবিন্যাস ও উপস্থাপনারীতিকে গুরুত্ব দিয়েছেন। তিনি কলকাতা জীবনের ক্ষুদ্রতা,দ্বেষ, সংকীর্ণতা নিয়ে যেমন গল্প লিখেছেন একইভাবে পল্লীবাংলার সামাজিক রীতিনীতি সংস্কারে পিষ্ট জীবনের কথা লিখেছেন। তাই পল্লীবাংলার শান্তস্মিগ্ধ পরিবেশকে তিনি গল্পের আঙিনাতে নিয়ে এসে ক্ষান্ত হননি, গ্রামজীবনের ক্ষুদ্রতা ঈর্ষা অবিচারকে 'ত্যাগ', 'শাস্তি', 'দেনাপাওনা', 'দিদি' প্রভৃতি বিভিন্ন ছোটোগল্পে বর্ণিত করেছেন। 'ত্যাগ' গল্পে গল্পকার



BANGLA KOTHA SAHITYE PROTIBADI NARI Collection Of Short Articles by

Nijamuddin Seikh

প্রথম সংস্করণঃ শরৎ সংখ্যা, ২০২০

প্রচ্ছদঃ চূড়ামণি

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কর্পোরেট পাবলিসিটি, বসিরহাট-৭৪৩৪১১, উ.২৪ পরগনা থেকে প্রকাশিত ও মুদ্রিত। দূরাভাষঃ ৮৭৭৭৩২২৬৭৪

স্বস্তাধিকারীর লিখিত অনুমতি ছাড়া কোন উপায়েই এই গ্রন্থের কোনও অংশের কোনোরূপ পূনরুৎপাদন বা প্রতিলিপি করা যাবে না। এই শর্ত লঙ্ঘনে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

স্চিপত্র:

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जया धीवत्र

-পুরুষ পূর্ণাঙ্গ মানব, নারী উর্নমানব অর্থাৎ অসম্পূর্ণ।»

একবিংশ শতাব্দীতে দাঁড়িয়েও এই কথাটি প্রাসঙ্গিক। নারী শব্দটি শুধুমাত্র লিঙ্গবাচক প্রতিশব্দ রূপে চিহ্নিত হয় না। অনেকক্ষেত্রে নারীরা সমাজ নির্দিষ্ট সামাজিক সম্পর্কের বেড়াজালে গণ্ডিবদ্ধ জীবনে অভ্যস্ত হয়ে নিয়তিকে স্বীকার করে নিয়েছে।

-পুরুষকে সংজ্ঞায়িত করা হয় একজন মানুষ হিসেবে এবং নারীকে স্ত্রীলিঙ্গ হিসেবে…*,

যখনই একজন নারী মানুষ রূপে আচরণ করতে চেয়েছে,সে প্রতি পদে পদে বাধাপ্রাপ্ত হয়েছে। প্রথম মহিলা আত্মজীবনীকার রাসসুন্দরী দাসীর তার আমার জীবন (১৮৬৩) গ্রন্থে দেখিয়েছেন, 'মেয়েছেলে' হয়ে জন্মগ্রহণ করলে বিধান মেনে চলতে হয়, সেই বিধানে নারীদের শিক্ষার অধিকার থেকে বঞ্চিত করা হয়, সংসারের সংকীর্ণতার মধ্যে তার জগৎ নির্মাণ করা হয়। কিন্তু নারীরা অদম্য ইচ্ছাশক্তি ও আত্মবোধে উদ্বুদ্ধ হয়ে অনেকটা পথ পার করে অগ্রগতির পরিচয় দিয়েছে। হেমাঙ্গিনী দেবীর মনোরমা (১৮৭৪), নবীনকালী দেবীর কামিনী কলক্ষ, শিবসুন্দরী দেবীর তারাবতী (১৮৬৩), সরঙ্গিনি দেবীর তারাচরিত (১৮৭৫) উপন্যাসগুলি সেই নারী অগ্রগতির পরিচায়ক। পরবর্তীকালে উনবিংশ শতাব্দীতে স্বর্ণকুমারী দেবী, নিরুপমা দেবী, সীতা দেবীর উপন্যাসের সাথে পরিচিত আমরা হয়েছি। তাঁদের সাহিত্যে সনাতন আদর্শ ও আধুনিকতার ছাপ উভয়ই প্রতিফলিত। বেগম রোকেয়া শাখাওয়াত হোসেন পদারাগ (১৯২৪) উপন্যাসে নারীযন্ত্রনার কথা বর্ণনা শুধু নয়, বঞ্চনা ও অপমানের বিরুদ্ধে গর্জে উঠেছেন। বহির্জগতের বদ্ধতা থেকে কেবল মুক্তি নয়, মনকে মুক্ত চিন্তা চেতনার অধিকারী করে উন্মুক্ত নীল আকাশের মতো মেলে ধরা হলো প্রকৃত মুক্তি। এই মুক্তির আস্বাদ পাওয়ার জন্য আশাপূর্না দেবীর পুবর্ণলতা (১৯৬৬) উপন্যাসে সুবর্ণ তার স্বামীর কাছে এক চিলতে বারান্দা চেয়েছিল, বলাবাহুল্য তার স্বামী সেই ইচ্ছে পূর্ণ করতে পারেনি। वाश्ता कथा प्राश्चित्र अञ्चितारी तावी 90

The Posthuman Imagination:

Literature at the Edge of the Human

Edited by

Tanmoy Kundu and Saikat Sarkar

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"WE ARE ALL CYBORGS NOW": DISRUPTING GENDER IDENTITY THROUGH A CYBORG IN THE POST-APOCALYPTIC WORLD OF MARGE PIERCY'S HE, SHE AND IT²

INDRAJIT MUKHERJEE

Introduction

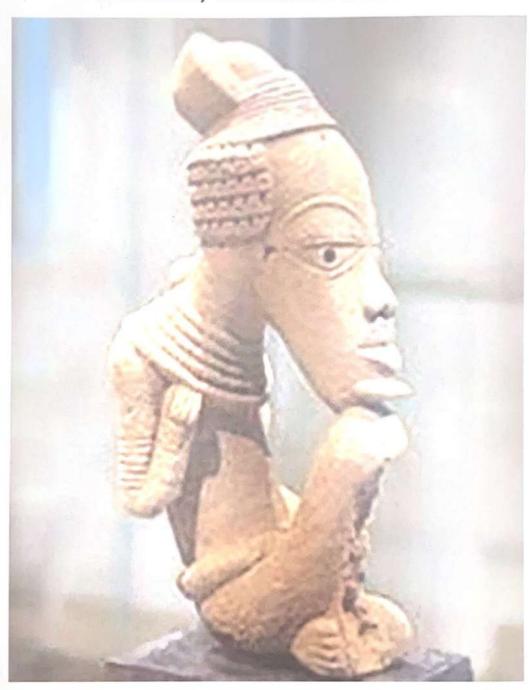
"The world I imagine, the world that AI will make possible, will not be a world of labels - and that includes binaries like male and female, black and white, rich and poor"

-Winterson (79)

Winterson's observation, in her reworking of Mary Shelley's magnum opus, entitled Frankissstein (2019), takes us to the 21st-century problem of negotiating the relationships between human ontology and technological materiality, between organic consciousness and Artificial Intelligence (AI), between human mortality and digital immortality in this era of globalization. In the last two hundred years, various philosophical discourses about the innate connection between nature and culture in the structural binaries of man-animal dichotomy, man-machine dichotomy and mind-body dichotomy, have "become figured at the site of kinship" (Butler 126). From the early days of Mary Shelley's classic horror fiction Frankenstein (1818) to the present day scenario, the robot/cyborg has been looked upon as an analogy for human-machine interaction (HMI) in order to illustrate how the impact of the unprecedented developments of modern science and technology caters the basic essence of human life, taking us into a dystopian world of the impossible and often leading us to tragic catastrophes. However, over the last two decades, in particular, the cyborg as an important illustration of the 'cultural figure' (Clarke and Rossini, xi), has emerged as a postmodernist tool of undermining and negotiating the so-called notions of traditional gender stereotypes in a patriarchal setting, to make a critique about the progress of a post-capitalist, futuristic, and partly dystopic, society through repeating and differentiating popular stories. This paper seeks to deal with

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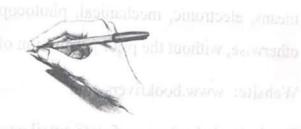
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INTERFACE

A NATIONAL RESEARCH ANTHOLOGY ON INDIGENOUS LANGUAGE, LITERATURE & CULTURE



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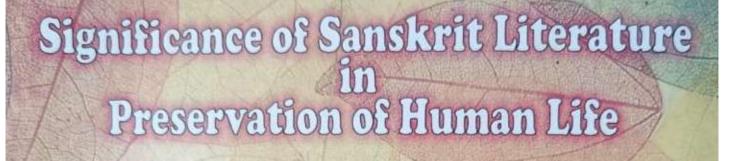
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PATRONS



(मानवजीवनसंरक्षणे संस्कृतसाहित्यस्योपयोगित्वम्)

