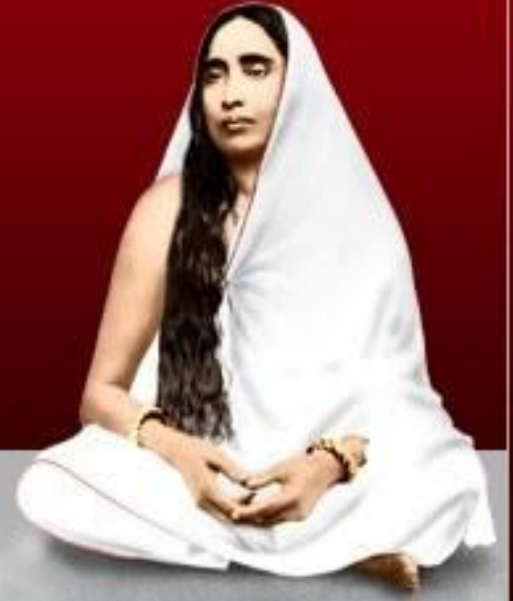


# “শ্রী”

বার্ষিক  
সাহিত্যপত্র-২০২১



রামকৃষ্ণ মহাবিদ্যালয়  
কৈলাসহর, উনকোটি, ত্রিপুরা



Mrs. SOMA DATTA, Principal-in-Charge

## রামকৃষ্ণ মহাবিদ্যালয়

# শুভেচ্ছা বার্তা

আজ ২০২১ সালের সূচনা লগ্নে এসে বিগত বছরের সমস্ত মালিন্য ভুলে জ্ঞানের স্রোতধারায় উন্মুক্ত জাতি হিসেবে প্রীতি ও প্রেমের পূণ্য বাঁধনে কলুষমুক্ত পবিত্র শিক্ষাঙ্গন গড়ার মহানব্রতে সকলকে জানাই আমার আন্তরিক শুভেচ্ছা।

প্রতিকূল ভৌগোলিক পরিবেশের সঙ্গে যোগাযোগ বিচ্ছিন্নতা উপেক্ষা করে পার্বত্য ত্রিপুরা কৈলাশহরে, তাপস চৈতন্য মহারাজের উদ্যোগে পরিচালিত রামকৃষ্ণ মহাবিদ্যালয়ের পথচলা শুরু ১৯৫০ সালের ১লা সেপ্টেম্বর। জাতির উন্নয়নের সূচক শিক্ষায় প্রতিষ্ঠানের ভূমিকা অনস্বীকার্য। দেশের শিক্ষা প্রতিষ্ঠানই মানবসম্পদ উন্নয়নে সন্দেহাতীতভাবে অগ্রণী ভূমিকা পালন করে। 'শ্রী' এর আত্মপ্রকাশ এই সার্থকতাই বহন করে।

সাহিত্য জীবনকে সুন্দর ও সাবলীল করে তোলে, মানুষকে নিয়ে যায় সত্য, ন্যায়, কল্যাণ ও সৌন্দর্যের দিকে। অন্তর থেকে জাগিয়ে তোলে মনুষ্যত্ব, দেশপ্রেম ও বিশ্ব-ভ্রাতৃত্ববোধ। জীবন ও জগতের পাঠ গ্রহণের উপায় হিসাবে অতীতকাল থেকে সাহিত্যচর্চা স্বীকৃত। মৌলিকবোধে উজ্জীবিত হয়ে এই মহাবিদ্যালয়ের শিক্ষার্থীরা পুঁথিগত শিক্ষার বাইরে নিজেদের মেলে ধরেছেন নানামুখী কর্মকাণ্ডের মাধ্যমে 'শ্রী'র সৃজন ভূমিতে। তেমনি তাদেরকে উৎসাহিত করার লক্ষ্যে কলম ধরেছেন শিক্ষকমন্ডলীও। তাঁদের ঐকান্তিক সৃজনশীল চিন্তা-চেতনা মহাবিদ্যালয়কে উন্নততর স্তরে পৌঁছে দেওয়ারই প্রচেষ্টা। এই প্রকাশনার মাধ্যমে শিক্ষার্থীদের চেতন-অবচেতন মনের শিল্পবোধ ও সাংস্কৃতিক কর্মকাণ্ডের স্বতঃস্ফূর্ত প্রকাশ ভবিষ্যতে তাদের পরিশীলিত জীবন গড়তে অনুপ্রাণিত করবে। 'শ্রী' সাহিত্যের উপযোগিতা মানুষের চেতনাকে শাণিত করে চলেছে। তাই এই প্রকাশ আমাদের সকলের জন্য আনন্দের ও গর্বের বিষয়।

তবে এই অতি মহামারী করোনার (Covid-19) কারণে মহাবিদ্যালয়ের পক্ষ থেকে প্রত্যেক বছরের ন্যায় "শ্রী" সাহিত্যপত্র এবার Web Magazine আকারে প্রকাশ করতে আমরা বাধ্য হয়েছি। এই অতি মহামারীর কারণে যাদের জীবন অসময়ে চলে গেছে তাঁদের প্রতি ও পরিবারের প্রতি গভীর সমবেদনা ও সহমর্মিতা জ্ঞাপন করছি।



## 1ST PARAM VIR

**Type** : Military award

**Country** :  India

**Presented by** : the [President of India](#)

**Post-nominals** : PVC

**Status** : Active

**Established** : 26 January 1950; 71 years ago

**First awarded** : 3 November 1947

**Last awarded** : 7 July 1999

On 03 Nov 1947, Maj Somnath Sharma and his company were ordered to reach Badgam village, to take charge of the situation there. His left hand was injured and in a plaster cast, as he had broken it in a hockey match. But he insisted on being with his company in combat. Badgam was one of those routes through which Pakistani raiders were marching towards Srinagar. Two companies of well-equipped soldiers were given the charge of Badgam front, Company A of 4 Kumaon under the command of Maj Somnath and Company D of 1 Para Kumaon led by Capt Ronald Wood. The units deployed were under the command of Brig L P Sen.

In the village, a group of 500 raiders approached Badgam from Gulmarg and soon surrounded the company from three sides. Maj Sharma's company was under heavy fire and mortar bombardment and sustained heavy casualties. They were massively outnumbered seven to one, but Maj Sharma knew that the Badgam village was very crucial and loss in their position would make the city of Srinagar and the airport vulnerable.

Maj Sharma urged his company to fight bravely and took to the task of filling the magazines and

issuing them to the soldiers operating light machine guns. He ran from post to post, motivating his men without fearing for his own life. While fighting the enemy, a mortar shell exploded in the middle of the ammunition resulting in an explosion near him and he was martyred. His last transmission to Brigade HQ, moments before his death, still inspire us, 'The enemies are only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to our last man and our last round'.

