

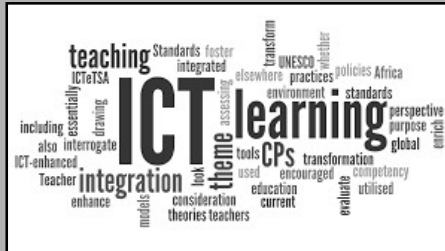


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**AN ACADEMIC JOURNAL OF KNOWLEDGE AND
ADVANCEMENT OF LEARNING**
SIR GURUDAS MAHAVIDYALAYA

2022-23



SIR GURUDAS MAHAVIDYALAYA

33/6/1, BIPLABI BARIN GHOSH SARANI, MURARIPUKUR,
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Advancement of Learning

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বিজ্ঞপ্তি

এই পত্রিকায় প্রকাশিত সমস্ত লেখাতে প্রকাশিত
মত ও ভাবনা সংশ্লিষ্ট লেখকের নিজস্ব ও
তথ্য আহরণ ও তার ব্যবহার লেখকের নিজস্ব।
তাই এই সম্পর্কিত কোনো দায়
বর্তমান পত্রিকা-কর্তৃপক্ষের নয়।
এই পত্রিকাটি বিনামূল্যে মহাবিদ্যালয়ের
ওয়েবসাইটে পাঠ করা যাবে।
তবে, কোনোভাবেই এই পত্রিকার কোনো লেখা
সংশ্লিষ্ট লেখক ভিন্ন অন্য কেউ
পত্রিকা কর্তৃপক্ষের অনুমতি ব্যতিরেকে
আর কোনো ভাবেই ব্যবহার করতে পারবেন না।

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অসিতকুমার বন্দ্যোপাধ্যায় শতবর্ষ:

স্মৃতি বিস্মৃতির শতবার্ষিকী

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অধ্যক্ষের কথা

এক নতুন উদ্যোগ আর সুন্দর সূচনা

আমাদের স্যার গুরুদাস মহাবিদ্যালয়ের শিক্ষক সংসদের এক অ্যাকাডেমিক চর্চার ক্ষেত্র এই গবেষণামূলক পত্রিকা। নতুন দিনের সঙ্গে অধ্যাপক-অধ্যাপিকাদের আরও সচেতন হতে হবে তাঁদের পঠন পাঠন বিষয়ে। তাঁদের ভাবনাচিন্তা প্রকাশ করতে হবে নতুন দিনের ছাত্রছাত্রীদের জন্য।

সকল শিক্ষক শিক্ষিকাদের ধন্যবাদ তাঁদের সাহায্যের জন্য। সকলের লেখাতে আরো ভরে উঠুক এই পত্রিকা। ভবিষ্যতে পত্রিকাটিকে বৃহত্তর পরিসরে নিয়ে যেতে পারলে এই পত্রিকার উদ্যোগ সার্থক হবে। আগামীদিনে পত্রিকাটি আরো সমৃদ্ধ হয়ে উঠবে এই স্বপ্ন মনে সজীব থাকুক। এই কাজে কলেজের সঙ্গে যুক্ত সকলের প্রতি আমার শুভেচ্ছা আর অভিনন্দন।

ড মণিশঙ্কর রায়

অধ্যক্ষ,

স্যার গুরুদাস মহাবিদ্যালয়



শিক্ষক সংসদের পক্ষ

নতুন উদ্যোগে নতুন উৎসাহ

স্যার গুরুদাস মহাবিদ্যালয়ের শিক্ষক সংসদের পক্ষ থেকে এই পত্রিকা প্রকাশের পরে কলেজে যেন এক নতুন পর্বের সূচনা হয়েছে। সকলে উৎসাহিত হয়েছেন নিজ নিজ চিন্তাচর্চা এখানে প্রকাশ করার লক্ষ্যে।

তবে আমাদের নির্দিষ্ট সময়সীমার মধ্যে যাঁদের লেখা পেলাম, তাঁদের লেখা নিয়েই প্রকাশিত হল এই সংখ্যা।

পরবর্তী সংখ্যাটি প্রকাশিত হবে আগামী বছর, আমাদের ইচ্ছা দেশের বিভিন্ন ক্ষেত্রে যশস্বী মানুষদের নিয়ে একটি ইন্টার-ডিসিপ্লিনারি সংখ্যা প্রস্তুত করা।

আশা করি সকলের উদ্যোগে তা সফল হবে।

সকল পাঠক ও সহকর্মীদের প্রতি আন্তরিক অভিনন্দন।

ধন্যবাদান্তে

মণিময় চক্রবর্তী

সম্পাদক

শিক্ষক সংসদ



সম্পাদকীয়

নানা ভাবনার প্রতিফলন

সকলের ভিতরে একটি
আগ্রহ তৈরি হয়েছে।
শিক্ষক-কক্ষে নিজেদের
ভেতর আলোচনার
বিষয় হয়ে উঠেছে
কে কী ভাবছেন,
কে কী বিষয়ে লিখতে চান,
তার আলোচনা।
এ এক শুভ-লক্ষণ।
পড়ানোর পাশাপাশি
লেখালেখির পর্ব
সূচিত হয়েছে।

ভারী ভয়ংকর একটি সময় পার হয়ে আমরা এখন একটু
থিতু হয়েছি। সময় যুক্ত হয়েছে আমাদের নিয়মিত
পাঠাভ্যাসে। তার সঙ্গে যুক্ত হয়েছে নিয়মিত পড়াশোনা,
লেখালেখি। এই পরিবর্তমান সময়ে আমাদের উদ্যোগ ছিল
একটি গবেষণামূলক পত্রিকা প্রকাশের। সেই ভাবনা থেকেই
এই আয়োজনের সূচনা।

সকলের ভিতরে একটি আগ্রহ তৈরি হয়েছে। শিক্ষক-কক্ষে
নিজেদের ভেতর আলোচনার বিষয় হয়ে উঠেছে কে কী
ভাবছেন, কে কী বিষয়ে লিখতে চান, তার আলোচনা। এ
এক শুভ-লক্ষণ। পড়ানোর পাশাপাশি লেখালেখির পর্ব
সূচিত হয়েছে।

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of KNOWLEDGE AND ADVANCEMENT of
LEARNING— তার পা ফেলা শুরু করেছে। চলেছে ধীর
পদক্ষেপে।