Dr. Ajay Kumar Mishra Dr. Pratap Chandra Roy

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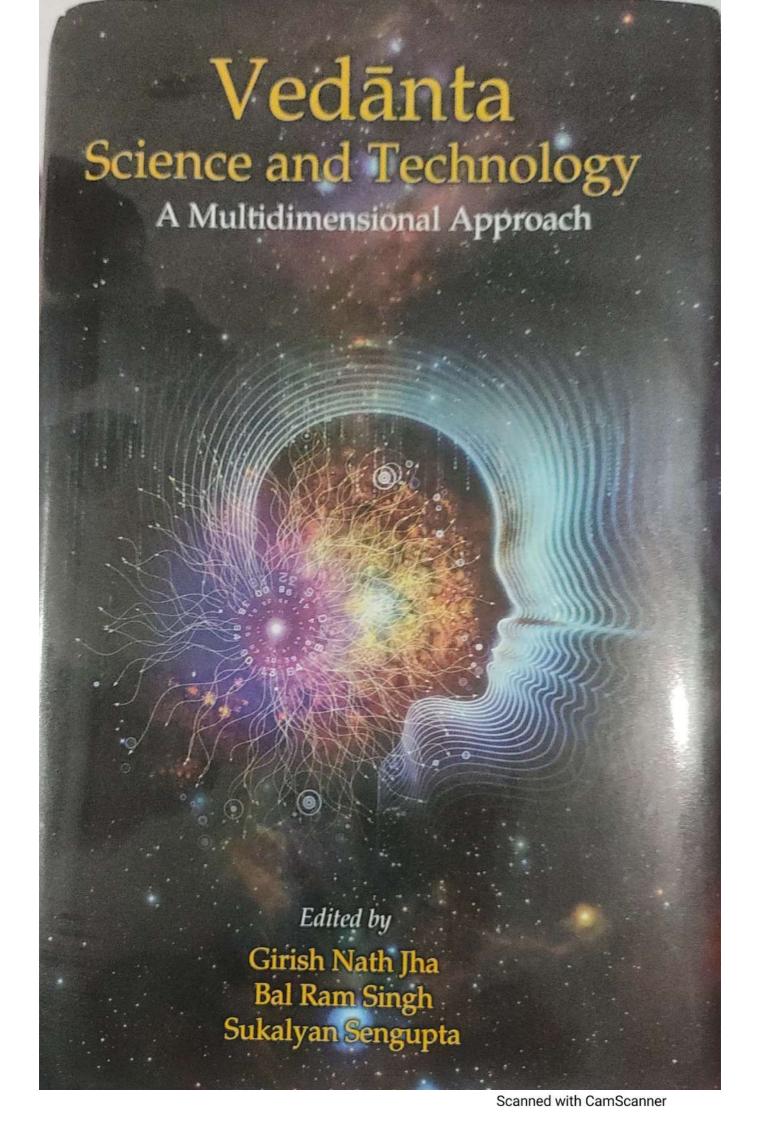
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প্রকাশক এবং স্বহাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোন রূপ পুনরুংপাদন বা প্রতিলিপি করা যাবে না। কোনও যান্ত্রিক উপায়ের (প্রাফিক, ইলেকট্রনিক্স বা অন্য কোনও মাধ্যম, যেমন ফটোকপি, টেপ বা প্রদারের সুযোগ সংবলিত তথ্য সঞ্চয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও পদ্ধতি হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

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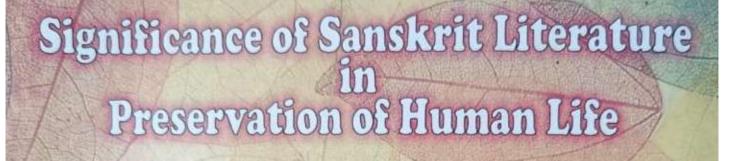
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(मानवजीवनसंरक्षणे संस्कृतसाहित्यस्योपयोगित्वम्)

Dr. Ajay Kumar Mishra Dr. Pratap Chandra Roy

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ড. প্রতাপ চন্দ্র রায়

প্রাচীন ভারতীয় সংস্কৃতি

সম্পাদক

ড. প্রতাপ চন্দ্র রায়

সহকারী অধ্যাপক

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প্রকাশক ঃ

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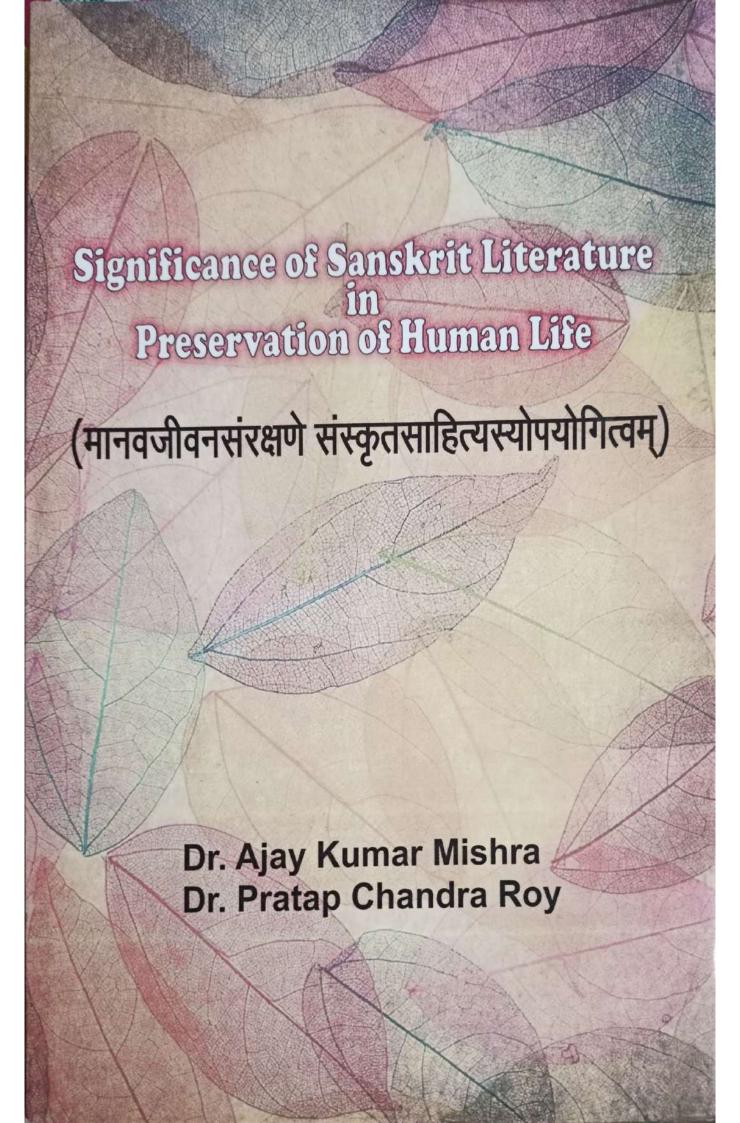
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প্রকাশক এবং স্বত্থাধিকারীর লিখিত অনুমতি ছাড়া এই বইয়ের কোনও অংশেরই কোন রূপ পুনরুৎপাদন বা প্রতিলিপি করা যাবে না। কোনও যান্ত্রিক উপায়ের (গ্রাফিক, ইলেকট্রনিক্স বা অন্য কোনও মাধ্যম, যেমন ফটোকপি, টেপ বা পুনরুদ্ধারের সুযোগ সংবলিত তথ্য সঞ্চয় করে রাখার কোনও পদ্ধতি) মাধ্যমে প্রতিলিপি করা যাবে না বা কোনও ডিক্স, টেপ, পারফোরেটেড মিডিয়া বা কোনও তথ্য সংরক্ষণের যান্ত্রিক পদ্ধতিতে পুনরুৎপাদন করা যাবে না। এই শর্ত লক্ষিত হলে উপযুক্ত আইনি ব্যবস্থা গ্রহণ করা হবে।

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A COMPARATIVE STUDY OF SOCIAL ANXIETY BETWEEN CESAREAN AND NON-CESAREAN SCHOOL CHILDREN

P. S. Patil¹ and P. Mahato²

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ABSTRACT

The purpose of the study was to compare the social anxiety between cesarean and non-cesarean school children. For this purpose researcher has selected One hundred (100) students of 5 schools of Purulia District, West Bengal. Comparative research design was adopted for the present study where comparison was drawn from cesarean and non cesarean school children. Simple Random Sampling Method was used for selecting the sample from total population. Total Population was considering as a total number of male school going students i.e. 100 (20 from each school, 10 cesarean and 10 non-cesarean). Social Anxiety level was measured with the help of Spence Children's Anxiety Scale. The comparison between cesarean and non-cesarean children in reference to social anxiety the 't' test was applied at 0.05 level of significance. Result shows that there is difference between means of Cesarean and Non-Cesarean school children's, because the mean of Cesarean school children's is 71.62 which is greater than Non-Cesarean school children's is 55.72, and their Mean Difference is 15.9 and Standard Error is found 1.623, to see this difference is significant or not researcher applied 't' test. After applying 't' test it was found to be significant as the calculated 't' value (9.793) which is greater than tabulated 't' value (1.984) at 0.05 level of significance, which indicates or shows that there is significant difference in Social Anxiety between Cesarean and Non-Cesarean school children's. Concluding the above study it revealed that there is difference between means of Cesarean and Non-Cesarean school children's, and the Cesarean school children's shows high level of social anxiety as compared to Non-Cesarean school children's this may be attributed that during operation the mother is very stress and tense due to the worry about her children that what will happen by this arising situation cesarean children may face the social anxiety as compared to non-cesarean children.