By the time the relief company reached Badgam, their position was lost. However, the 200 casualties suffered by the raiders, slowed their advance, buying time for Indian troops to fly into Srinagar airfield and block all routes to Srinagar. It can be said that Major Somnath Sharma played a pivotal role in preventing the fall of Srinagar and perhaps even Kashmir.

Major Somnath Sharma at the young age of 25 years laid down his life for the nation and became the recipient of first "Param Vir Chakra" of Independent India. His saga of bravery, leadership and unyielding fighting spirit will continue to inspire the future generations.

# INDIAN INDEPENDENCE FOR 75 YEARS



TANAYA CHAKRABORTY  
3<sup>rd</sup> Sem(H)

India will celebrate its 75th Independence Day on August 2021 across the country amid the Corona virus pandemic. It is a land of diversity where people of different castes, creeds, religions, cultures, and beliefs live together. India is a country where there is "Unity in Diversity". India is the biggest democracy in the world that celebrates its Independence Day on August 15th every year. On this day, India's roads are adorned with Tri-color. All the organization's schools and institutions are celebrating the day of freedom. To commemorate this day, a ceremony at the Red Fort in Delhi is held in which the Prime Minister and President of the Nation address the entire country and host the Tri-color Flag.

After the flag hoisting, 21 gunshots are fired in honour of the occasion. This is the beginning of the main event, after which a lot of the acts and cultural activities are performed to show the diversity in unity and strength of our country. A parade of all the Indian Forces takes place.

This year's Independence Day celebrations will be different because the entire world is facing a pandemic crisis. There are orders from the centre to avoid large gatherings and to keep wearing masks and social distancing while celebrating Independence Day. There is news that they'll invite warriors like doctors, nurses, and health and sanitation workers to the ceremony as recognition of their noble services in the fight against COVID-19. They might also call those people who recovered from COVID 19. The plans for celebrations this year include fewer people, social distancing, wearing masks, and the use of technology to maintain these things. Prime Minister Narendra Modi has asked Indians to take a pledge on Independence Day to fight pandemics and rid the country of them and to make sure that every citizen works for a self-dependent (Atmnirbhar Bharat) India. As Vivekananda said, "This life is a tremendous assertion of freedom. Every year we celebrate

Independence Day to pay tribute to all the freedom fighters who have given their lives for our freedom. On August 15, 2015, Prime Minister Jawaharlal Nehru hoisted the Indian flag and delivered a speech to all Indians at the Red Fort for the first time. This day is celebrated to ignite the feelings of nationalism and patriotism across the country. Every citizen has a different viewpoint on independence. A youngster takes this day to celebrate the glory and strength of the country, while for others, it's a reminder of the long suppression and cruelty that our people suffered. It's not only a celebration of independence but also of unity with the diverse culture of the country. For about two centuries, the Britishers managed to rule over us. The residents of the nation also endured a lot because of these oppressors. British authorities deal with us like slaves until we figure out how to retaliate against them. We battled for our freedom yet worked vigorously and magnanimously under the direction of our pioneers: Jawaharlal Nehru, Subhash Chandra Bose, Mahatma Gandhi, Chandra Shekar Azad, and Bhagat Singh. Some of these forefathers choose violence, while others choose nonviolence. The definitive point of these was to drive out the Britishers from the nation. Furthermore, on August fifth, 1947, the hotly anticipated dream came true as expected. India's freedom fighters fought a long and hard struggle for the country's independence from the British. And for years, their words have inspired us. Mahatma Gandhi: Freedom is never dear at any price. It is the breath of life. What would a man not pay for a living? Adaad hee rahenge, aad hee rahenge, aad hee rahenge, aad hee rahenge, aad hee rahen. Subhash Chandra Bose: "Tum mujhe khoon do, main tume azadi dunga"

Today we are free to do anything because of the great freedom fighters. We cannot imagine that horrible moment of struggle without our forefathers. They would always be in our memories and be an inspiration to us for our whole lives. After many years of independence, our country is now on the right track of development in the fields of technology, education, defense, etc. We must also strive to be patriotic in the same way that those who fought for the country's freedom were. This day we should think of the poor who are still not free from poverty, hunger, and slavery. Freedom has brought cheers to every Indian.

## আমার আমি ভীষণ দামি

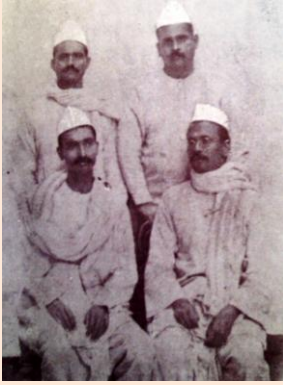
বিশাল মালাকার

আমি নিঃস্ব, আমি শূন্য, আমি এক মায়া।  
ভগবানের এক কাল্পনিক স্বদৃশ্য ছায়া।।  
অল্প দিনের সঙ্গী আমি এই পৃথিবীর সাথে।  
নিজের স্বপ্ন, নিজের আশা, সবই নিজের হাতে।।

কাছে আছো চাই তাই, দূরে গেলে ভুলে যাই।  
তোমার আমার ভালোবাসা সবার সঙ্গে সমান।।  
স্বপ্ন দেখলে ফুলবে না, বুঝা সে কথা।  
কর্ম করলে মিষ্টি পাবে করবে নিজের মান।।

আজকে তোমায় জানে সবাই, মৃত্যুর পর ভুলে যাবে।  
মহান কিছু করো তাতে জানে তোমায় সবলোকে।।  
এক মুহুর্তে সময়গুলি খুব অনুভব করো।  
পরের দিনের সূর্য তুমি নাও দেখতে পারো।।

এই পৃথিবী স্বার্থপর, নিজের কথা ভাবে।  
বাস্তবের সঙ্গে চলো তুমি নিজের অনুভবে।।  
কিছু নিয়ে আসিনি, যাব কি নিয়ে।  
স্বপ্ন দিনের জীবনখানি বাঁচো নিজের মনে।।



## Champaran Satyagraha

10 April 1917 — May, 1917

**Location:** [Champaran](#) district of [Bihar](#), [India](#)

Susmita Dey  
2<sup>nd</sup> Semester

**Organised by:** Mahatma Gandhi, Brajkishore Prasad, Rajendra Prasad, Anugrah Narayan Sinha Ramnavmi Prasad, Mazhar-ul-Haq and others including J. B. Kripalani & Babu Gaya Prasad Singh.