বর্তমান সংখ্যাতে ভারতে দলিত শিক্ষার মানচিত্র থেকে ম্যানগ্রোভ অরণ্যের গুরুত্ব আলোচিত। আলোচিত উচ্চশিক্ষায় আই সি টি নির্ভর শিক্ষাচিন্তার সঙ্গে আমাদের দেশে পিপিপি মডেল-এর বিভিন্ন দিকগুলি সম্পর্কে আলোচনা করা হয়েছে। সাহিত্যে এক বিস্মৃত অথচ বহুল পঠিত গবেষক সম্পর্কে আলোকপাত যেমন করা হয়েছে, তেমনই পরশুরামের কুঠার শীর্ষক একটি কাহিনিতে সমকালের প্রতিফলন কীভাবে ঘটেছে তার উপর একটি ভাবনা প্রকাশিত।

এই আজকাল এস জি এম বস্তুত আমাদের এই মহাবিদ্যালয়ের সমস্ত শিক্ষক শিক্ষিকার এক নিজস্ব চিন্তাচর্চার মুক্তমঞ্চ। এখানে আরো কাজ প্রকাশিত হোক।

মহাবিদ্যালয়ের অধ্যক্ষ ড. মণিশঙ্কর রায় এই ধরনের উদ্যোগে সর্বদাই পাশে থাকেন। তাঁকে অনেক ধন্যবাদ ও কৃতজ্ঞতা। সহকর্মী তথা সহযোদ্ধাদের আন্তরিক অভিনন্দন ও অনন্ত শুভেচ্ছা।

শুভেন্দু দাশমুঙ্গী
প্রধান সম্পাদক

Loss of Identity and Citizenship: Widows and Migrant Experience in Two Partition Texts in Translation

Gautam Halder

Assistant Professor, Department of History



In the 20th and 21st centuries, there have been significant efforts by the government and non-governmental organizations to improve the education scenario of tribal communities in India.

Abstract:

Tribal education has been a major concern in India since independence. The issue of tribal education in Eastern India is complex and has a long history. The education scenario of tribal communities in Eastern India has seen significant changes in the 20th and 21st centuries. This paper provides an overview of the policies and initiatives launched by the government and non-governmental organizations to improve the education scenario of tribal communities in Eastern India. The paper highlights the impact of initiatives like the Tribal Sub-Plan, the Right to Education Act, the Sarva Shiksha Abhiyan, and the Eklavya Model Residential Schools. The paper also discusses the role of NGOs in improving the education scenario of tribal communities in Eastern India.

Keywords:

Tribal education, Eastern India, government policies, non-governmental organizations, 20th century, 21st century.

Introduction

The education scenario of tribal communities in Eastern India has been a matter of concern for several decades. In the 20th and 21st centuries, the government and non-governmental organizations have launched several policies and initiatives to improve the education scenario of tribal communities in Eastern India. Education is a fundamental human right and is considered an essential tool for social, economic, and cultural development. Tribal communities in India have historically been marginalized and have faced social and economic exclusion. The literacy rate among tribal communities in India is much lower than the national average. The issue of tribal education has been a major concern in India since independence. Eastern India, which is home to a significant number of tribal communities, has been at the forefront of this struggle.¹ This paper provides an overview of the policies and initiatives launched by the government and non-governmental organizations to improve the education scenario of tribal communities in Eastern India and seeks to examine the evolution of tribal education in Eastern India from the colonial period to the present day. Tribal education in eastern India in 20 and 21st century: Policies and Initiatives.

In the 20th and 21st centuries, there have been significant efforts by the government and non-governmental organizations to improve the education scenario of tribal communities in Eastern India. Several policies and initiatives have been launched to ensure that tribal children receive quality education and can participate fully in the economic and social development



The first Five-Year Plan in 1951 included provisions for tribal education. The government established a separate Ministry of Tribal Affairs in 1999 to focus on the education and welfare of tribal communities.

of the region. In the early 20th century, the British government introduced the system of tribal administration in India, which included the establishment of schools for tribal children. However, these schools were not adequately equipped to meet the educational needs of tribal children. After independence, the government launched several policies and initiatives to improve the education scenario of tribal communities in Eastern India.² After independence, the Indian government recognized the importance of education for tribal communities and introduced several policies and programs to improve their access to education. The first Five-Year Plan in 1951 included provisions for tribal education. The government established a separate Ministry of Tribal Affairs in 1999 to focus on the education and welfare of tribal communities. The government also introduced several programs such as the Integrated Tribal Development Program, the Tribal Sub-Plan, and the Sarva Shiksha Abhiyan, to name a few.³

One of the significant initiatives launched by the government in the 20th century was the Tribal Sub-Plan (TSP). The TSP was launched in 1974-75 with the aim of providing financial assistance to states for the development of tribal communities. The TSP funds were used to establish schools, provide scholarships to students, and improve the infrastructure of schools in tribal areas. However, the impact of the TSP was limited, as the funds were not always utilized effectively.⁴

In the 21st century, several initiatives have been launched to improve the education scenario of tribal communities in Eastern India. The Right to Education Act, which was passed in 2009, made education a fundamental right for all children between the ages of 6 and 14. The act also mandated that all private schools reserve 25% of their seats for children from economically weaker sections, which includes many tribal children.⁵

Non-governmental organizations (NGOs) have also played a significant role in improving the education scenario of tribal communities in Eastern India. NGOs like the Tribal Education and Culture Society (TECS) have established schools in tribal areas and provided scholarships to tribal children. The TECS has also trained local teachers to teach in tribal schools and provided learning materials to students.⁶

In conclusion, the education scenario of tribal communities in Eastern India has seen significant improvements in the 20th and 21st centuries, with the launch of several policies and initiatives by the government and NGOs. However, several challenges still need to be addressed to ensure that tribal communities receive quality education and can participate fully in the economic and social development of the region.⁷

Various Perspectives of tribal education in Eastern India

The history of tribal education in Eastern India is the role of missionary organizations in promoting education among tribal communities. The arrival of Christian missionaries in the region during the colonial period led to the establishment of schools and colleges for tribal children. These institutions provided education in both English and tribal languages and played a crucial role in shaping the region's education landscape.⁸