Keyword: Social Anxiety, Cesarean & Non-Cesarean School Children

Introduction

Humans have evolved to give birth in a social and cultural context and there is evidence those women who are supported emotionally during labor today experience lower rates of medical intervention in the birth process. On the other hand, of course, there are circumstances under which emotional support alone is not sufficient for delivery of a healthy infant and other forms of intervention are essential.

Now days, it has been most probably observed that women request cesarean section even when there is not a clear medical indication that it is necessary for a variety of reasons. In many of the delivery cases, a woman may acquiesce to cesarean section when a doctor suggests it, despite the fact that continuing to labor may have resulted in a healthy, vaginally delivered infant. The word 'acquiesce' addresses issues of power, self-sufficiency and consent, which may all be absent in a high-tech hospital setting. Besides, many women do not have the confidence to challenge or question their attendants. In fact, low confidence has been shown to be one of the most grounded psychological predictors for elective cesarean section. Consider some of the expressions that are utilized to describe challenges or difficulties to the birth process: 'failure to progress', 'incompetent cervix', 'inefficient contractions', and 'uterine dysfunction'. If a woman who has been in labor for a long time and hears some of these expressions decides to acquiesce when surgery is suggested?

As we know the evolution of upright walking in our ancestors from an ape-like quadruped form involved a major restructuring of the muscles involved in locomotion and the bones associated with each muscle. These anatomical changes for locomotion also led to significant restructuring which lies within the pelvic girdle. The birth canal in different other apes is different it may be elongated (like the overall pelvis) in the anterior posterior plane and maintains this shape and orientation from the inlet to the outlet. It is also shallow throughout. Today virtually all women in societies need help during delivery from families and relatives. The most probable purpose behind

this reason is for emotional support at a time when the normally gregarious female feels vulnerable. In evolutionary terms, the main reason for seeking assistance or help is for emotional support.

The research scholar being a student of physical education has a great interest in games and sports. He has participated in different games and sports throughout all the physical education courses. During his participation throughout all the physical education courses he always thought that the child born through cesarean may be differ with non — cesarean with reference to the various health parameters.

The research scholar himself born through cesarean so based on his personal observation, interest and with further consults of teachers, experts and supervisor decided to undertake the study "A comparative study of Social Anxiety between cesarean and non-cesarean school children"

Methodology

The purpose of the study was to compare the social anxiety between cesarean and noncesarean school children. For this purpose researcher has selected One hundred (100) students of 5 schools of Purulia District, West Bengal. Comparative research design was for adopted the present study where comparison was drawn from cesarean and non - cesarean school children. Simple Random Sampling Method was used for selecting the sample from total population. Total Population was considering as a total number of male school going students i.e. 100 (20 from each school, 10 cesarean and 10 non-cesarean).

Social Anxiety Test: Social Anxiety level was measured with the help of Spence Children's Anxiety Scale. The Spence Children's Anxiety Scale contains 44 statements or questions, in which 38 questions indicate specific anxiety syndrome whereas 6 questions are positive items and planned to prevent orientation toward anxiety problem. Among 38 questions, 6 are related to obsessive-compulsive disorder; six to separation anxiety; six to social phobia; 6 to generalized anxiety; 5 deals with fear of physical injuries; and the remaining questions reflect panic with agora-phobia. With the prior permission from the principal, class teacher,

and sports teacher it was distributed to the students and the same were collected back after having filled by the students. Scoring was done as per method describe in the manual.

Statistical Analysis

The comparison between cesarean and non-cesarean children in reference to social anxiety the 't' test was applied at 0.05 level of significance.

TABLE

Comparison of Social Anxiety between

Cesarean and Non-Cesarean School

Children

SOCIAL ANXIETY						
Children	Cesarean	Non-Cesarean				
Mean	71.62	55.72				
SD	5.681	9.975				
MD	15.9					
SE	1.623					
DF	98					
OT	9.793*					
TT	1	.984				

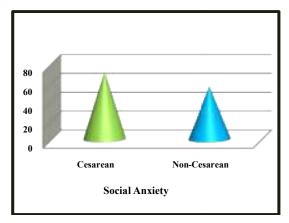
*Significant at 0.05

tabulated 't' at $df_{(98)} = 1.984$

Table reveals that there is difference between means of Cesarean and Non-Cesarean school children's, because the mean of Cesarean school children's is 71.62 which is greater than Non-Cesarean school children's is 55.72, and their Mean Difference is 15.9 and Standard Error is found 1.623, to see this difference is significant or not researcher applied 't' test. After applying 't' test it was found to be significant as the calculated 't' value (9.793) which is greater than tabulated 't' value (1.984) at 0.05 level of significance, which indicates or shows that there is significant difference in Social Anxiety between Cesarean and Non-Cesarean school children's.

GRAPH

Graphical representation of Mean of Social Anxiety of Cesarean and Non-Cesarean School Children



Conclusion

Concluding the above study it revealed that there is difference between means of Cesarean and Non-Cesarean school children's, because the mean of Cesarean school children's is 71.62 which is greater than Non-Cesarean school children's is 55.72. After applying 't' test it was found to be significant as the calculated 't' value is greater than tabulated 't' value, which indicates or shows that there is significant difference in Social Anxiety between Cesarean and Non-Cesarean school children's. The difference may be attributed that during operation the mother is very stress and tense due to the worry about her children that what will happen by this arising situation cesarean children may face the social anxiety compared to non-cesarean children.

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TO WHOM IT MAY CONCERN

This is to certify that Pasupati Mahato has participated in 16th International Seminar on 'Development of Human Resource' organised by ISDR, Ranchi on 14 September to 16 September, 2019 and presented a paper entitled "Creation of Health as well as Wealth: An Institutional Possibility" which has been published in a Seminar Proceeding Book entitled 'Development of Human Resource' ISBN: 978-81-942601-6-5.

I am extremely grateful to you for contributing an article for the Seminar Proceeding Book and shall look forward to get the same co-operation in future also.

Yours sincerely

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(Dr. Uday Narayan Singh)

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VOLUME - 2

EXPLORING THE SCIENTIFIC RESEARCH

International Book of Multidisciplinary Studies



DR. NURUL ISLAM

and

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Chapter - 14

Wetlands as Sites of Rich Bird Diversity in India-A Brief Review

Dr. Moumita Sinha

Assistant Professor, Department of Environmental Science, Nistarini College (Under SKBU),
Purulia, West Bengal, India

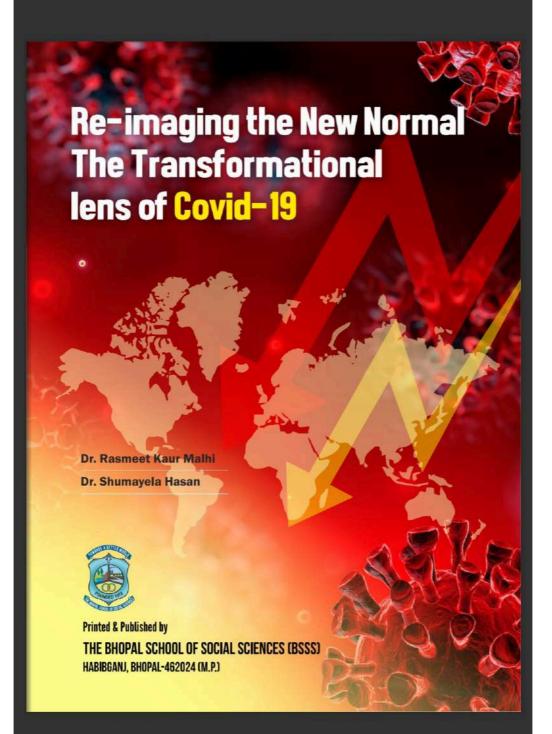
Abstract

Wetlands are the areas on land which are saturated with water either permanently or seasonally. Generally, wetlands remain waterlogged for a substantial period of the year. Wetlands are dynamic, productive ecosystem and are complex in nature. Wetlands are vital to the health of all other biomes, wildlife and human beings. Wetland ecosystems are treated as store house of biological diversity, supporting a wide range of plants and animals. Wetlands provide shelter to birds i.e. these are significant habitats of birds. The birds that reside in wetlands for shelter, food, reproduction and rest are generally defined as water birds. Wetlands in India are under an area of 58.2 million hectares. Wetlands in India serve as unique habitat to numerous birds including migratory species. The commonly found birds that depend on wetlands during all or part of their life cycles are shorebirds, waterfowl, raptors, loons, wading birds, cranes, kingfishers, woodcock and many songbirds.