*Champaran Satyagraha is a story of Gandhiji's first significant non-political grassroots struggle for the cause of poor and exploited peasants in Champaran district in North Bihar located in the foot hills of Himalayas. With the advent of Indigo (Neel) factories, about 70 in number, British Planters invaded the Champaran area in the early nineteenth century and took over the cultivation from gawky Zamindars and thekedars. The British planters forced the tenant farmers to cultivate indigo (Neel) in three twentieth part of a Bigha of their operational holding. Twenty Kathias made a Bigha – a measurement of land that was about one third of a hectare. Hence, it also came to be known as Teen Kathia system. The Planters chose the best portions of land for indigo cultivation and offered very low prices for the indigo output that failed even to cover the cost of cultivation. For about a hundred years the poor peasants suffered indignity, physical abuse and exploitation. The British administration was at best indifferent.*

*Rajkumar Shukla, an illiterate but an aware Indigo farmer from village Murlī Bharhawa in Bettiah sub-division of Champaran district, had made up his mind to fight the severe ills of indigo farming system. He was a sufferer. He had risen against the British Planters and factory management and had got punished severely. He had*

*heard about Gandhiji's work in South Africa and had perhaps intuitively felt that Gandhiji's direct leadership would create an impact in his area and relief may come. He went to Kochrab Ashram in Ahmedabad only to find that Gandhiji had left for Pune. Since he did not have money to go to Pune he returned home. In December 2016 Shukla attended the Lucknow Congress and was after the Congress leaders to take up the cause of indigo farmers. When he learnt that Gandhiji was there attending the Congress he searched for him and met him. He followed him everywhere and finally Gandhiji travelled with him from Kolkata in train to Patna on April 9, 1917.*

*Gandhiji had anticipated a short trip but once he came to know the problem, Champaran became his home for next one year or so. In Patna Mazharul Haq, who was Gandhiji's friend in London helped and suggested that Gandhiji should go to Muzaffarpur to know more. Gandhiji reached Muzaffarpur where J.B. Kripalani first gave him grand welcome with his students and then became his close associate. Many prominent lawyers joined Gandhiji under the leadership of Babu Brajkishore Prasad. One of them was Babu Rajendra Prasad, a brilliant lawyer who eventually became the first President of Independent Indian Republic. Gandhiji immediately grasped*

*the nature of the problem and probable solution and communicated to the band of lawyer friends who committed to help the cause the following. 'I shall have little use of your legal knowledge...I want clerical assistance and help in interpretation. It may be necessary to face imprisonment'. He also told them that it may take long time and there will be no remuneration. The work will have to be done for love and out of a spirit of service.*

*Between April and June 1917 the entire Bihar was awakened. The district administration was worried; the British Planters sensed their defeat and combined pressure was exerted on the Bihar Governor to stop Gandhiji. In June the Governor summoned Gandhiji and shared the apprehensions and asked to stop the work and submit a report. Gandhiji agreed to submit an interim report but refused to discontinue the inquiry. The Governor upon receiving the preliminary report constituted a committee in which he invited Gandhiji to join as a member representing the farmers. Gandhiji agreed on one condition that he would be allowed to make presentation as the aggrieved party. Gandhiji and his team had collected about 12,000 cases substantiated with evidences and his presentation was very effective. The Committee submitted its report in October 1917 with unanimous recommendations. The Planters association protested and tried to stop the Report being accepted. The Report was accepted, a Bill was introduced in the Bihar Council on 4 March 1919 which became a law soon. The notorious Teen Kathia was gone and tenant farmers were given relief on many other counts. The British Planters and factory owners were asked to pay back*

*the farmers 25 per cent of Tawan they had collected.*

*An important feature that surfaced during the Champran Satyagraha was Gandhiji's insistence on constructive programme along with struggle. Gandhiji was sad and depressed to see crass insanitation and complete lack of education and literacy. He said that abject poverty was only a minor cause explaining that. People had to be sensitised, made aware and educated. He invited volunteers from Ahmedabad Ashram and from elsewhere that included Kasturba and two other women. All of them engaged in taking up sanitation work by involving local communities and in running schools for children. People of Bhitiharwa village even today maintain the school building as memorial remembering Kasturba.*

*Gandhiji through Champaran Satyagraha achieved a few things distinctly. The most significant achievement was that Gandhiji was able to demonstrably remove fear instilled deeply by the British Raj from the minds of the poor rural masses in the country.*

*Farmers in Champaran witnessed that the Raj could be challenged. Secondly, he demonstrated to the middle and rich class people that they could also become selfless public servants of people by shedding their feudalist habits and assuming a role of servant citizens. Third, Gandhiji also demonstrated that along with the struggle the volunteers and public servants must simultaneously engage in effective constructive programme leading to building new society. With Champaran Sayagraha the world witnessed India awakening.*

# Towards Sustainable & Green Energy Storage

Dr. Bijan Deb, Asst. Professor, RKM



The current scenario of environmental issues of our nation demands extensive solution for our modern lifestyles demand. The one foremost and continuous requirement of modern civilization which has increased manifold is electricity and without which the entire nation could come to stand still. India is currently facing shortage of electricity generation due to shortage of coal which is in verge of depletion. Thus green, clean, and sustainable energy sources like solar energy, wind energy, nuclear energy etc. are must for our future. Furthermore, we need sustainable energy storage for transportation and mobility sector which forms a critical part of our Indian economy. Till now one of the cheaper forms of the energy storage consists of batteries which uses environmentally harmful liquid electrolyte and have portability concern. So even if it seems e-vehicle (e-rickshaw, e-cars) are green, but they are not actually green as the source of electricity production is mainly from coal which causes lots of greenhouse gas emission. In this connection the most

viable and easily available sources among all the renewable energy is solar energy. Solar electricity has potential to be used in mobility sector like in public buses & cars. But main issues are with storage, as without storing enough energy from sustainable source we cannot use it for other purposes such as household, electronic & electrical devices etc. In addition, the efficiency associated with the solar devices is low and further the maintenance and service cost of solar devices is quite high and thus preventing its use on mass scale. As an alternative to this, the field of solid-state Ionics concerning solid state batteries (ionic) provides us a solution to storage of energy obtained from green and sustainable sources. But they also possess limitation of source compound (lithium), large scale production and environmental hazards during disposal. So, need of the hour is for improved solid-state energy storage device in large scale which would be environment friendly, cheaper and have long life cycle. This points towards need for further research and development for producing potential solid-state batteries which are environment friendly (like Na ion batteries). Such sustainable energy devices would additionally help in curbing the shortage of energy requirements of rural and remote areas to much extent. Considering the current scenario, India is a developing nation, and its scientific and research in the field of energy sector is in



growing stage. Many initiatives are being taken by government like solar park and ultra-mega solar power project for efficient and large-scale use of solar electricity. We as a responsible citizen should also try to protect our environment by following the RRR- Reduce, Recycle, Reuse methodology for less use of plastic and use more environment friendly materials and create less environmental waste. The future of our nation economic and social developments depends on sustainable energy sources and storage and we all must work together in every way with best of our efforts to save and protect our environment and nation.