However, the role of Christian missionaries in tribal education has also been a subject of controversy. Some argue that the emphasis on Western education and the English language has led to the marginalization of tribal languages and cultures. Others point out that the focus on education as a means of conversion has led to cultural imperialism and the loss of traditional knowledge and practices among tribal

communities.⁹

Despite these challenges, the efforts of missionary organizations in promoting education among tribal communities cannot be ignored. They have played a significant role in providing education to children in remote and inaccessible areas, and their contribution to the development of the education system in Eastern India cannot be overlooked.¹⁰

Another key issue in tribal education in Eastern India is the need to provide education that is relevant to the needs and aspirations of tribal communities. Traditional classroom education may not be suitable for all tribal children, and alternative approaches to education need to be explored. This includes vocational training, experiential learning, and the integration of traditional knowledge and practices into the education system.¹¹

Furthermore, the issue of access to education for tribal girls needs to be addressed. Despite efforts to promote education for all, girls from tribal communities still face significant barriers to education. This includes issues such as gender discrimination, poverty, and social and cultural norms that prioritize male education. The government and other stakeholders need to take concrete steps to address these challenges and ensure that girls from tribal communities have equal access to education.¹²

So, the history of tribal education in Eastern India is a complex and multifaceted one, shaped by various historical, social, and cultural factors. To ensure that all tribal children have access to quality education, it is essential to address issues such as infrastructure, teacher training, community participation, relevance of education, and gender equity. By working together, the government, NGOs, and other stakeholders can create a more inclusive and equitable education system that meets the needs of all children, regardless of their background.¹³

Another important aspect of tribal education in Eastern India is the role of the government in promoting education among tribal communities. The government has launched several initiatives to improve access to education for tribal children, such as the Tribal Sub-Plan (TSP) and the Integrated Tribal Development Agency (ITDA). The TSP is a strategy to channel funds for the development of tribal communities, while the ITDA is an agency responsible for the implementation of development programs for tribal areas.¹⁴

A brief overview of the tribal education status in Eastern states of India

Tribal education in Eastern India, comprising of the states of Bihar, West Bengal, Jharkhand, and Odisha, has undergone significant improvements over the past decade. However, challenges remain in ensuring equitable access to quality education for all tribal children.

Bihar: Bihar has a significant tribal population of about 9.9 million, comprising about 8.6% of the state's population. The state government has launched several initiatives to improve the educational status of tribal children, including the Kasturba Gandhi Balika Vidyalaya scheme, which provides free education for girls from disadvantaged groups, including tribal girls. The state government has also established 29 model schools in tribal areas and provides scholarships to tribal students pursuing higher education. Despite these initiatives, the dropout rate among tribal children remains high, and the quality of education is poor in many tribal areas.¹⁵ According to the Annual Status of Education Report (ASER) 2020, the enrollment rate of tribal children in Bihar is lower than that of non-tribal children. Only 58.4% of tribal children in the age group of 6-14 years are enrolled in school, compared to 69.2% of non-tribal children.

The tribal groups in India have a rich cultural heritage, and their education system is closely intertwined with their traditional knowledge and practices. In many tribal communities, education is imparted through oral traditions, where the elders pass on their knowledge and skills to the younger generation.



The lack of representation of tribal cultures and languages in the education system often leads to the marginalization of tribal communities.

The report also highlights the poor quality of education in many tribal areas, with a large percentage of students unable to read or write in their native language.¹⁶

West Bengal: West Bengal has a tribal population of about 5 million, comprising about 5.8% of the state's population. The state government has launched several initiatives to improve the educational status of tribal children, including the establishment of Ashram Schools in tribal areas, where tribal children are provided free education, accommodation, and food. The government also provides scholarships to tribal students pursuing higher education.¹⁷ However, many tribal areas still lack basic educational facilities, and the dropout rate among tribal children remains high. The ASER 2020 report also shows that the enrollment rate of tribal children in West Bengal is higher than that of non-tribal children.¹⁸

Jharkhand: Jharkhand has a significant tribal population of about 8.6 million, comprising about 26.3% of the state's population. The state government has launched several initiatives to improve the educational status of tribal children, including the Mukhyamantri Vidyalaya Yojana, which aims to establish one high-quality school in each of the state's 32 districts, with a special focus on tribal areas. The state government also provides scholarships to tribal students pursuing higher education. Despite these initiatives, the quality of education in many tribal areas remains poor, and the dropout rate among tribal children is high. Jharkhand has a significant tribal population, and the state government has launched several initiatives to improve access to education for tribal communities.¹⁹ The state government has established Eklavya Model Residential Schools (EMRS) for tribal students, and there are also several Ashram Schools and Kasturba Gandhi Balika Vidyalayas (KGBVs) that cater to tribal children. However, there are still several challenges in the implementation of these initiatives, such as inadequate infrastructure, lack of trained teachers, and low levels of community participation. The ASER 2020 report shows that the enrollment rate of tribal children in Jharkhand is lower than that of non-tribal children. Only 54.2% of tribal children in the age group of 6-14 years are enrolled in school, compared to 71.2% of non-tribal children. The report also highlights the poor quality of education in many tribal areas, with a large percentage of students unable to read or write in their native language.²⁰

Odisha: Odisha is home to a large number of tribal communities, and the state government has launched several initiatives to improve the educational outcomes of tribal children. The government has established Ashram Schools, EMRS, and KGBVs for tribal children, and there are also several hostels that provide accommodation and other facilities for tribal students. However, despite these efforts, there are still several challenges in the implementation of these initiatives, such as language barriers, inadequate infrastructure, and low levels of community participation. Odisha has a significant tribal population of

The Ministry of Tribal Affairs has launched the Eklavya Model Residential Schools scheme, which aims to establish more than 450 residential schools for tribal children across the country, equipped with modern infrastructure and digital learning resources.

about 9.2 million, comprising about 22% of the state's population.²¹ The state government has launched several initiatives to improve the educational status of tribal children, including the Odisha Tribal Empowerment and Livelihoods Programme, which aims to improve the quality of education in tribal areas by providing better infrastructure, trained teachers, and improved learning materials. The state government also provides scholarships to tribal students pursuing higher education. However, many tribal areas still lack basic educational facilities, and the dropout rate among tribal children remains high. The ASER 2020 report shows that the enrolment rate of tribal children in Odisha is lower than that of non-tribal children. Only 57.3% of tribal children in the age group of 6-14 years are enrolled in school, compared to 71.3% of non-tribal children.²²