Keywords: Wetland, birds, migratory birds, bird diversity Introduction

Wetlands are the areas on land which are saturated with water either permanently or seasonally. Generally, wetlands remain waterlogged for a substantial period of the year. The convention on wetlands of international importance also known as Ramsar Convention framed out definition of wetlands under the text of the Convention (Article 1.1). Wetlands are defined as: "areas of marsh, fen, peatland or water, whether natural or artificial, permanent or temporary, with water that is static or flowing, fresh, brackish or salt, including areas of marine water the depth of which at low tide does not exceed six metres". Moreover, to protect coherent sites, the













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Impact of COVID-19 Lockdown Period on the Atmosphere of Eartha Brief Review

Dr Moumita Sinha Assistant Professor Department of Environmental Science Nistarini College, Purulia (Under SKBU), WB Email ID: sinhanayek@gmail.com

INTRODUCTION

Our mother Earth i.e, the blue planet is going through a drastic transformation due to the spread of infectious disease COVID-19, which was declared as a 'global pandemic' by The World Health Organization (WHO) on 11 March 2020, based on the escalating rate of cases of COVID-19 across the world1. Under the countrywide lockdown period a remarkable decline in industrial, factory activities, transportation, aviation, tourism, mining operations, and a sudden break on construction works created a big number of people jobless. To avoid social gatherings schools, colleges, educational institutions, restaurants, cinemas, shopping complexes, market places were closed, as a result of that massive stress on socio-economic circumstances of the world is being witnessed; but the other side of coin reveals the unexpectedly originated situation as a miracle for nature and environment. The slowing down of human action exerted a positive drive to the environment. The natural environment of Earth was in progress for healing itself. COVID 19 pandemic has put people in prison at home but concurrently has opened the window to nature; have fetched fresh air, which facilitated nature to breathe in

LOCK DOWN "The war with pandemic world" Editors' Dr. Syed Baker Dr. M.N.Nagendra Prasad Mr. M.S.Maheshan Dr. S.Satish Mr. Vishal Dineshkumar Soni

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"The war with pandemic world"

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CHAPTER-18 COVID-19 PANDEMIC CIRCUMSTANCES AND LOCKDOWN - A NEW CHAPTER OF LIFE



I am Dr. Moumita Sinha, Assistant Professor of The Department of Environmental Science, Nistarini College, Under SKB University, Purulia, West Bengal, India.

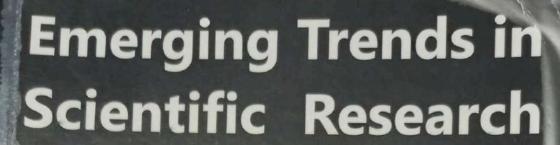
sinhanayek@gmail.com https://doi.org/10.26524/royal.38.18

INTRODUCTION

The suddenly and unexpectedly originated pandemic has divulged COVID-19 radical transformation in society, economy of a nation, normal performances of human life but at the same time it has unlocked the ventilation to nature and environment which has fetched a fresh air propel towards it. The chirping of birds, dancing of butterflies, swimming of fishes, playing of adorable squirrels facilitated the nature to revivify; to restore to health. During this pandemic circumstance, for lessening the community spread of this disease, the victim countries declared lockdown whenever felt its utmost need.

During the lockdown phase, because of postponed of industrial activities, factory works, mining operations, transportation, tourism and a sudden break on construction works, huge pressure was created on nation's economy. Schools, colleges, universities, other educational institutions, restaurants, cinema halls, shopping complexes, market places were closed for long time, for staying away from social crowd; as a result of

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Volume - 3

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Chapter - 5

Review of the Status of Natural Environment During COVID 19 Lockdown Circumstances in India

Moumita Sinha

Abstract

A radical change in environment was observed across the world during the tenure of lockdown due to the COVID 19 pandemic. It is well known that natural environment refers to the natural biotic and abiotic components of the environment while manmade environments are the artificial environments made by man. In reality the suddenly emerged COVID 19 pandemic and in consequence of that the lockdown period for a long time created serious impact on social, cultural as well as economic environment but this current paper will exclusively focus on the issue regarding natural environment. The slowing down of human action exerted an optimistic blow to the environment. Reduced emission from industries and transportation, reduced dumping of wastes from urban areas on land, reduced volumes of effluents and a break on construction activities have created miraculous pace in the clearing of pollutants in the atmosphere, soil and water. Present paper will be discussing the positive and negative side of the COVID 19 circumstances keeping in mind a special focus on the natural environment. Firstly the good effects will be illustrated.

Keywords: COVID 19, lockdown, biotic and abiotic components

Improvement of quality of aquatic system

During lockdown period in COVID 19 situation, pollution level of River Ganga and Yamuna noticeably reduced particularly in the region where industrial activities were declined. Enhanced level of Dissolve Oxygen and reduced concentration of nitrate indicated the improved quality of water. The tributaries of Ganga were also superior due to the concentration of DO increased during the lockdown period [1].

Water from Har-ki-Pauri in Haridwar was collected and a test was conducted by The Uttarakhand Pollution Control Board. The results revealed

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Sustainable Social Progress Begins with Education

Nabanita Dutta*

Introduction

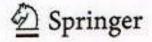
With a large population in South-East Asia and limited resources we as individuals and societies need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future. UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and help people develop knowledge, skills, values and behaviours needed for sustainable development. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribution to creating a more sustainable world.

Sustainable progress begins with education. In 21st Century the United Nations decade of 'Education for Sustainable Development' (UNDESD 2005-2014) significantly highlighted the vital role of education that can and must play in the universal journey towards sustainable development across the world and saving our planet. Education has been recognized as a fundamental widely acknowledged as a means for people to realize their capabilities and move towards social progress. Based on the success of the Millennium Development Goals (MDGs) in 2015, the Sustainable Development Goals (SDGs) reiterated that education is not only an end in itself but also a means to achieving the world agenda. The arena of societal sustainable development and social progress is only possible through comprehensive cross-sector efforts that begin with education. The systematic educational

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Chapter 9 Environmental Kuznets Curve: A Revisit in the Case of SAARC

Maniklal Adhikary and Chandrasekhar Hajra

Abstract The Environmental Kuznets Curve is a hypothesized relationship between environmental degradation and economic growth. It states that in the early stages of economic growth environmental degradation and pollution increases, but beyond some level economic growth leads to environmental improvement. We empirically tested the hypothesis for six selected SAARC countries namely Bangladesh, Pakistan, India, Bhutan, Nepal and Sri Lanka using a panel data over a period of 1980–2014. The Composite Environmental Degradation Index (CEDI) has been calculated, and its relationship with per capita income has been tested to find out shape and to compute the turning point(s) of the Environmental Kuznets Curve in the SAARC region as well as in the selected countries of the region.

Keywords Environmental Kuznets Curve • Environmental degradation • Economic growth • Composite environmental degradation index • SAARC

Introduction

In development economics, ideas of economic growth are gradually getting shifted into the ideas of sustainable economic growth. Environmental impact of the growth path is now being studied thoroughly to understand the relation between environmental damages and income growth. The Environmental Kuznets Curve (EKC) provides theoretical support and tools for such studies. Several indicators measuring environmental condition along with income are being studied in EKC literatures. The theory states that in the early phases of economic development, environmental degradation as well as pollution increases, but after certain level of per capita income, the trend starts reversing. Usually at a high per capita income level economic growth takes place with improvement in the environmental conditions. This implies that the income and economic growth relationship takes the shape of an inverted U-shaped

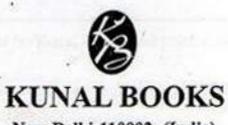
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Impact of Air Pollution on Premature Delivery: An Empirical Cross Section Analysis in the District of Purulia in West Bengal

Maniklal Adhikary & Chandrasekhar Hajra

Introduction

Many environmental pollutants are recognized as risk factors for numerous diseases and pathological as well as physiological responses. These pollutants pose some serious risk on human health, and policies have been instituted to protect the public health across different nations.

Premature delivery or preterm birth is defined as the delivery of a live infant before 37 completed weeks of gestation and is considered as one of the major causes of death for babies throughout globe. When children are born prematurely, they are more likely to suffer from both short-term (e.g. breathing and feeding difficulties) and longer-term complications. As the brain is the last major organ to mature in human development, premature babies can suffer from long-term cognitive problems like cerebral palsy, social and behavioural issues, and learning disabilities, as well as an increased risk of high blood pressure and diabetes later in life. These problems contribute a measurable economic burden on medical, educational, and social service interventions.

It has been estimated that in the year 2018 nearly fifteen million premature babies are born before reaching 37 weeks gestation (WHO, 2018). As per the World Health Organization Report, 2018, this is one of the leading causes of death among children younger than five years old, and can cause lifelong learning disabilities, visual and hearing impediments.

Premature birth occurs for a variety of reasons some happen spontaneously, but some are interventional, whether for medical or non-medical reasons. Most common causes of this are poverty, infection, smoking and substance use, physical activity