# INFLUENCE OF 'BHAGAVAD GITA' ON STUDENTS' LIFE



Barnali Nandi  
Semester-II

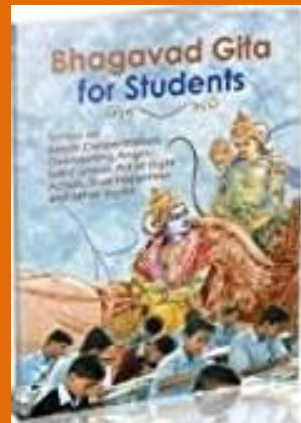
Sri Bhagavad Gita is an important message conveying the age-old tradition and culture of our beloved country Bharat Barsha. It conveys the fundamental philosophical ideas in full. It is a sure guide to show human beings as to how they should live in this world, a life worth living . I consider it a privilege and I honour to bring out this small publication with the message of great importance which will be very useful to the youngsters ,particularly students.

The Bhagavad Gita is also known as the song celestial. It is common to all human beings in the world.

Sri Krishna, the God incarnate, gave out the Gita to Arjuna on the battlefield .

Whatever is said in the Gita, is very important, God in the form of Krishna gives us an idea of the spiritual and physical aspects of the human body, about the duty of every one, about nature, about the right action to be followed at the right moment,

about control of mind, about the results of meditation, about cultivating good character, about knowing one's own defects before finding fault with others ,about developing bhakti, about the value of utter surrender to God, dedicating all actions to Him and about acquiring the knowledge that Not Even An Atom Would Move without His Will.The one comes to know that desire, greed, ego, pride, if these are overcome, one will have perfect peace of mind. With the result one would develop equanimity of mind and treat the opposites alike, for example joy and sorrow, prosperity and adversity ,poverty and affluence etc.



So the Gita is one of the most authoritative sources. This great scripture is studied by people belonging to all religions as it contains eternal truths common to all religions .

# My Experience on College Life



When I first entered in my College – **Ramkrishna Mahavidyalaya**, I was very clear on my mind that I have to do something for my college, for the development of my college. The first few days were very struggling for me, as I was eager to take Physiology as my Honours subject, but I couldn't get it instead I get Botany as my Honours subject. In my school life, I have heard that Botany is the most toughest subject in the Biological science stream, So I was very much scared about this subject. I was very much depressed as that particular moment. For others the first day of College life is quiet impressive, but for me it is quite disappointing, but **something different is written on my hands and is waiting for me.**

On my first class, Prasenjit sir asked me a question "Whether I am satisfy to have Botany Honours or not"?...For sometime I remain silent, and then I said, "No Sir". For that time Sir was very angry on me, but sir tries me to understand the importance of Botany to have with it. Sir Said that after sometime I will realize that I am in safe hands. Then sir start to understand the qualities which are

Pashupat Chakraborty,  
4<sup>th</sup> Semester Botany (H)

required for, and the qualities which can be developed from this subject Botany. The first thing that Sir told about this is **Consistency**, which is a thing that if a person achieves it, he will get anything in life. The second thing is **Perseverance** which is continues effort to do or achieve something despite of difficulties, failure etc. And the third thing is **Patience**, If a person achieves all 3 qualities from this subject Botany, then his future will be of flying colours. That day I realized that, there is something different is waiting for me. I then realized that I am in safe hands.

The second and third day is very interesting for me. On the second day, Sandip sir came and start our class, at the end of the class, Sir gave us 20 questions and said that tomorrow is your 10 marks exam, and from this 20 question you will get all the questions and you have to answer all of these. On the third day, I was eagerly waiting for exam, Sir gave the question paper, and I have answered all the questions. I was happy at that particular moment that I will get full marks. But when, sir after checking the paper gave the marks, I was amazed that I only get 4.5 marks. I take my paper to sir, to analyze my paper, but when sir gave me the explanation that why sir doesn't

gave me mark on the questions that I have answered ,I was amazed. For example , I have written **Bacteria** is the smallest organism. Sir asked me a question “ What about viruses”, I said that this was written on class 11 Biology book, then sir understands me , about the importance of questioning, analyzing capacity, and the most important **Curiosity**. That day I have learnt something different, and I was able to find my mistakes that I have done for years in my school life.

The fourth day is the test of the lesson that PS Sir have learnt us on the first day. Sir came at 10.00 AM and asked a question , where no one was able to tell the answer but everybody knows about it, Sir was very angry on us, and said that , He doesn't take our class anymore and then sir goes to the next class of 5<sup>th</sup> sem students. Everybody of us was afraid of that incident, then we decided that, We will request Sir to take our class , all of us go for requesting to sir, but sir said no means no. Then we decided that we will not go to home until Sir will take our class . From 10:00 AM to 5:00 PM , all of us waiting for sir to take our class. Then at 5.00 PM , Sir came and start our class, the explanation done by sir was fabulous, and every body love this subject Botany specially me. That day was a test for our **Patience** whether we will survive or not.

In first sem, besides educational development I have also develop some skills regarding, quiz competition , where I get the first prize.

Others skills such as personality development , communication skill, learnt things about Information Technology(IT), MCQ development skill etc. On second semester , I have learnt about the importance of reading books and concept development. As because **Concept development is the base of educational building**. But on third sem , it is very special for me as because, here I finally capable to understand the concept of note making, answer writing, presentation in an artistic way, diagrams, schematics, cycles, flow sheet, tree diagrams, maps and the most important thing is the difference between what should be written and what should not be written.

In third sem , majority of our classes takes place in online mode, but the blessings of both the teachers PS Sir and Sandip Sir, made quite helpful for me to learnt new things about answer writing . Both the teachers on phone call, tries to explain me the things which one should use in his answer for making it best. For example, an answer mainly consists of 3 parts , Introduction/ definition, mains and conclusion. In the he introduction part, the required thing which must put to make his answer best is -

Nature, Property, Structure, Source, Phenotypic character, Function and example. All this made your answers more beautiful and your answers finally starts to say about your hardworks and dedication.

In 3<sup>rd</sup> semester, I have realized that my educational knowledge is not sufficient, for that I have to develop my personality. For this I have joined NSS and student council- ABVP, where I get a chance to engage myself with people .Here are realized that there are some things which go beyond money which job and private sector can't gave me. There is a particular sense of satisfaction which cannot be get from anything else. All this lockdown I gave my everything to serve my nation . I have done a lot of works such as , mask distribution, feeding to corona warriors, tree plantation , sanitization, Indian flag distribution among people from ABVP, and from NSS Covid vaccination camp, Where I get a chance to take a photo with honourable CM Biplab Kumar Deb.