Therefore, while the Eastern Indian states have made significant progress in improving tribal education, there is still a long way to go in ensuring equitable access to quality education for all tribal children. More efforts are required to improve the quality of education in tribal areas, provide better infrastructure, trained teachers, and learning materials, and reduce the dropout rate among tribal children. It is essential to note that the challenges faced by tribal education in these states are not exhaustive and may vary across different regions within each state. Additionally, there are several other states in India that have significant tribal populations, and the initiatives taken by the respective state governments may differ. Therefore, a comprehensive overview of tribal education state-wise would require extensive research and analysis.²³ To address these challenges, several NGOs and civil society organizations are working in collaboration with the government to improve the educational status of tribal children. For instance, the Tata Trusts have launched the Tata Steel Tribal Development Society in Jharkhand, which aims to provide quality education to tribal children through the establishment of model schools, teacher training programs, and community mobilization initiatives.²⁴ In addition, the government is also focusing on improving digital infrastructure in tribal areas to ensure access to online learning resources for tribal children. The Ministry of Tribal Affairs has launched the Eklavya Model Residential Schools scheme, which aims to establish more than 450 residential schools for tribal children across the country, equipped with modern infrastructure and digital learning resources.²⁵

Challenges of tribal education in Eastern India

India is home to a large number of tribal groups, each with their unique culture, language, and education system. According to the 2011 census, there are more than 700 Scheduled Tribes in India, accounting for 8.6% of the country's total population.

The tribal groups in India have a rich cultural heritage, and their education system is closely intertwined with their traditional knowledge and practices. In many tribal communities, education is imparted through oral traditions, where the elders pass on their knowledge and skills to the younger generation. The education system in tribal communities is often based on practical skills and hands-on training rather than formal education.

Despite the various initiatives and programs launched by the Indian government to improve the educational outcomes of tribal children in Eastern India, several challenges remain. These challenges can be broadly categorized into four areas: infrastructure, teachers and teaching, socio-economic factors, and cultural factors. Despite these challenges, the government's efforts to improve the education scenario of tribal communities in Eastern India have yielded positive results. According to the National Education Policy 2020, the literacy rate among STs in India has increased from 8.5% in 1961 to 59.1% in 2011. The Gross Enrolment Ratio (GER) for STs in primary education has also increased from 88.3% in 2008-09 to 97.4% in

2017-18. The GER for secondary education has increased from 51.3% in 2008-09 to 70.4% in 2017-18.²⁶

Infrastructure is a significant challenge in improving tribal education. Many tribal areas lack basic amenities such as roads, electricity, and proper sanitation facilities. This lack of infrastructure makes it challenging to provide quality education to tribal children, especially in remote areas. Additionally, many schools in tribal areas lack adequate infrastructure such as classrooms, laboratories, libraries, and computers. This inadequacy of infrastructure severely impacts the quality of education provided to tribal children.²⁷

Teachers and teaching are also significant challenges in improving tribal education. There is a severe shortage of trained teachers in tribal areas, which affects the quality of education. Additionally, teachers in tribal areas face several challenges, including language barriers and cultural differences. The majority of teachers in tribal areas do not belong to the tribal community, and as a result, they are not familiar with the culture and customs of the tribes. This lack of understanding often leads to misunderstandings and miscommunication between teachers and students, which can affect the quality of education.²⁸

Socio-economic factors also pose significant challenges to tribal education. Poverty is a prevalent issue in tribal areas, and many tribal children come from economically disadvantaged backgrounds. Poverty often leads to malnutrition and poor health, which can affect a child's cognitive and physical development. Moreover, poverty often forces children to drop out of school to work and support their families. This early dropout from school further perpetuates the cycle of poverty.²⁹

Cultural factors are another challenge in improving tribal education. Tribal communities have their unique cultures, customs, and languages. The majority of the education system in India is designed for the mainstream population, which often does not align with the culture and customs of the tribes. As a result, tribal children often face difficulties in adapting to the education system. Additionally, the lack of representation of tribal cultures and languages in the education system often leads to the marginalization of tribal communities.³⁰

Addressing these challenges requires a multi-pronged approach. The government needs to invest in improving the infrastructure in tribal areas to provide better facilities for education. This investment should include the provision of roads, electricity, and other basic amenities. Additionally, the government needs to focus on improving the quality of education by increasing the number of trained teachers in tribal areas. It is also essential to recruit teachers who belong to the tribal community to increase cultural sensitivity and understanding.³¹

Socio-economic factors can be addressed by providing financial assistance, scholarships, and mid-day meal schemes to ensure that children can attend school without dropping out to support their families. The government can also provide vocational training opportunities to equip students with the necessary skills to earn a livelihood and break the cycle of poverty.³²

Cultural factors can be addressed by incorporating the culture, customs, and languages of the tribes into the education system. This inclusion can help students relate to their culture and history, promoting a sense of belonging and identity. Additionally, the government can encourage the use of tribal languages as a medium of instruction in schools.³³

As a result, tribal children often face difficulties in adapting to the education system. Additionally, the lack of representation of tribal cultures and languages in the education system often leads to the marginalization of tribal communities.

The shortage of trained teachers in tribal areas is another significant challenge. Many teachers are not adequately trained to teach in multi-lingual and multi-cultural environments, making it challenging to provide quality education to tribal children.

Lack of infrastructure is one of the significant challenges that tribal communities face is a lack of infrastructure for education. Many tribal villages do not have proper schools or transportation facilities, making it challenging for children to access education.

The language barrier is another significant challenge is the language barrier. Tribal communities have their languages, which are often not taught in mainstream schools. As a result, children may struggle to understand the lessons taught in school, leading to poor performance and dropout rates.

The cultural disconnect is one of the significant challenges that tribal communities. Tribal communities have their unique cultures and traditions, which may differ significantly from the mainstream culture. This cultural disconnect can lead to a lack of interest in mainstream education, making it challenging to motivate children to attend school regularly.

Poverty is a significant challenge faced by many tribal communities in India. The lack of financial resources makes it difficult for families to afford the expenses associated with education, such as school fees, textbooks, and uniforms.

The shortage of trained teachers in tribal areas is another significant challenge. Many teachers are not adequately trained to teach in multi-lingual and multi-cultural environments, making it challenging to provide quality education to tribal children.

So, the challenges facing tribal education in Eastern India are significant and require a multi-pronged approach to address them. Improving the infrastructure, training teachers, addressing socio-economic factors, and incorporating tribal cultures and languages into the education system are critical steps in improving the educational outcomes of tribal children.