राष्ट्रवाद

सम्पादिका डॉ. सरिता कुमारी

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डॉ. पोर्शिया सरकार

सहायक अध्यापिका, हिन्दी विभाग, निस्तारिणी कॉलेज, पुरुलिया, पश्चिम बंगाल

रेणु का यह उपन्यास पहले 'दीर्घतपा' नाम से बिहार ग्रंथ कुटिर, पटना से दिसंबर, 1963 में प्रकाशित हुआ था। बाद में इसका परिवर्द्धित संस्करण हिन्दी पॉकेट बुक्स, दिल्ली के द्वारा 1972 में 'कलंकमुक्ति' के नाम से प्रकाशित हुआ। जैसा कि हममें से बहुत से पाठक जानते हैं कि रेणु का सम्पूर्ण कथा साहित्य मानव समस्याओं का दस्तावेज़ है। चाहे 'मैला ऑचल' हो या 'परती-परिकथा' रेणु ने बिहार के एक अंचल विशेष के लोगों के जीवन संवर्षों का बड़ी सच्चाई से वर्णन किया है। परंतु ऐसा लगता है कि वे समस्याएँ आज भी ज्वलंत है। आज भी हमारा समाज उनसे जूझ रहा। इसी परिप्रेक्ष्य में अगर हम 'कलंकमुक्ति' उपन्यास को देखें तो हम पाएँगें कि रेणु का उद्देश्य सिर्फ समाज के कठोर, क्रूर और कर्लुषत मान्यताओं को दर्शाना नहीं है बल्कि उन पर प्रहार करना है। ताकी समाज को सत्यम्, शिवम् एवं सुंदरम् की ओर ले जाया जा सके। 'कलंकमुक्ति' रेणु द्वारा लिखी एक ऐसी लघु उपन्यास है जिसकी कथा के केंद्र में पटना की एक 'विर्कंग वुमेन्स हॉस्टल' है जहाँ पर छोटे-बड़े गाँव, कसवों एवं दूरदराज इलाकों की कामकाजी महिलाएँ रहती है, जैसे- तारावती, गौरी देवी, शिवकुमारी, श्यामा, जानकी देवी, शारदा कुमारी, चंद्रमोहिना, विभावति, कुन्ती एवं रुक्मिनी आदि। जो टाइपिस्ट, टेलिफोन विभाग, खादी प्रतिष्ठान की सेल्स गर्ल, नर्स, महिला गाईड, प्रोफेसर, अध्यापिका तथा रेडियो स्टेशन की लेडी अनाउन्सर का काम करती है। जीवन की नाना समस्याओं से जूझते हुए रेणु ने इनके अन्तर्द्वन्द्वीं को प्रस्तुत किया है। मुख्य महिला पात्र के रूप में बेला गुप्त को दर्शाया गया है। जो इस हॉस्टल की सुपरिण्टेण्डेण्ट ही नहीं बल्कि मैटेरनिटी सेन्टर, शिल्प केंद्र

रणु का कथतर ससार

डॉ. पोर्शिया सरकार



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प्राक्कथन

साहित्य निरन्तर बहनेवाली अनन्त जल-धारा है। वह निरन्तर अपनी गति, लय और स्थित में बदलाव लिए नित्य नए रूप को धारण करता है। समय-समय पर अनिगनत रचनाकारों ने इसकी धारा को और तेज और नया मोड़ दिया है। रेणु एक ऐसे कथाकार हैं, जिन्हें अपनी रचनाओं में अपने समय की नब्ज को पकड़ने की अनोखी ताकत है। उनका कथेतर साहित्य तत्कालीन जीवन संघर्ष, दुःख, द्वंद्व, संकटबोध और तनाव उत्पन्न करनेवाली परिस्थितियों को प्रकट करते हुए भी आज अप्रासंगिक नहीं है। अपने कथेतर विधाओं में रेणु अपनी गहन अनुभूतियों के जिए इतिहासबोध तक जाते हैं। रेणु के कथेतर साहित्य में वर्णित समय समाज एक सम्पूर्ण युगबोध है।

जब हम फणीश्वरनाथ रेणु का नाम लेते हैं, तो हमारे मन में या तो 'मैला आँचल' या 'परती परिकथा' या फिर 'तीसरी कसम' की याद आने लगती है। यह सर्वविदित है कि वे एक ऐसे कथा-शिल्पी हैं, जिन्होंने सफेद कागज के दुकड़ों पर मानवीय संवेदनाओं को साकार कर दिया है। उनका सम्पूर्ण साहित्य सत्यानुभूतियों की मार्मिक अभिव्यक्ति है। उन्होंने मनुष्य को विभिन्न परिस्थितियों में जूझते हुए देखा है। उसे गरीबी, महामारी, बेकारी, युद्ध और शोषण में जर्जरित होते, दम तोड़ते हुए भी देखा है। उन्होंने जमींदारों, साहूकारों और राजनैतिक रूप से शक्तिशाली व्यक्तियों द्वारा मानवीयता का गला घोंटते हुए देखा है। रेणु का सम्पूर्ण साहित्य इन्हीं मानवीय समस्याओं का दस्तावेज है। रेणु का कथा साहित्य अमर है और कथेतर साहित्य अदितीय। उन्होंने रिपोर्ताज, रपट, संस्मरण, रेखाचित्र, साक्षात्कार, पत्र, निबंध, हास्यव्यंय, कविता, गद्यगीत आदि विभिन्न साहित्यक विधाओं में लेखन-कार्य किया है। हिन्दी जगत् में इतनी सारी साहित्यक विधाओं में लिखनेवाले साहित्यकार विरल ही है। रेणु का सम्पूर्ण कथेतर साहित्य उनके जीवन-संकल्प 'सबार ऊपरे मानुष सत्य' का ही साकार रूप है। उनका कथेतर साहित्य मानव की करूण गाथा है। रेणु के

ETHICS

in Modern Era



Dr. Ajay Kumar Singh

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साहित्य में नैतिकता का प्रश्न और रेणु के साक्षात्कार

डॉ. पोर्शिया सरकार

सहायक अध्यापिका, हिन्दी विभाग, निस्तारिणी कॉलेज, पुरुलिया, पश्चिम बंगाल

साक्षात्कार एक आधुनिक और सशक्त विधा है। यह पाठकों का लेखक से परिचय करवाती है। इस विधा के जिए हम रचनाकार के विचारों, मूल्यबोध एवं उसकी आस्था-अनास्था से पिरिचित होते हैं। साक्षात्कार वास्तव में उस झरोखे के समान है, जिससे लेखक के दिल की धड़कन (हृदय स्पन्दन) को बिना रूकावट सुन सकते हैं। साहित्य की दूसरी विधा में लेखक कुछ पूर्वाग्रह के चलते और कुछ संस्कारजनित विवशता के कारण पूर्ण रूप से खुलकर सामने नहीं आता है। कुशल साक्षात्कारकर्ता के समक्ष वही लेखक अपने विचारों, संस्कारों, जीवन मूल्यों, सामर्थ्य एवं विवशता के साथ खुलकर सामने आता है। जहाँ तक सवाल है, रेणु द्वारा दिए गए साक्षात्कारों का तो वह, उनके जीवन मूल्यों का दर्पण है। उनके द्वारा दिये गये साक्षात्कारों के जिए हम उनके हृदय के कोने-कोने में झाँक सकते हैं। रेणु मूल रूप में किस तरह के इन्सान हैं, उनकी पसंद-नापसंद की सकते हैं। रेणु मूल रूप में किस तरह के इन्सान हैं, उनकी पसंद-नापसंद की कीन-सी चीजें हैं। वे किन बातों पर खुश होते हैं और कीन-सी बात उन्हें बेहद मायूस करती है, इन सभी बातों को हम भली-भाँति समझ सकते हैं।

रेणु समाज में पनपते दुराव और मूल्यों में हो रहे विघटन से काफी चिंतित होते हैं। इसका जिक्र उन्होंने परती-परिकथा का वर्णन करते हुए भी किया है। होते हैं। इसका जिक्र उन्होंने परती-परिकथा का वर्णन करते हुए भी किया है। व्यक्ति अपने-आप में ही सिमटता चला जा रहा है। भाई से भाई अलग होकर व्यक्ति अपने-आप में ही सिमटता चला जा रहा है। भाई से भाई अलग होकर समाज में अपनी पहचान बनाने की कोशिश कर रहा है। संयुक्त परिवार टूटकर समाज में अपनी पहचान बनाने की कोशिश कर रहा है। संयुक्त परिवार टूटकर किया रहे हैं।

पैसे की जरूरत हर किसी को है, पर जरूरत से अधिक कमाने की चाहत हो जाए तो मनुष्य का स्वार्थ धीरे-धीरे उस पर हावी होने लगता है और अंत में वह इतना दब जाता है कि सारे रिश्तों को झूठा समझने लगता है। धीरे-धीरे वह परिवार और समाज से कटकर एक यंत्र बन जाता है और अकेला होता चला

Liberal Arts, Humanities & Technology in Digital Age:

Few Selected Topics

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Editors

P.K. Paul

A. Bhuimali

K.S. Tiwary

B. Satpathy



New Delhi, Kolkata

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Advancement and Changing Trends of Education, Platforms and Concentration

Education is changing rapidly. Today as far as India is concerned different types of higher educational institutes are offering programs of various levels. India is composed with institutes such as universities, colleges, institute of national importance etc. There are different changes are noticeable, initially only universities started UG and PG program but now colleges are also offers Masters, M.Phil. and Ph.D. programs. Similarly initially only regular mode of education considered as important and offered but now other mode of education became also popular *viz*. distance education, correspondence mode of education. Moreover other mode of education also been started in recent past *viz*. E-Learning, Online Education, Blended Education. The organizations and companies itself also engaged in another mode of education called Corporate Education, Industry Integrated Learning as well.

Apart from the changes and trends in educational institutes, and mode of educational program offering; another noticeable changes in subject and area of studies. Initially the degrees were offered in a subject in India *viz*. MSc in Botany, MSc in Zoology, MSc in Bio Chemistry etc. Another focus already long before started i.e. degree on a micro or specific areas *viz*. MSc in Microbiology, MSc Virology, MSc Nano Technology etc.

But in recent past the noticeable changes is in the nomenclature where broad areas are offered i.e. the field specific nomenclature like MSc Life Sciences/ MSc Bio Sciences in which the subject are offered as a major or specialization *viz*. MSc Life Science (Zoology), MSc Life Science (Bio Chemistry) etc. The same may also offered as Bio Sciences degree. The main benefit of such type of nomenclature is that the degree holders will be able to apply and engage the specific area (i.e. Zoology) but also in other areas of Life Science if he/she gathered additional skills etc.