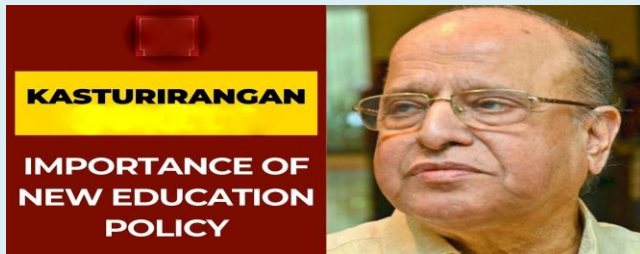
But all this things cannot fulfill my dreams, and a promise that I kept on myself , that I will develop my college , when I first entered on it. If God is with me, then I would like to do things in future such as hydroponics system, rain water harvestiong, 1000 tree plantation, Lignocellulosic waste into fertilizer, poor feeding, Golden dewdrop plant plantation, Manu riverside

cleaning, Mushroom cultivation, doings seminars on Corona Viruses, personality skill development, quiz competition, chess competition , essay writing competition, cultural programs, debate competition , use of medical waste in an innovative ways etc. All things things are not my dreams but my dreams for my college.



# National Education Policy-2020

## Recommendations, Major changes and The main features



Mr. Venkat Raman Tripura  
Assistant Professor, RKM  
Department of Education

The new National Education Policy 2020, was approved by the Union Cabinet of India on 29th July, 2020 outlines the vision of India's new education system. Until now, our education system was in line with the 1986 National Education Policy. The new policy replace the previous National Policy on Education (NPE) 1986. In other words, after 34 long years, the education system has changed. With the change in the national education policy, the education system has changed from the “**Ministry of Human Resource Development**” to the “**Ministry of Education**”. NEP 2020 aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and higher education more holistic, flexible, multidisciplinary, and suited to 21st century needs and aim at bringing out the unique capabilities of each student. It is an attempt to balance local and global human resource needs of growing Indian economy.

### **Committee:**

President: K. Kasturirangan, Former President ISRO, Bangalore.  
Central Minister: Shri Ramesh Pokhriyal.

The former head of the Indian Space Research Organization, K. Kasturirangan and his subordinate committee has recommended the new education policy.

The National Education Policy was first introduced in 1968 and then in 1986 on the basis of the reports and recommendations of the Kothari Commission. It was later revised in 1992. The draft of the new National Education Policy 2019 has been validated on 29th July 2020.

### **Aims :**

National Education Policy Plan 2019, India's central education system will help us to establish an environmental friendly, fair, charitable and intelligent society for our nation through good education. The new education policy will be realistic and scientific. It will increase students' Skills, Thinking abilities, Creativity, Communication and desire to know more. The aims of this education policy are to widen the scope of Research by further strengthening the scope of universal free education.

### **National Education Policy 2020:**

- Arranged in 5 + 3 + 3 + 4 format instead of 10 + 2.
- The National Education Policy or the new National Education Policy instead of 6 to 14 years has been included in the Right to Education Act for 3 to 18-year.
- NEP 2020 will bring two cores out of

- school children back into the mainstream.
- National Council of Educational Research and Training (NCERT) will develop a national curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight.
  - A new National Assessment Center, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.
  - In the new education policy, the goal has been set to give up the mark sheet system. Reduce the syllabus and students will learn with fun and full experience. The new curriculum will be implemented by 2022.
  - National Educational Technology Forms will be created to give importance to education digitally and it will be published in eight regional languages initially in different courses through internet.
  - The top 100 colleges abroad will be allowed to have their campuses in our country to raise the standard of education internationally. Through this, coordination of joint education will be formed.
  - Various higher education institutions of India will be allowed to have campuses abroad, which will coordinate the culture and education of India with foreign countries.
  - The goal of education will not only increase knowledge but also character building and all-rounder development. Therefore, by reducing the bar in the syllabus, critical thinking and more holistic, inquiry-based, discovery-based, discussion-based and analysis based learning will be given more space.
  - Must be educated in mother tongue or local language till the minimum 5th class. It can be done in this language as far as possible in the 8th or above as far as possible.
  - 6% of GDP will be spent on education (currently 1.7%).
  - NEP is going to bring 3 to 18 years under RTE instead of 6-14 years.
  - The right to education up to 18 years of age and special importance in the education of girls.
  - The new regulatory body for education is going to form the state education or national education commission headed by the prime minister.
  - The top 100 colleges abroad will be allowed to have their campuses in this country.
  - National Educational Technology Forum (NETF) will be created to give importance to digital education and E-courses will be initially published in 8 regional languages.
  - The Higher Education Commission of India (HECI) was formed by merging organizations like UGC, AICTE and NCET. The Education Commission of India or HECI will be formed to bring all higher education institutions under one umbrella and all educational institutions will be NOT-FOR-PROFIT.

- Higher education is based on research based on research, discussion and analysis.
- Institutions will be strengthened in higher education institutions in the fields of language, literature, music, philosophy, art, theater, mathematics, statistics, science, sociology, economics, sports, etc.
- NTA will be introduced for college admission. There will be a general entrance test for all colleges but the concerned college may not want to introduce it (optional).
- Undergraduate courses will be for three or four years and postgraduate courses will be for one or two years.
- There will be a five-year integrated course system.

### **Higher Education (College & University):**

By 2040, all higher education institutions will have to do multidisciplinary and the minimum number of students will be 3000.

- Various engineering institutes including IITs will become multidisciplinary.
- By 2030, at least one multidisciplinary higher education institution should be set up in each district.
- The Gross Enrollment Ratio which was 26.33% in 2018 is targeted to be increased to 50% in 2025 and 100% in 2030.
- Educational institutions will be given autonomy according to the assessment grade.
- Those institutions will have open distance learning and online program.
- Deemed to be University, affiliated University, affiliating technical University, unitary Universities will only get the status of University.
- Educational institutions will introduce credit scores and projects in the field of social service, ecology, policy education, etc.
- Indian culture, culture, history, language, etc. will be important.
- There are many options for entry or exit in higher education. Graduation in 3-4 decades. If anyone thinks it will not fall after one year. Then he will be given that one year certificate. Advanced Diploma in two years. Bachelor's degree in 3 years and Bachelor with Research if completed in full.
- There is an entry or exit method option in college / higher education. Recognition even if the whole course is not finished. Certificate at the end of the first year. Diploma if you can finish the second year. Degree after completing the entire course. Students can choose the subject of their choice. Opportunity to do research on the subject in college. Separate certificate if research paper is accepted.
- M. Phil course canceled / will not be running.
- The educational institution will have stress free education system including Eco Club, Culture and Arts Center.
- Hostel facilities should be increased, minimum medical facilities should be provided for all.
- The Higher Education Commission of India (HECI) will be formed to bring all those institutions of higher learning



under one umbrella.