Some solutions to the challenges of tribal education in eastern India in 20 and 21st century.

There are several solutions that can be implemented to address the challenges faced by tribal education in Eastern India. Some of the solutions are:

Improve infrastructure: The government needs to invest more in building better infrastructure for schools in tribal areas. This includes providing clean drinking water, electricity, and proper sanitation facilities, as well as constructing well-equipped classrooms and libraries.

Teacher training: Teachers need to be trained to work effectively in tribal areas. They should be provided with training on how to teach in a multicultural environment, how to work with children from diverse backgrounds, and how to address the specific learning needs of tribal students.

Support for cultural diversity: Tribal students come from diverse cultural backgrounds, and their learning needs may differ from those of students from other parts of the country. Schools need to recognize and appreciate the cultural diversity of tribal students and provide a curriculum that reflects this diversity.³⁴

Addressing poverty: Poverty is a significant challenge faced by tribal communities. It often leads to high dropout rates among students as families cannot afford the expenses of sending their children to school. The government needs to provide financial support to students from economically weaker sections of society to ensure that they can

complete their education.

Collaboration with NGOs: NGOs have been working in tribal areas to improve the education scenario. The government needs to collaborate with NGOs to ensure that their efforts are aligned with government policies, and they can work together to provide quality education to tribal students.

Use of technology: Technology can be used to improve the quality of education in tribal areas. This includes providing access to online resources and e-learning tools, as well as using technology to connect students with teachers and mentors from other parts of the country.³⁵

Community involvement: Local communities can play an essential role in improving the education scenario in tribal areas. They can be involved in the decision-making process and can provide support to schools and teachers. This includes volunteering in schools, providing financial support, and working with teachers to address the specific needs of tribal students.

Awareness campaigns: There is a need to create awareness among tribal communities about the importance of education. This can be done through awareness campaigns that highlight the benefits of education and encourage parents to send their children to school.³⁶

Skill development: Tribal students often face challenges in finding employment opportunities after completing their education. To address this issue, there is a need to provide skill development training to students. This includes vocational training, entrepreneurship programs, and other programs that provide students with the skills they need to find employment or start their businesses.³⁷

Incentives for teachers: Teachers play a critical role in improving the education scenario in tribal areas. To encourage more teachers to work in these areas, the government can provide incentives such as better pay, housing facilities, and other benefits.³⁸

So, addressing the challenges faced by tribal education in Eastern India requires a multi-faceted approach that involves the government, NGOs, local communities, and other stakeholders. By implementing solutions such as the use of technology, community involvement, awareness campaigns, skill development, and incentives for teachers, we can ensure that tribal communities receive quality education and can participate fully in the economic and social development of the country.³⁹

The steps were taken by the government for tribal education

The Indian government has taken several steps to improve the educational outcomes of tribal communities in Eastern India in both pre-independence and post-independence eras. In this section, we will discuss some of the major initiatives taken by the government.

Pre-Independence Era

Establishment of Missionary Schools: The British government, along with Christian missionaries, established several schools for tribal children in Eastern India. These schools provided basic education to tribal children and were the first formal education institutions in these areas.⁴⁰

Tribal Welfare Department: In 1874, the British government established a Tribal Welfare Department to provide educational and welfare services to tribal communities. This department was responsible for establishing schools, providing scholarships, and training teachers.⁴¹

Vernacular Schools: The British government also established Vernacular Schools to provide education in the local language of the tribal communities. These schools aimed to promote local languages and cultures, which were often ignored in the mainstream education system.⁴²

Post-Independence Era

Tribal Sub-Plan: In 1974, the government of India launched the Tribal Sub-Plan (TSP) to provide financial assistance to tribal communities. The TSP aimed to improve the overall development of tribal areas, including education.⁴³

National Policy on Education: In 1986, the government of India launched the National Policy on Education (NPE) to provide equal access to education for all citizens. The policy aimed to promote education among disadvantaged groups, including tribal communities.⁴⁴

Sarva Shiksha Abhiyan: In 2001, the government of India launched the Sarva Shiksha Abhiyan (SSA) to provide universal elementary education. The SSA aimed to provide education to all children, including

**Vanbandhu Kalyan Yojana (VKY) Launched in 2014,
VKY is a comprehensive scheme that aims to improve the
socio-economic development of tribal communities.
The scheme focuses on education, health,
skill development, and livelihoods.**

those from disadvantaged communities, such as tribal communities.⁴⁵

Right to Education Act: In 2009, the government of India passed the Right to Education Act (RTE), which made education a fundamental right for all children between the ages of 6 and 14 years. The RTE aimed to provide free and compulsory education to all children, including those from tribal communities.⁴⁶

Eklavya Model Residential Schools: In 1997, the government of India launched the Eklavya Model Residential Schools (EMRS) to provide quality education to tribal children. These schools provide free education, accommodation, and other facilities to tribal children from remote areas.⁴⁷

Integrated Tribal Development Program: In 1976, the government of India launched the Integrated Tribal Development Program (ITDP) to provide overall development to tribal communities. The program aims to improve the socio-economic conditions of tribal communities, including education.⁴⁸

So, the Indian government has taken several steps to improve the educational outcomes of tribal communities in Eastern India. These initiatives aim to address the challenges faced by tribal communities in accessing education and to promote overall development. The initiatives taken in the post-independence era have been more comprehensive and have focused on providing universal access to education for all children, including those from tribal communities. Apart from the initiatives mentioned earlier, several other policies and schemes have been launched by the Indian government to improve the educational outcomes of tribal communities in Eastern India. In this section, we will discuss some of these policies and schemes.⁴⁹

Vanbandhu Kalyan Yojana (VKY): Launched in 2014, VKY is a comprehensive scheme that aims to improve the socio-economic development of tribal communities. The scheme focuses on education, health, skill development, and livelihoods. Under this scheme, the government has established model residential schools for tribal children, known as "Eklavya Model Residential Schools" (EMRS), to provide quality education to tribal children.⁵⁰

Special Central Assistance to Tribal Sub-Plan (SCA to TSP): The SCA to TSP is a central government scheme that provides financial assistance to the states for the development of tribal areas. The scheme aims to improve the educational infrastructure and outcomes of tribal communities.