The integration among the fields is an another advancement and noticeable affairs of the modern higher education system. Here integration of Science and Humanities can be seen in the recent degree programs; and here a science graduates can opt any humanities or liberal arts or social science papers. Similarly, a commerce graduate can opt any technology paper. The core aim of this educational strategy is to enhance the education system with interdisciplinary culture development. Research based culture is another one, in which degree program comes with the concentration of research attributes. In recent past degrees are comes with the nomenclature like MSc (by Research) in Botany/Life Science etc. Even such are also available as other degree *viz*. MS, MTech etc.

Hence today's education systems attributed with full of different features that includes the diversity in—educational institutes and changing trend of level of programs, mode of education, types of nomenclature and concentration of a broad subject and a small or specific area. The integration of one field is another one is also noticeable. The interdisciplinary culture development is rising and growing rapidly. Similar to education systems diversity in a book also noticeable and in this book also such features are incorporated which include the diverse range of topics from liberal arts to humanities/social science to language, from latest human technological development to ancient topics under one roof. Similarly, authors from different background and level also part of this edited version.

P.K. Paul
A.Bhuimali
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About the Editors



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Dr. P K Paul working as an Executive Director, MCIS & Assistant Professor, Dept. of Computer & Information Sciences, holds Ph.D.-Information Science and Technology (IST) from India's premier & oldest Public Engineering Institute IIEST Shibpur (An Institute of National Importance), M.Tech. (By Research) in Information Science & Technology, M.Sc. (Double), MBA-InfoSys, is actively engaged in the research and academic activities in the field of IST and Engineering Sciences related with Information Processing and Management. He has been associated with Raiganj University, Raiganj, West Bengal for the teaching and learning activities. He is also CEO and VP of IST Foundation.

Virtually he is among the few Indian Information Science professional who holds Post Graduate Qualification in all the dimensions of Information Sciences; ranging from Computer Sciences, Management Science, Information Studies and Information Technology. He is in favor on starting programs and specialization in emerging IT & Computing subjects that are applied and having social and business touch. He was engaged as consultant for designing country's first MBA-Information Management programme for VMS University, Sikkim. He is also mastermind for designing India's first interdisciplinary Masters (MSc) program on computing i.e. MSc-Computer & Information Science based on principles of interaction of information-technology-people. The first of its kind program already been started in the Government University RGU, India. He has credited many writing/research first and few among the Indian Researcher which including; first research/ policy paper

on Cloud Computing Applications in Information Science, Systems, Information Centre/ Green Computing or Green IT in Information Field/ I-Schools aspects/ Usability Engineering in Information Science and Services/ HCI in Information Uses/ Information Science Educational aspects/ [IST]/ Information Scientist/ Geo-Information Science, Quantum Information Science and so on. He is Associate Chief Editor of IJASE, New Delhi, India. He is also responsible as Associate Chief Editor for IJISC, New Delhi, India. He is also involved as Editorial Board Member and Reviewer of more than 70 National and International Journals in diverse field ranging from Computer Science, Informatics, Management, Engineering Science to Education, Social science, Health Science, Pharmacy and so on like Journal of Organizational and End User Computing. International Journal of E-Adoption, International Journal of Web Services Research, International Journal of E-Health and Medical Communications, International Journal of Healthcare Information Systems and Informatics, JECO, IJIRR, IJHCITP, IJOSSP, IJMDEM, IJTHI, IJDET, IJITPM, IJISSCM, IJISSS, IJBDCN, IJWP published from United States, Dubai, India, Nigeria, South Africa and so on.

Moreover he has also performed with several international conferences and event as committee members, chairs, reviewers etc and among these few important are International Conference on Computer and Digital Manufacturing (ICCDM 2017), 4-6th May, 2017, Singapore, Fourth International Conference on Artificial Intelligence and Applications (AIAPP 2017), 25-26 March, 2017, Geneva, Switzerland, 5th International Conference on Information Technology and Science (ICITS 2017), 25-27 June, 2017, Beijing, China, 2nd International Conference on Information Systems Engineering (ICISE2017), 1-3 April, 2017, South Carolina, USA, Sixth International Conference on Software Engineering and Applications (SEA-2017), 25-26 March, 2017, Geneva, Switzerland, IND-17 Lisbon, Portugal, 7th International BDSM-17, Spain, 5th International Conference on Information and Computer Networks (ICICN 2017) 26-28 February, 2017, Bangkok, Thailand, 8th International Conference on ICT: Big Data, Cloud and Security (ICT-BDCS 2017), 21-22 August, 2017, Singapore and other 50+ reputed International events. He was also served in various visiting. invited and guest position in various events and few important are ICRDSTHM-17, Kuala Lumpur, Malaysia 28-29th April, 2017, NSETRAR-17, Tamilnadu, India, ICIRHT-17 etc. He has done many Invited Talk in leading and reputed academic and industrial establishments viz. SRM University, Sikkim University, VIT University, Srinivas University, Mangalore University, TCG Digital, CloudNet India. He has received many Awards and Fellow position such as Best Researcher Award in Information Sciences (from IARA, Trichy), David Clark Blair Young Scientist Award in Computer & Information Science (from BSS, India), International Young Scientist Award (from ISROSET) for the contribution in Health Informatics, Citation Award (from SSCET/ Sri Sai University) Distinguished Young Information Science & Computing Academician in Asia (from IRDP) and so on.



Prof. Dr A Bhuimali, PhD, D.Litt. Vice Chancellor, Raiganj University, Raiganj West Bengal, India

Prof. Dr A Bhuimali is the Vice Chancellor at the Raiganj University, Raiganj in the State of West Bengal in India. He is one of the dedicated educationist, economist in the region. Dr. Bhuimali holds MA (Economics) and PhD (Economics) from the University of North Bengal. Prof. Dr A Bhuimali also received the prestigious Post Doctoral Degree— D.Litt (Economics) from The Vidyasagar University, West Bengal, India. He joined teaching profession in the University of North Bengal and held the position of Head, Department of Economics, North Bengal University from various period. He was also the coordinator of Special Assistance Program (SAP-DRS-III) in the Department of Economics for five years.

He has authored several research papers, policy papers, review papers in several conferences, seminar of national and international repute. Dr. Bhuimali's work spread over economics to development studies to Information Management. He has authored and edited several National text and research based books from time to time. At his new job he is actively engaged in infrastructure development of the Raiganj University towards a modern experience of learning from Bachelors to Doctoral level from the foundation year of the University. Till date under the Vice Chancellorship of Prof. Bhuimali 15 Department started MPhil and PhD Program and about 20 Academic Units started PG degrees leading to MA/MSc/MCom/ LLM. He has striking experience in guiding Doctoral students as well. He has guided about 25 PhD students in different Interdisciplinary subjects. He is also member of several societies and organization of national and international repute. His work and administration widely appreciated and therefore in many colleges, universities and projects he has involved as an advisors, consultant and member.

Naturally due to his contribution and dedication he has received many prestigious national and international award among them few (received recent past) are Ambedkar Social Service Award, (From IARA at Trichy, India) Outstanding University Administrator and Academic Excellence Award (From SRD at Malaysia), Paul Samuelson Economist Award (From SAMA at Bangkok), Parul Samman (The University of Calcutta, India), Life Time Achievement Award (The Confederation of India, New Delhi) and so on. He has been offered Fellow position to many organizations as well such as Fellow of ISROSET, India, Fellow of IARA, India and so on.



Prof. Dr. Kalishankar Tiwary, PhD, D.Sc. Dean, Faculty of Science and Management Raiganj University, West Bengal, India

Professor Dr. Kalishankar Tiwary has brilliant careers. He is a professor of the Department of Mathematics, Raiganj University, West Bengal, India. Professor Tiwary obtained his post graduate (MSc), undergraduate (BSc) and Doctor of Philosophy (PhD) from the university of Kalyani, West Bengal, India. He obtained his D.Sc. Degree in Mathematics from Raiganj University, West Bengal, India. He stood first in order of merit in post graduate and 2nd in undergraduate examinations. He was awarded National Merit scholarship in School as well in University examinations. He was Research Associate of CSIR.

He has supervised a number of students for Ph.D. Degree in different universities of West Bengal. Professor Dr. Kalishankar Tiwary has research collaborations with many eminent research workers in India and abroad. He has a credit of nearly eighty publications in India and abroad. He is associated with many research societies. Apart from this he is keen interested in History and literature. Professor Dr. Kalishankar Tiwary has many articles and a book on political affairs as well. He was associated with Lions club. He is associated with St John's Ambulance. Currently He is the Dean of the Faculty of Science and Management of Raiganj University, West Bengal. Additionally he is also Head of the Computer and Information Science, Director IQAC and Coordinator of NAAC. He has worked in different organizations and conferences as a committee members. He is also Editorial Board Members in different Journals of repute. He has participated in many research conferences. His current research area is Analysis, Topology and Graph theory etc.