\*National higher education regulatory.

\*Council National Accreditation Council

\*Education Higher education grants.

\*Council General education council

- Educational institutions will be shot not for profit.
- Indian Institute of Translation and Interpretation will be set up to help in the translation and interpretation of technology in the field of education.
- By 2030, at least one multidisciplinary higher education institution should be set up in each district. Multidisciplinary will have to be done in higher education institutions by 2040 and the number of students will be 3 thousand.
- Educational institutions should have open distance learning or ODL and online programs.
- Introduce credit courses and projects in the field of social service, ecology, policy education, etc. among educational institutions. Indian culture, history, language, etc. will be important.
- The educational institution will have a STRESS-FREE education system including eco-club sports class culture and art center.
- The facilities of those hostels should be increased and minimum medical facilities should be provided for all.
- All higher education institutions except law and medical are coming under the umbrella of a regulatory body. Higher Education Commission of India / HECI will be formed to bring all higher education institutions under one umbrella. And all educational

institutions will be NOT-FOR-PROFIT in this ideal.

- Autonomy will be determined according to the ranking of universities. The better the Ranking, the greater the chances of autonomy.

### **Other changes:**

- Assistant Headmaster and Headmaster are asked to participate in continuous professional development for 50 hours every year on their own initiative.
- By 2021, the National Curriculum Framework for Teacher Education, NCFTE 2021, a joint venture of NCTE and NCERT, will be published.
- By 2030, training in general degree colleges and universities will be completed. A four-year integrated graduation course (Graduation + B.Ed) course will be introduced and a two-year B.Ed course for those who have normal graduation.
- The use of technology in education will be given importance.
- A Digital library, a virtual Lab will be opened.
- Technology will be used to evaluate the admission and progress of students in educational institutions.

Such a broad reform of the New National Education Policy 2020 is truly commendable, which will contribute to the formation of inclusive and pluralistic society as planned by our Constitution, productive, self-reliant, and civic. This is what will fundamentally change Indian ethics and India. In addition to this,

through the provision of high quality education and through this India will be a global mass superpower and will bring complete and vibrant knowledge to the society. The goal of education in the National Education Policy 2020 is not only to increase knowledge but also to reduce the length of the curriculum, based on character building and holistic development and include abstract thinking, curiosity, discussion, analytical topics. However, it all depends on the real political will power to implement a true consciousness in the coming days.

# Pallava Art and Architecture

Riya Dey  
2<sup>nd</sup> Semester, RKM



*Ritan Paul* The Pallava dynasty was an Indian dynasty that existed from 275 CE to 897 CE, ruling a portion of southern India. They gained prominence after the eclipse of the Satavahana dynasty, in which the Pallavas served as feudatories. Pallavas became a major power during the reign of Mahendravarman I (571 – 630 CE) and Narasimhavarman I (630 – 668 CE) and dominated the Telugu and northern parts of the Tamil region for about 600 years until the end of the 9th century. Pallavas are most noted for their patronage of architecture, the finest example being the Shore Temple, a UNESCO World Heritage Site in Mahabalipuram.

## **PALLAVA ARCHITECTURE :-**

Pallava architecture can be sub-divided into two phases - the rock cut phase and the structural phase.

### **• The Rock Cut Phase -**

Rock cut phase lasted from the 610 to 668 AD and consisted of two groups of monuments - the Mahendra group and the Mamalla group. The Mahendra group is the name given to monuments constructed during the reign of Mahendravarman I (610 - 630 AD). The monuments of this group are invariably pillared halls hewn out of mountain faces. These pillared halls or mandapas follow the prototype of Jain temples of the period. The best examples of Mahendra group of monuments are the cave temples at Mandagapattu, Pallavaram and Mamandur. The second group of rock cut monuments belong to the Mamalla group in 630 to 668 AD. During this period free-standing monolithic shrines

called rathas were constructed alongside pillared halls. Some of the best examples of this style are the Pancha Rathas and Arjuna's Penance at Mahabalipuram.

### **The structural phase -**

When freestanding shrines were constructed with stone and mortar brought in for the purpose. Monuments of this phase are of two groups (690 to 800 AD) and the Nandivarman group (800 to 900 AD). [9] The the Rajasimha group Rajasimha group encompasses the early structural temples of the Pallavas when a lot of experimentation was carried out. The best examples of this period are the Shore Temple the Kanchi Kailasanathar Temple at Ma at Kanchipuram both constructed by Il Vaikunta Perumal Tem habalipuram and Narasimhavarman who was known as Rajasimha. The best example of the Nandivarman group of monuments is the ple at Kanchipuram. During this period, Pallava architecture attained full maturity and provided the models upon which the massive Brihadeeswarar Temple of the Cholas at Thanjavur and Gangaikonda Cholapuram and various other architectural works of note were constructed. The Shore Temple at Mahabalipuram Pallava Sculpture and Architecture Style.

*Characteristics of Pallava Architecture :-*  
The Pallava dynasty maintained its varying forms of architecture for some three centuries, from A.D. 600 to 900, and its productions are classified themselves into two phases, the first of these occupying the seventh century, and the second the eighth and ninth centuries. In the former the examples were entirely rock cut, in the latter they were entirely structural. There were four principal rulers during the period of their power, and the works of each phase had been divided into two groups, comprising four groups in all, each of which is named after the king who was ruling at the time. 1st Phase :  
Mahendra Group, A.D. 610 to 640,  
Mamalla Group, A.D. 640 to 690. 2nd Phase :  
Rajasimha Group, A.D. 690 to 800,  
Nandivarman Group, c.  
A.D. 800 to c. 900.

*Pallava Art :-*

The Pallava kings had patronized fine arts. The Kudumianmalai and Thirumayam music inscriptions show their interest in music. Yaazhi, Mridhangam and Murasu were some of the musical instruments of the Pallava period. Both Mahendravarman I and Narasimhavarman I had remained experts in music. The temple sculptures of the Pallava period reveal that the art of dance was popular in those days. The paintings at Chittannavasal illustrate the nature of Pallava painting. Mahendravarman I was known as Chittirakkarapuli. He had a book, Thatchina Chitram. He was also composed the author of the satirical drama Maththavilasam Prakasanam, Thus, music, dance, paintings and drama were popular during the Pallava rule. In this way, the Pallavas had contributed to the growth of culture.