Post-Matric Scholarship Scheme for ST Students: This is a centrally sponsored scheme that provides financial assistance to ST students for pursuing post-secondary education. The scheme covers tuition fees, maintenance allowances, and other incidental expenses.⁵¹

National Fellowship for ST Students: Launched in 2013, this scheme provides fellowships to ST students pursuing higher education in research and development. The scheme covers the entire cost of education and provides a monthly stipend to the students.

National Scheme of Incentives to Girls for Secondary Education: This is a centrally sponsored scheme that provides financial incentives to girl students from SC/ST communities who complete secondary education. The scheme aims to promote girls' education among marginalized communities.

Tribal Cooperative Marketing Development Federation of India (TRIFED): TRIFED is a government agency that promotes the development of tribal communities through various economic activities, including education. The agency provides financial assistance to tribal entrepreneurs, cooperatives, and self-help groups to promote economic growth and development.

Therefore, several policies and schemes have been launched by the Indian government to improve the educational outcomes of tribal communities in Eastern India. These policies and schemes aim to address the challenges faced by tribal communities in accessing education and to promote overall development. The initiatives launched in recent years have been more comprehensive and have focused on pro-

viding quality education, financial assistance, and skill development to tribal communities.

Current Status of Tribal Education in West Bengal

In pre-independence India, there were few educational facilities available for tribal communities. The first government school for tribal children in West Bengal was established in 1948 in the Purulia district. After independence, the government took various initiatives to improve tribal education, including the establishment of tribal welfare and development departments. However, the progress was slow, and it was only after the 1980s that significant improvements were observed.⁵²

As per the Census of India 2011, the literacy rate among tribal communities in West Bengal is 61.55%, which is lower than the state's overall literacy rate of 76.26%. There are several factors contributing to this, including poverty, lack of infrastructure, language barriers, and cultural differences. Furthermore, there is a shortage of teachers and the quality of education provided in tribal areas is often inadequate.⁵³

Despite the government's efforts, there are still several challenges faced by tribal education in West Bengal. These include inadequate infrastructure, a shortage of teachers, lack of awareness among parents about the importance of education, cultural barriers, and the lack of quality education. Furthermore, there is a high dropout rate among tribal students due to poverty and the need for child labour.⁵⁴

West Bengal is home to several tribal groups with unique cultures, languages, and traditions. Some of the major tribal groups in West Bengal are:

Santals: Santals are one of the largest tribal groups in West Bengal, mainly concentrated in the districts of Purulia, Bankura, and West Midnapore. They have their own language, known as Santali, and their traditional occupation is agriculture

Kurmi: Kurmi is another major tribal group in West Bengal, mainly found in the districts of Jalpaiguri, Jhargram, Cooch Behar, and Darjeeling. They speak the Kurmali language and are primarily engaged in agriculture and animal husbandry.⁵⁵

Lodhas: Lodhas are a tribal group mainly found in the districts of Purulia, Bankura, and West Midnapore. They have their language, known as Lodhi, and are primarily engaged in agriculture.⁵⁶

These tribal groups in West Bengal have their unique education system, which is closely intertwined with their culture, language, and traditions. However, they also face several challenges in accessing quality education and need support from the government and NGOs to improve their education system.

Conclusion

Overall, it can be concluded that while there have been significant efforts to improve the educational outcomes of tribal children in Eastern India, there is still a long way to go. Addressing the challenges that hinder the implementation of initiatives and programs is crucial to ensure that tribal children have access to quality education and can build a better future for themselves and their communities.⁵⁷ In conclusion, tribal education in eastern India has been a topic of concern for decades due to various challenges such as poverty, lack of infrastructure, cultural differences, and language barriers. The government has taken several steps to improve the situation, including the implementation of various policies and schemes. However, much more needs to be done to ensure that tribal communities have access to quality education and are not left behind in the development process. NGOs, civil society organizations, and local communities can also play a vital role in promoting education and addressing the unique needs and challenges of tribal groups.

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সুবোধ ঘোষের পরশুরামের কুঠার গল্পে ধনিয়া চরিত্র ও কাহিনির নামকরণের সার্থকতা

দেবযানী নায়ক

রাজ্য অনুমোদিত কলেজ শিক্ষক, বঙ্গভাষা ও সাহিত্য বিভাগ

সুন্দরম, পরশুরামের
কুঠার ও তিন অধ্যায়
এই তিনটি গল্পে
সভ্যতা ও
সংস্কৃতিগর্বে গর্বিত
মানুষের সুকর্ষিত
সৌন্দর্যানুভূতি,
সমাজরক্ষী
নীতিচেতনা ও
উন্নাসিক
আভিজাত্যবোধের
ভিত্তিমূল পর্যন্ত বৃহত্তর
জীবন-চৈতন্যের
আলোকে পরীক্ষিত
হয়েছে।

বাংলা ছোটগল্পের ধারায় দ্বিতীয় বিশ্বযুদ্ধের সমকালে সুবোধ ঘোষ আবির্ভূত হন। ১৯৪২ থেকে ১৯৪৫ এই সময়ের গল্পগুলিতে তিনি নানাভাবে মধ্যবিত্ত, নিম্নবিত্ত এবং প্রায় সর্বহারা মানুষদের সঙ্গে সংশ্লিষ্ট থেকে গল্পের বিষয় ও লক্ষ্যকে ভেবেছেন। সমাজ ও মানুষের পক্ষে যা সত্য বলে মনে হয়েছে সেই সত্যকেই তিনি অন্বেষণ করেছেন পরশুরামের কুঠার, সুন্দরম, মা হিংসি, গরল অমিয় ভেলো ইত্যাদি গল্পের মধ্যে - জৌলুস, জাঁকজমক, তীব্র আকর্ষণ, ভেতরে নিষ্ফল ভাববিনিময়ের অভিজ্ঞতা প্রকাশ পেয়েছিল।

বাস্তব সচেতন লেখক সুবোধ ঘোষ তাঁর প্রতিটি গল্পেই একটি নির্দিষ্ট তত্ত্বমূলক বক্তব্য প্রতিষ্ঠিত করেছেন। কিন্তু তাঁর শিল্পদক্ষতার কারণে এই তত্ত্ব ভারাক্রান্ত হয়নি। প্রায় প্রত্যেকটি ছোটগল্পেই একটি ঐক্যবদ্ধ কাহিনীকে সামান্য একটি চমকের মধ্য দিয়ে পরিণামে পৌঁছে দিয়েছেন এবং সেই পরিণামের মধ্যেই চিরন্তন সত্য উদ্ভাসিত হয়েছে।