Dr. Biswajit Satpathy, D.Sc. Prof. Dept. of Business Administration Sambalpur University, Odisha, India

Dr. Biswajit Satpathy had his schooling in Kendriya Vidyalaya, Sambalpur. He graduated in Mechanical Engineering in 1985 from the University College of Engineering, Burla, securing a first class. Dr. Satpathy was selected as a Management Trainee and was posted as an Engineer in the Small Parts Division of Hindustan Aeronautics Limited, (HAL) at Sunabeda, Odisha. Later on he joined Talcher Thermal Power Plant as an engineer. Thereafter he switched over to the profession of academics. He was appointed Lecturer at the University College of Engineering, his alma mater, in 1987, where he completed his M.Sc. degree in Production Engineering in the year 1991 with first class. In 1994, Dr. Satpathy became Reader in Production and Operations Management in the P.G. Department of Business Administration, Sambalpur University. He pursued his doctoral research in the same institution and obtained his Ph.D. In 2002, he became Professor in the same Department. Dr. Satpathy's field of research has been Productivity Management, and he has produced a number of PhDs in this field. His major research work on the application of the principles of Productivity Management in the field of Agriculture has earned him a good name. In the year 2008, he obtained his Doctor in Science (D.Sc.) Degree in Management on the topic "Transformational Management Through The Bhagavad-Gita Worldview". Dr. Satpathy's works on the Productivity Management relating to Agriculture, Banking and various Management Projects have been widely acclaimed. Dr. Satpathy was invited by the Pokhara University, Nepal, in 2008 to deliver talks on Productivity Management.

He has been continuously engaged in research in the chosen area of specialization, guiding Ph.D. degrees, supervising M.Phil.

Projects and teaching at the Postgraduate and M.Phil. levels. Over 100 MBA projects and 12 Doctorates, 2 D.Litts testify to his research expertise. Dr. Satpathy has so far published more than 60 papers in national and international journals and conferences. He has published research papers in collaboration with the faculties from foreign universities such as Swinburne University of Technology, Sarawak, Malaysia and Swinburne University of Technology, Australia. He has attended a number of conferences and has chaired various technical sessions. He has organized a good many conferences and workshops. Dr. Satpathy is a member of many Professional Societies. A part from teaching he has occupied all the academic administrative post of the university and for a brief period he was Vice Chancellor I/C of Sambalpur university. Presently he is a syndicate member of Sambalpur university and was a member of Board of Management of VSSUT Burla.

He has also authored several popular books and a book on Indian Ethos and Values. Students at the Undergraduate and Postgraduate levels find his book on E-Commerce immensely useful. Apart from editing several Proceedings he has also served as a Member of the Editorial Boards of several National and International Journals. His current research areas of interest are Productivity Management, Quality Management, Indian Ethos and Values in Management and Composite Materials in Engineering.

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The effect of climate changes by noise pollution on the musical human being

Suparna Chatterjee

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Abstract

In this work, the author makes an analytical survey over the various negative effects of the curse of ever increasing menace of pollution caused by the growing industries who keep producing their commodities with an ulterior motive of monetary gains without giving any serious thought that the ecoterrorism will eventually be a perennial hazard for any living species for their sheer survival and also discusses how it is going to affect the patterns of music produced by maestros dedicated to the society with a view to creating an effect of ecstasy or solace in the peak of joy and abyss of bereavement. The author also discusses the effect of music utilized by the world of medical science to ameliorate the mental and physical trauma of the suffering human beings in all corners of the planet due to ceaseless escalation of the high decibel sounds by manufacturing units, transport system and the uncontrollable festive activities indulging in the reckless explosion of crackers and bombs.

1. Introduction

Since the decades of the seventies of the twentieth century, the conscious scientific community has been raising a clamor over the relentless rate of pollution of the environment in the name of developing the economy of the countries by erecting industrial units for widening the periphery of employment, inventing the lethal insecticides in the name of assuring bumper harvests without taking into cognizance of the fact that the venom left behind such immediate gain is going to bring forth an effect of devastating threat to the human society by reckless destruction of the flora and fauna of the earth that give an ameliorating effect to the mankind whenever the latter is subject to an adverse manmade artificial exposure such as toxic fumes and chemicals and radiation hazards.

It has long been established that the climate change is caused by the accumulation of greenhouse gases [1] from burning fossil fuels such as coal and wood and the roasting of minerals in industrial furnaces and the destruction of green areas that absorb massive amounts of carbon like the world's rainforests.

The author instead of analyzing the scientific causes of the contamination of nature with a host of scientific data and graphic presentation tries to establish a relation between this menace and the response of human being to the effects of musical resonance under the eyes of the grimacing demon of the pollution inkling toward a threat of "more flooding, more drought, more disease, more famine and more war, creating hundreds of millions of refugees and causing the destruction of entire ecosystems and species" [2].

2. Effect of noise on human health and psyche

As proposed by Goines et.al [3] in their work the noise can be described as undesirable harmful sound which goes a long way to damage and destroy the natural traits of the human beings leading to serious social problems by causing chronic interruptions in sleep, power of concentration, ability to communicate and impedes the process of recreation through which human being can relieve of their stress levels and lead a salubrious life. The same authors [3] are of the opinion that overexposure to noise may cause partial or total dumbness along with the menace of irregular sleep, fatal diseases of cardiovascular nature, retarded learning capability, general apathy towards life, drug addiction and criminal tendencies. A recent study by Khaiwal et.al [4] reveals that hospitals in India are not also free from the hazards of the noise pollution belying the universal expectation of a calm and serene atmosphere to e prevalent in the abodes of recovery and recuperation from the physical and psychological traumas. Incorporating the message of Florence Nightingale, the mother figure of the helpless ailing masses, that "Unnecessary noise is the most cruel abuse of care which can be inflicted on either the sick or the well", they [4] regret that "little attention has been paid towards mitigating the hazards of noise pollution in hospitals."

Donáth, T, and Orvosi Hetilap^[5] have established in their work that

From the environment surrounding us, there are different sounds, noises as physical waves, which are arriving to the living organism. These dissonant and consonant inputs have a negative or a positive

effect on the quality of life, respectively. The noise, as a dissonant sound has always a negative effect, while music, in the majority of cases, a positive effect. Both the professional and the non-professional noise as a pollution by its stress-provoking effect seriously damages the health. Therefore there is an important endeavor fighting against noise pollution to improve the quality of life. Well-selected music, by means of neurochemical transmissions, strengthens the immune system of the brain in all periods, from the intrauterine period to the end of life--it has a positive effect on the quality of life [5].

Cabrera and Lee [6] in their work suggest for the introduction of a "department assigned to (1) control the amount of noise in a hospital and (2) provide a center of music therapy for all individuals in the hospital setting, including in-patients, out-patients, doctors, and staff. Due to the large specificity of these areas, this unifying source, or 'Department of Sound,' for the greater benefit of the patients in healing up both their mental debility and physical weaknesses and ailments.

Limalemla et.al. [7] referring to the WHO report states that the noise level of 30 dB is permitted in bedrooms to ensure a sound sleep to shake off the physical fatigue and rejuvenation of the psychic state to encounter the challenges of another day of life, and the interference of noise should not exceed 35 dB with a view to eliminating the distracting effect of the annoying noise that deters the efforts of concentration to study and attention to teachers. They [6] cite further the recommendation of WHO mentioning that the noise level outside the bedroom also should not go beyond 40 dB on an average annually so as to permit the least possible requirement of tranquility throughout the neighborhoods of the human habitations.

The people in general in India seem to be unaware of the increasingly deleterious effects of the noise pollution which is evident from the ceaseless explosions of crackers not only during the major festivals but in any joyous celebrations like marriage, victory processions of elections, in the congregation of fairs which abound throughout the year in nook and corner of India.

3. Effect of music on the development of the human brain

It goes without mention that the controlling factor that drives the human being into any sort of physical or mental action is governed by the impulses of the brain, but it may be unknown to a large chunk of earthlings that music plays a very crucial role in the gradual maturity of the human beings from their infancy to their adulthood.

As proposed by E. Georgieva^[8], music plays a very dominating role in shaping both physical and mental aptness of a growing child in the manner "that music has effect on digestion, inner secretion, circulation, feeding and breathing ..". So it is evident not only from this investigation, but also is affirmed by the conviction of Plato who has pronounced in the remote past at the prime of the Greek civilization (Georgieva), that,

Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul...". The music inspires a loving couple, a bereaved mother, a martyr fighting against injustice, and the bands of soldiers sacrificing their lives marching to the tune of music in the frontiers of the battle fields since the concept of nationhood has taken a deep seated root in the mindsets of the people of different ethnic groups.

It will, therefore, be not an irrelevant exercise in admitting the proposition of the Author, speaker, producer & composer Goldstein^[9] as to "how music affects the brain and mood by engaging emotion, memory, learning and neuroplasticity, and attention."

3.1 Emotion

This is a fact to which every human is a witness in the sense that all of us have watched how a child reacts to the rhythm of music with a glittering smile and dances to the tune of the music and the lullaby that is sung in a soft voice to the orificeof the auditory organ of a child controls his restlessness leading to the profundity of a quiet slumber. As reported by Goldstein [9] an audition to the music "can create peak emotions which increase the amount of dopamine, a specific neurotransmitter that is produced in the brain and helps control the brain's reward and pleasure centers", and he adds further stating that music augments the emotional response of children suffering from autism and that the autistic children can understand the sadness betrayed by the music of Beethoven and identify the joy of happiness in the composition of Pharrell Williams.

3.2 Memory

Goldstein [9] in his discussion has further garnered from the scientific experiment of Petr Janata of the University of California that

"that there is a part of the brain that 'associates music and memories when we experience emotionally salient episodic memories that are triggered by familiar songs from our personal past." And thus the listening to the music of the bygone days helps in recuperating the dementia of the Alzheimer's patients.