*Pallava Sculptures:-*

The Pallavas initiated the skill of excavating temples from the rock. In fact, the Dravidian style of temple architecture began with the Pallava rule. It was a regular development starting from the cave temples to monumental rathas and concluded in structural temples. The growth of temple architecture under the Pallavas can be seen in 4 stages. Mahendravarman I introduced the rock-cut temples. This style of Pallava temples are seen at places like Mandagappattu, Mahendravadi, Mamandur, Dalavanur, Tiruchirappalli, Vallam, Siyamangalam and Tirukalukkunram Pallava art. The second stage of Pallava architecture is represented by the monolithic rathas and Mandapas found at Mamallapuram. Narasimhavarman I took the recognition for these magnificent architectural monuments. The five rathas, generally called as the Panchapanadava rathas signifies five diverse styles of temple architecture. The mandapas enclose stunning sculptures on its walls.

Pallavas were a prominent power in India for more than four centuries between the 6th and 9th centuries. The Pallavas should be specially remembered for their contribution to the cultural, literary, art and archeological history of South India.

# REVOLUTIONARY ACTIVITIES IN BENGAL

Nurul Islam, 5<sup>th</sup> Semester

The revolutionary activity in Bengal was the outcome of the failure of constitutional agitation to prevent the partition of Bengal in 1905. Every year the steadily increasing number of young men turned to revolutionary activities as the only possible means to attain their goals. The nationalists argued that nothing could be achieved without the use of violence. They were of the opinion that freedom could be earned only by fire & sword as the Italians and the French had earned their freedom. Further, the victory of Japan over Russia, in 1905 seemed to strengthen their argument for force & violence. The first revolutionary organization in Bengal was the Anushilan samiti. It attracted a large number of recruits. However, a small band of young men under the leadership of Barindra kumar Ghosh, were in the forefront of the revolutionary movement of the Anushilan Samiti. They published a periodical named Jugantar, which openly preached armed rebellion in order to create the necessary revolutionary mentality among the people. The Jugantar was suppressed in 1908, a judge observed, that the Jugantar exhibited a burning hatred-of

the British race, breathed revolution in every line, and pointed out how revolution was to be affected. Both Sandhya & Jugantar openly preached the cult of violence & wrote that the money that was required for financing the revolutionary activities could be obtained by plundering post offices, banks, government treasuries & by robbing the luxury-loving rich. Two members of the Anusilan Samiti were sent abroad to be trained in the manufacture of the explosives. On their return regular arrangements were made for manufacturing bombs in the suburb of Calcutta. Attempts were made to assassinate Kingsford the vindictive judge who had sentenced many political prisoners to heavy terms of punishment. Two revolutionary youths, Kudiram Bose & Prafulla Chaki were entrusted with the task of assassinating Kingsford. On 30th April 1908, they threw a bomb at the carriage in which they believed Kingsford to be travelling. But unfortunately, two British ladies who were in the carriage were inadvertently killed. Kudiram was arrested and hanged on 11th August 1908.

# REVOLUTIONARY ACTIVITIES IN MAHARASHTRA

**Anamul Haque, Guest Lecturer, RKM**



(Lala Lajpat Rai of Punjab,

Bal Gangadhar Tilak of Bombay, and Bipin Chandra

Pal of Bengal)

Maharashtra being ahead in renaissance produced a number of national leaders and movements. It also gave birth to the revolutionary leaders and their activities. Some important revolutionary activities during the freedom struggle of India were as:- Vasudeo Balwant Phadke: He was one of the greatest early Indian revolutionaries. He was born in 1845 in the modern Raigad District of Maharashtra. After his initial education, he joined the military accounts department of the Bombay government. Phadke was influenced by the vision of Justice Ranade. The sufferings of the people during the famine in the Deccan in 1876-77 made him sad & angry. He held the British government responsible for the sufferings of the people. With the help of Ismail Khan, the Rohilla leader, Phadke organized an armed band prepared to die for the cause of freedom. Thus, Phadke decided to overthrow the British government in Maharashtra through armed rebellion. In May 1879, Phadke denounced the British policy of ruthless exploitation of India. The

government ordered the army to suppress the uprising. Avoiding pitched battle; Phadke recognized his force & started guerilla warfare against the British. But he was ultimately captured and was sentenced to transportation for life. He was deported to Aden where he died in 1883 in jail. The Chapekar brothers, Damodar, Vasudev and Balkrishan had established the Hindu Dharma Sanrakshini Sabha in 1894. During the Ganapati festivals of 1894, they circulated leaflets in Poona, and asked the Hindus to rise in arms against that rule as Shivaji had done against the Muslim rule. In 1897, the British government sent W.C. Rand, as the president of the plague committee, for tackling the epidemic. Instead of carrying on his work, he wielded the big stick and became very unpopular in Poona & surrounding areas. The government troops were sent to search houses to find cases of plague. The local press complained that the people's privacy had been violated. On 22 June 1897, W.C. Rand & Lieutenant C.E. Ayearst were shot dead by Damodar & Bal Krishna Chapekar when they were returning from the celebration of the 60th anniversary of the coronation of Queen Victoria. Damodar was arrested and was sentenced to death. Bal Krishna was later arrested in Hyderabad, tried and also sentenced to death. The revolutionary activities in Maharashtra centered on Vinayak Damodar Savarkar. Savarkar joined the Abhinav Bharat society founded by his

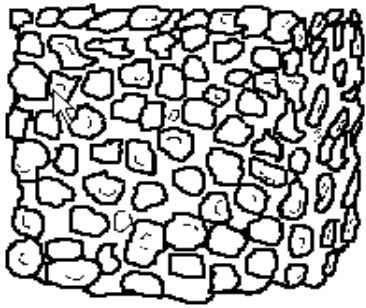
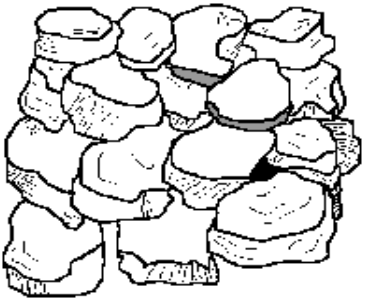


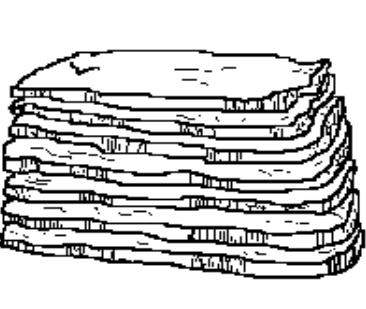
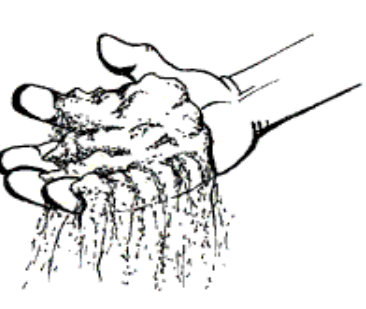
elder brother Ganesh Damodar. At the time of his departure from India, Savarkar and his brother were also leaders of an association known as the Mitramela, started around 1899. Although Savarkar later proceeded to London in 1906, his organization continued to flourish in India. Many colleges and higher educational institutions in Poona & Bombay had at least one secret society or branch of the Abhinav Bharat society. The revolutionary movement in Maharashtra was at its height in 1909. Subsequently, the Deshbhakts were sentenced to death.