সুন্দরম, পরশুরামের কুঠার ও তিন অধ্যায় - এই তিনটি গল্পে সভ্যতা ও সংস্কৃতিগর্বে গর্বিত মানুষের সুকর্ষিত সৌন্দর্যানুভূতি, সমাজরক্ষী নীতিচেতনা ও উন্নাসিক আভিজাত্যবোধের ভিত্তিমূল পর্যন্ত বৃহত্তর জীবন - চৈতন্যের আলোকে পরীক্ষিত হয়েছে। পরশুরামের কুঠার গল্প গ্রন্থটির প্রকাশকাল ১৯৪২। এই সময় সুবোধ ঘোষ মানিক বন্দ্যোপাধ্যায়ের বৈজ্ঞানিক বাস্তবতাবাদের পথ ধরে মধ্যবিত্তের নতুন এক বাস্তব বলয়ের মধ্যে তাঁর পাঠকদের দৃষ্টি আকৃষ্ট করেছিলেন। এই বাস্তবতাবোধ লেখকের ব্যক্তিগত জীবনের অভিজ্ঞতা থেকে জাত নিশ্চিত নতুন মাত্রার জীবন পর্যবেক্ষণ। আলোচ্য গল্পে তার প্রমাণ পাওয়া যায়। তিনি নিজের বাস্তব অভিজ্ঞতা সম্পর্কে যা বলেছেন তা থেকে জানা যায় লেখক হওয়ার জন্য তাকে আলাদা করে অভিজ্ঞতা অর্জন করতে হয়নি। জীবিকার জন্য সংগ্রাম করতে করতেই তিনি অভিজ্ঞ হয়ে উঠেছিলেন।

'পরশুরামের কুঠার' গল্পে সুবোধ ঘোষের শিল্পী ব্যক্তিত্ব তাঁর বাস্তব অভিজ্ঞতারই ফসল। একসময় একটি সংক্ষিপ্ত আত্মকথায় তিনি জানিয়েছেন, "...আমার গল্প লেখার কৃতিত্বটা বিশুদ্ধ আকস্মিকতার একটা ইন্দ্রজালের জাল নয়। ভাবনা, কল্পনা ও অনুভবের মধ্যে জীবন-বৈচিত্রের যে ছবি আগেই রূপান্তরিত হয়েছিল, তারই প্রতিচ্ছবি একদিন গল্পরূপে বিমূর্ত হয়েছিল।" আলোচ্য গল্পের অসাধারণ বিষয়বৈচিত্র্য সেইসব রূঢ় বাস্তব জীবনশিক্ষার অন্যতম এক স্বাভাবিক শিল্প-স্বীকৃতি। ক্রমশ নতুন করে গড়ে ওঠা এক খনি শহরের নবোদ্ভূত মধ্যবিত্ত শ্রেণীর স্বার্থসর্বস্ব জীবনধারণ ও যাপনের উজ্জল চিত্রকে যেন পোস্টমর্টমের টেবিলে রেখে সর্বকালের মানব ভাবনার তীব্র আলোক ফেলে গ্লোষের ছুরি দিয়ে নিপুন জীবন - ব্যবচ্ছেদ করেছেন গল্পকার। সেই সমাজের মানুষগুলির পক্ষে স্বভাব-নিহিত সার্থক বিপরীত নীতি -বিগর্হিত আচরণের হিসাবে আত্মবিশ্বাস দেখার স্বচ্ছ

আয়না এই গল্পটি।

বাংলা সাহিত্যে জননীর অনেক রূপাঙ্কন হয়েছে। কিন্তু আলোচ্য গল্পে ধনিয়ার মধ্যে দিয়ে লেখক জননীর যে মূর্তি তুলে ধরেছেন তা যুগের আর্থ - সামাজিক অভিঘাতে ক্ষতবিক্ষত। গল্পটি পড়তে পড়তে পাঠকের মনে পড়ে আরো অনেক পরে লেখা মহাশ্বেতা দেবীর 'স্তনদায়িনী' গল্পটির কথা। তবে মহাশ্বেতা দেবীর গল্পের পরিণতি ভিন্ন রকম। সুবোধ ঘোষের গল্পে মূলত মধ্যবিত্ত, মেকি সমাজ বিধানের প্রতি শাণিতভাবে আঘাত করা হয়েছে। সমাজের অনুশাসনের কুঠারে একজন স্তন্যপায়ীষ দায়িনী জননীকে, একটি চিরস্তন্য মাতৃরূপে পরিপূর্ণ হৃদয়কে হত্যা করে কিভাবে তাকে মার্কামারা বারবনিতার দলে ঠেলে দেওয়া হল তার মর্মান্তিক কাহিনী বিবৃত হয়েছে। ভারতীয় প্রেক্ষাপটে মাতৃভাবমূর্তিকে বাস্তবনিষ্ঠ ভঙ্গিতে দেখানো হয়েছে এবং কার্যত তাকে এখানে চ্যালেঞ্জ করা হয়েছে।

এ গল্পের কেন্দ্রীয় চরিত্র ধনিয়া। তার চরিত্রকে স্বচ্ছ আয়না করে সেইসময়ের ভদ্র, স্বার্থান্ধ সমাজের ও মধ্যবিত্ত মানুষের নীতিহীনতা, অবক্ষয় ও মানুষ হিসাবে সর্বদিকে অক্ষমতাকে, সত্যতার বিকৃতিকে, অবক্ষয়কে গল্পকার দেখাতে চেয়েছেন। তাই ধনিয়া একালের গল্পকারের কলমে যেন চিরকালের শিল্পীর নিষ্ঠুর প্রশ্ন। তিলকের মা ধনিয়া নয়াদে প্রান্তে বাঙালি টোলা থেকে সামান্য দূরে আমড়াতলায় খাপরার ছাউনি দেওয়া একটা মেটে ঘরে বসবাস করে। সে অন্ত্যজ নারী, তার সমাজ নেই, আত্মীয় নেই, আপনজনও নেই। বহুপরিচর্যাকারিণী ভর্তৃহীনা এই নারী দু - তিন বৎসরের নিয়মিত ব্যবধানে হাসপাতালে এক একটি সত্যকামের জন্ম দিয়ে মাতৃ স্তন্যের উৎস অব্যাহত রাখে।