3.3 Learningand Neuroplasticity

The neuroplasticity (Goldstein [9]) is "brain's ability to reorganize itself by forming new neural connections throughout life, and can be greatly affected by the harmony of music and the brain." And in case of any brain injury, the neuroplasticity enhances the patient's ability to find "new pathways to function properly. Amazingly, music can provide the stimuli to create these new pathways."

4.4 Attention

A group of research workers in a medical team of Stanford University (Goldstein ^[9]) has proved it beyond any iota of doubt that music enhances the power of attention and concentration and thereby improves the performance of students actively engaged in research and studies.

4. Deleterious effect of pollution on music

Alessandra Potenza [10] in her work, *Listen to music made to the rhythm of global warming*, made a categorical affirmation of the deleterious effects of global warming on the changing trends in the music produced, which are practically leading to a tardy generation of a chaotic raucous in place of an inspiring and heart soothing melodies. Potenza narrates the experience of the musician Crawford^[10] in the following manner.

The (musical) piece starts with calming strings that slowly build over the gentle sounds of birds chirping. As carbon dioxide concentrations steadily go up, starting in the mid-1800s during the Industrial Revolution, the tempo increases. The music grows more and more discordant in the early 2000s; by the 2030s, it's so fast and distorted its anxiety inducing. And at the end of the century, when temperatures have increased by almost 9 degrees Fahrenheit, it's more noise than music, like the static of a TV.

Rappler [11] investigated the effect of change in climate on the response of musical sound to the common human being. They found

by analyzing a database of 15000 pop songs that "finding statistical backing for the assumption that our moods are strongly swayed by the weather." In the same vein, it has been reported the following by the same authors:

In Europe, "people are like: 'Oh, yes!' when it's summer," she said. "But if it's going to be 40 degrees (Celsius, 104 degrees Fahrenheit) every summer for 10 years... that might change how people feel about the weather and the emotions they link to it."

These investigations are vociferous in sending the message of omen that may be fall us with the concepts of season with steep global rise of temperature. The song that produces a soothing effect attuned to the advent of Spring, eulogizing the charms of the most enjoyable season of the year may appear to be nauseating to the public at large due evidently to the hike in temperature that constantly diverts their attention from the melody of the song to the trauma of a burning sensation due to the torrid atmosphere.

There has been attempt from the countries all over the Earth to reduce the pollution and save the mankind from extinction before the doomsday cast its spell on us. In this respect, it is heartening to note that the maestros in music are coming forward to make people aware of the colossal problem and trying to inspire the people to fight the menace. It is imperative to remember here the "Earth song" rendered by Michael Jackson, where he reminds us of our moral obligations to fight the menace of pollution which is going to destroy our humane feelings of solidarity through its suffocating thrust, through his inimitable voice asking us

Did you ever stop to notice, all the blood we've shed before.

Did you ever stop to notice, the crying Earth, the weeping shores? (BBC news^[12]).

However, it is a matter of great hope and exultation to note that there is now a worldwide campaign launched by the music maestros to fight the explosion of pollution.

Conclusion

In the present state of affairs of combating the menace of pollution that lacks in sincere implementation of the schemes drawn in the weather summits in different corners of the globe, it is now incumbent upon the groups of lyricists and composers along with the celebrity singers to come forward to make every earthling conscious of the prevailing danger in order to curb the menace of pollution without much lapse of time. It must be kept in mind that the extinction of melodious tunes under the brunt of the global warming or so to say a ubiquitous polluting effect may lead to the growth of robot like creatures who will fail to appreciate nuances of the smoothening effect of music, due no fault of their own, but to the fact that by then the structure of musical notes may have undergone a sickening distortion under the booming guns of unchecked global warming.

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Disconsolate Homelands: (Re)turning to Lands Marked with Notional Departures in Chandani Lokugé's Fictions¹

Indrajit Mukherjee

Abstract: While locating the drifting significances and purposes of the South Asian diasporic literary existence, we cannot afford to turn our eyes away from the slow but inevitable changes in recent postcolonial criticism evolving itself from within and without into a transitional avatar. In other words, the cross-national mobility of human subjects and their cultural baggage leads us to an interpretation of human agencies enacted across the threshold of 'here' and 'there', 'now' and 'then', 'past' and 'present', 'us' and 'them'. The purpose of the present article is to unfold the crosscurrents of race, ethnicity, gender, cultural ramifications, political affiliations and economic factors that make Lokugé's novels a trope for disconsolate homelands. It will examine how her literary production grapples with the intensely fractured implications of the private and public spaces spanning horizontally and vertically across first and second-generation migrants' experimental journey in the host land. This article will bring to the fore how the diasporic experiences of her characters distilled from 'alternative modernities' as portrayed in the rhetoric of first and secondgeneration migrants complicate the home/host dialectics. The literary theorists and philosophers I will call on within the corpus of this essay include Amartya Sen, Bill Ashcroft, Gilles Deleuze, Graham Huggan, Homi K. Bhabha, Sigmund Freud et al.

Keywords: Diasporic, Postcolonial, Transitional, Disconsolate Homelands, Alternative Modernities

'The identity of South Asians (throughout the world) has proved to be problematic, both for the self-identification of the group and for the identifying institutions and popular perceptions of the host society.'

-Koshy (1998: 285)

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USE OF SHAKESPEARE FOR ISSUING CULTURAL DIFFERENCE IN SALMAN RUSHDIE'S NOVELS

Indrajit Mukherjee

Whenever we think of history as an international discourse, it reminds us of Dipesh Chakrabarty's dictum "Europe' remains the sovereign, theoretical subject of all histories, including the ones we call 'Indian', 'Chinese', 'Kenyan' and so on" (Chakrabarty 1992: 1), thereby summing up the complex relationship between the Colonizer and the Colonized, the Black and the White, the Occident and the Orient, in terms of power, domination, and varying degrees of complicated hegemony. Intertextuality, a self-conscious, self-contradictory and self-undermining use of the inter-involvement of literary texts with one another, a stylistic way of talking about allusions and influence, with a deliberate purpose to politicize representation in order to unsettle all accepted beliefs and ideologies, and problematize the parameters of one's own writing, is central to the discussion of the postmodern novel in order to totalizing solutions to the contradiction of society. T. S. Eliot in his landmark essay "Tradition and Individual Talent" shows us that literature is highly plagiaristic because "the most individual parts of a poet's work may be those in which the dead poets, his ancestors, assert their immortality most vigorously" (Eliot 1975: 38), illustrating that they are using other's ideas and quotations to enhance their own ideas, not simply plagiarizing them. Graham Allen looks upon intertextuality in the space of a given text "as a split, multiple concepts, which poses questions and requires one to engage with them rather than forcing one to produce definite answers" (2000: 59-60); Umberto Echo notes, "Works are created by works, texts are created by texts, all together they speak to each other independently of the intention of their authors" (1986: 200); Ihab Hassan describes "intertextuality" as a "patina of thoughts, of signifiers, of 'connections', now lies on everything the mind touches" (1987: 172). Taking cue from Barthes, Foucault, Kristeva, Deleuze, and Guattari's critical notion we may assume that 'intertextuality' or 'repetition' has been consciously used as a postcolonial implement for issuing a new discourse in the creation of the identity of the colonized, and in this sense Shakespeare's canonical texts, such as Macbeth, Othello, The Tempest, have been reworked by Gail Jones in Sorry (2007), George Lamming in Water with Berries (1971), Salman Rushdie in The Moor's Last Sigh (1995) respectively, thereby rendering the Renaissance Elizabethan playwright relevant all over again. Applying the

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Echoes of Virgil in Marlowe's Underrated Text

Indrajit Mukherjee

Dido, and her Aeneas, shall want troops, And all the haunt be ours. Shakespeare: Antony and Cleopatra (IV.14.53-54)

"Influence", according to Harold Bloom, "is a metaphor, one that implicates a matrix of relationships—imagistic, temporal, spiritual, psychological—all of them ultimately defensive in their nature" (1997: xxiii). Marlowe (1564-'93), the most striking personality and the most impressive dramatist among the University Wits, used his classical background to create his "mighty lines" whose heightened rhetoric matches the hugely spectacular dramatic intentions of the oeuvre. The Tragedie of Dido Queene of Carthage: Played by the Children of her Maiesties Chappell. Written by Christopher Marlowe, and Thomas Nash. Gent, as the title page indicates, finds its fountain in classical epic, dramatizing Book I, II and IV of Virgil's Aeneid with a veneer of Ovidian shading from the Heroides Book VII. Virgil's Dido, which "has been read variously as a paradigm of chaste widowhood, the protagonist of a tragic tale as well as a Medea-like queen seducing AEneas" (2001-2002:19-20), finds a prominent position in an era of Renaissance in which the motto was Homo sum: humani nil a me alienum puto (" I am a man and nothing that touches humanity is alien to me") through the Petrarchan sonnets, and through the plays of Alessandro Pazzi, John Rightwise, Glambattista Giraldi Cinthio and Lodovico Dolce. Marlowe's Dido, Queen of Carthage (probably composed around 1585-1586) is based on a myth which was exceptionally important to the English Renaissance, the story of the tragic fall on the ringing plains of windy Troy and its aftermath. It is the central material of both the Greek and Roman national epics, and it is also the story which Shakespearean Hamlet asks the Player King to recite: "One speech in't I chiefly lived;' twas AEneas' tale to Dido, and thereabout