# Soil Structure

Bipul Das, 4<sup>th</sup> Semester

Soil structure is the arrangement of soil particles into groupings. These groupings are called peds or aggregates, which often form distinctive shapes typically found within certain soil horizons. For example, granular soil particles are characteristic of the surface horizon. Soil aggregation is an important indicator of the workability of the soil. Soils that are well aggregated are said to have “good soil tilt.” The various types of soil structures are provided in **Table 1**.

**Table 1.** Types of Soil Structures in Soils

		
<p><b>Granular:</b> Resembles cookie crumbs and is usually less than 0.5 cm in diameter. Commonly found in surface horizons where roots have been growing.</p>	<p><b>Blocky:</b> Irregular blocks that are usually 1.5 - 5.0 cm in diameter.</p>	<p><b>Prismatic:</b> Vertical columns of soil that might be a number of cm long. Usually found in lower horizons.</p>
		
<p><b>Columnar:</b> Vertical columns of soil that have a salt "cap" at the top. Found in soils of arid climates.</p>	<p><b>Platy:</b> Thin, flat plates of soil that lie horizontally. Usually found in compacted soil.</p>	<p><b>Single Grained:</b> Soil is broken into individual particles that do not stick together. Always accompanies a loose consistence. Commonly found in sandy soils.</p>



# "FUTURE OF ENGLISH LANGUAGE IN INDIA"

Souvik Chakraborty, 3<sup>rd</sup> Semester



It was during the time of Lord William Bentinck as Governor-General that English was first introduced in India. The proposal had met with strong opposition from many influential quarters; but thanks to Raja Rammohan Roy and Lord Macaulay, it received the Governor-General's approval in 1835. Over a hundred and eighty five years have passed since then. That the measure has done good to our country by throwing open to us through English the vast store house of knowledge in different parts of the world is admitted on all hands.

But the situation has changed now, and there is a widespread demand all over India for instruction through the mother tongue. This is natural in these days for every self-respecting people. In fact, steps have already been taken in this direction in all the states of India so that the light of knowledge may reach every citizen, however humble he or she may be. But English has been still regained as a compulsory subject of study from the secondary education stage in every state.

I am strongly of opinion that it should continue as such for many more years to come for our own good. No doubt, it is a foreign language, the language of our late masters. But the knowledge is above all territorial considerations. English is the most widely-read language in the present-day world, and is a subject of study even

in some other independent countries where it is not the mother tongue of the people there.

The need for learning English is borne out of the fact that Indian engineers and scientists owe their great success in the

field of information technology and software exports to a good command over English language. Because of this highly professional and innovative contributions and ability to communicate in English, unlike scientists in many other countries, Indian software professionals have earned a high degree of esteem and they are in great demand around the world. A large number of foreign organisations have opened up back offices in India for works on business process outsourcing; call centres, etc. thereby opening up vast employment opportunities.

It has also to be borne in mind that none of our regional language is developed enough to fit as vehicles for higher studies, particularly in scientific subjects. No doubt, some strides have been made since independence; but much yet remains to be done. There is yet another very important consideration for the retention of English as a subject of study. Ours is a vast land where different people speak different tongues. Most of the people of one state cannot understand the language of another state. This makes it impossible for communication of ideas and growth of a feeling of oneness among the masses in different parts of India. English forms the link language and to abolish it at this stage will be suicidal from the national point of view.

# The Concept of Region and Classification

Shubayudh Datta  
5<sup>th</sup> Semester



In the classical geography of Strabo and A. von Humboldt, the world consists of routes and countries discovered in the course of explorations. The region is assimilated into countries whose landscapes, peoples and ways of life are described, and which are ruled over by a dominant country (we will recall that "**regere**" is the root of region). It was with E. Reclus (1885, 1887) and more specifically in the **Géographie Universelle** that the regional concept was framed: a popular term relating to regional spaces and which serves as the basis for administrative divisions of nation-states.

It was only at the end of the 19th century, in the vein of Darwin, that the regional concept split with the "pays" concept, and the natural region was considered a spatial unit defined by physical criteria: soil, relief, vegetation, climate... Whether they were large or small, these regions provided the framework for determinist research on the man-environment relationship. Vidal de la Blache (1889, 1910) cast a different shade of meaning on this approach with the concept of homogenous regions and

based regional geography on a possibilist vision: the bond between nature and societies creates a history and common geography for men who have been able to take advantage of the milieu in which they live. Vidal de la Blache stated that in the 20th century the role of societies is marked by the establishment of the means of communication and concentrations of economic activity that account for the distortions of spatial homogeneity.

In the concept of historical region proposed by J. Bruhnes (1956) and A. Demangeon (1905, 1927), geography became the offspring of history. In their observations on the stability of historical delimitations, these authors pointed out the significance of countries spawned by history and the role played by borders between these units. They described landscapes, ways of life and human practices using idiographic logic and explained them by the history of societies. M. Sorre (1943, 1954) fully supported this thinking in a series of works on human geography and clarified the broad concepts applicable to regions, such as "way of life" ("**genre de vie**").

The concept of cultural area presented by R. Dion (1991), P. Deffontaines (1956) and, in the United States, C. Sauer (1970) is derived from this historical vision. The term "cultural region" designates the area over which cultures are spread and develop territorial solidarity. From this point, the geography of representations which allows

us to pass from analysis on a collective scale (macro-geography) to the study of individuals (micro-geography) had only to take one step to get to A. Fremont's "**espaces vécus**" (1976). Cultural geographies are very rich and provide the link between the history of societies and spatial practices.

In one century, the evolution of the concept of the "region" has led us to the understanding that behind this widely used and ambiguous word lies a human, historical, cultural and economic reality. This reality is the social product gradually built up by societies in their life places. It is therefore not surprising that the contents as well as regional geographic scales can vary. At the end of the 20th century the region has become more economic and more political... it has even become supranational: in the United Nations the world is divided into areas such as "European region" and "American region".

Depending on its privileged geographic scale, the region makes reference to local logic or to global logic in fine meshes of space or in continental systems.

Contemporary regional science, like economics and spatial econometrics, is therefore facing a complex world reflecting the spatial concerns of our societies: the explosion of borders created and passed down from past administrations; the capacities for the creation of space and reconstruction of the world and States; and the new regional order that can better explain it, construct models to demonstrate it, and plan it. So in concluding remark, a region is an area that has features that set it apart from other areas (homogeneity in every phenomenon). The term is often applied to geographical areas, or groups of states or countries.

### Classification of Region