গল্পকার ধনিয়ানামী এই নারীকে দেহে-মনে, রক্তে-মজ্জায়, শিরায়-তন্ত্রিতে সর্বত্রই জননী রূপে এঁকেছেন। কিন্তু তার মাতৃসত্তায় আছে লক্ষণীয় বৈপরীত্য। সে নিজের সন্তানকে কাছে রাখে না। অন্যের সন্তানকে মাতৃত্ব দিয়ে বাঁচায়, মাতৃত্ব বিক্রয় তার জীবিকা, তার পেশা। অশিক্ষিত অন্ত্যজ রমণীর সরল ও অকাট্যযুক্তি পাঠককে বিস্মিত ও অভিভূত করে। মিশনারি হাসপাতালের লেডি ডাক্তার থেকে শুরু করে সকলেই বিস্মিত হয় ধনিয়ার এই অদ্ভুত আচরণে। লেডি ডাক্তারের মতে, "জননতম পাখির বাচ্চাই বড় হয়ে পালিয়ে যায়। কিন্তু এই প্রথম দেখলাম পাখি পালিয়ে যাচ্ছে বাচ্চা ফেলে দিয়ে।" "লেডি ডাক্তারের প্রশ্নের উত্তরে সে বলেছিল, ছেলেকে সে খাওয়াতে পারবে না, " ছেলেকে মানুষ করার মত পয়সা আমার নেই।"

বলা বাহুল্য ধনিয়ার এই উক্তি প্রচলিত সমাজ ব্যবস্থার ছবিকেই তুলে ধরেছে। জীবিকার প্রয়োজনে সে সন্তানের জন্ম দেয় কিন্তু জানে সন্তানকে শুধুমাত্র খাইয়ে বড় করলে হবে না। তাকে উজ্জ্বলতার পথে ঠেলে দিলে মাতৃত্বের অবমাননা ঘটবে, তাই সে তার সন্তানদের কাছে রাখতে ভয় পায়। ভিখারী মেয়েরা সন্তানের জন্ম দেয় শিক্ষা করবার জন্য কিন্তু ধনিয়া সচেতন নারী সে তার অবহেলিত আত্মজন্মের ভিখারিতে পরিণত করতে চায় না। তার কাম্য বিশেষ পরিচয় এর কলঙ্কমুক্ত হয়ে নির্বিশেষে তারা পরিচিত হোক শুধু মানবসন্তান রূপে। ধনিয়া শুধুমাত্র পঙ্গু প্রসাদী প্রতি তার দায়িত্ব পালন করেছে। তাকে নিয়ম করে সে প্রতিদিন ভাত দেয়, নাহলে লোকটির অন্ন জুটবে না।

দেহে মনে ধনিয়া শুধুই জননী। তাই বড়দিনের প্রভাতসূর্যের আভায় মিশনের অনাথালয়ের ছেলেদের মার্চ করে যেতে দেখে সে সতৃষ্ণ নয়নে তাকিয়ে থাকে। এইসব মানবপুত্রদের সে তার চোখের দৃষ্টির অদৃশ্য চুম্বনের স্পর্শে আশীর্বাদ জানায়, মঙ্গল কামনা করে। ওদের মধ্যে নিজের অনামিক সন্তানের কল্পনায় প্রিয় সজ্জসূর্যের চরমরূপে উৎসারিত সজলাসারের মতো এক পুলকের বন্যা তার সমস্ত শরীরে উপচে ওঠে। উৎসারিত মাতৃধারায় বুকুর কাঁচুলি ভিজে যায়। প্রসঙ্গত স্মরণে আসে নরেন্দ্রনাথ মিত্রের 'ঘাম' গল্পটির কথা, যেখানে মাতৃত্বকে মহনীয় রূপে অঙ্কন করা হয়েছে। গল্পটিতে সন্তানহীনা সুন্দরী সুনন্দা পরের ছেলে - মেয়ে গুলিকে কোলে নিয়ে আদর যত্ন করলে সারা শরীর তার ঘামে ভিজে যেত। অবদমিত মাতৃত্বের ভিন্নপথীক্ষরণ এই ঘাম আর আলোচ্য গল্পে শোভাযাত্রায় তারই অচেনা ছেলেগুলিকে দেখলে অসংখ্য সন্তানের জননী ধনিয়ার স্তনে উৎসারিত হয় পীযুষধারা। " কিন্তু কে নয়? মনে হচ্ছে সবাই "-এই উক্তির মধ্য দিয়ে সংহত অবদমিত মাতৃচেতনার অনবদ্য পরিচয় পাওয়া যায়।

ছলে-বলে-কৌশলে যাদের সমাজে টিকে থাকতে হয়, তাদের সমাজকে মানার বাধ্যবাধকতা নেই, তাদের মধ্যে কপটতা, ভগ্নামি নেই। ধনিয়া অভাবে মরতে বসলেও সমাজ তার প্রতি সহানুভূতি প্রকাশ করে না। সুবোধ ঘোষ বিশ্বাস করতেন মানুষের জন্মের ইতিহাসে কোন কলঙ্কের দাগ থাকতে পারে না। পুরুতান্ত্রিক সমাজে পুরুষদের গায়ের জোরেই নারীকে পতিত, কলঙ্কিত হতে হয়। সন্তানের দায়িত্ব গ্রহণ করার ভার শুধু একা মায়ের নয়, সন্তানের প্রতি পিতারও কর্তব্য আছে। প্রাগৈতিহাসিক সমাজে মায়ের পরিচয়েই সন্তানের পরিচয় নিহিত ছিল, সেই মা ছিল সর্ব বিষয়ে স্বাধীন ও শোষণমুক্ত। অদূর ভবিষ্যতেও এমন একদিন আসতে পারে যেদিন নারী সমস্ত দিক থেকে শৃঙ্খলমুক্ত হবে। সেদিনকার সেই



একসময় একটি সংক্ষিপ্ত আত্মকথায় তিনি জানিয়েছেন,
"...আমার গল্প লেখার কৃতিত্বটা বিশুদ্ধ আকস্মিকতার একটা
ইন্দ্রজালের জাল নয়। ভাবনা, কল্পনা ও অনুভবের মধ্যে
জীবন-বৈচিত্রের যে ছবি আগেই রূপান্তরিত হয়েছিল, তারই
প্রতিচ্ছবি একদিন গল্পরূপে বিমূর্ত হয়েছিল।"

অত্যাধুনিক মাতৃতান্ত্রিক সমাজে সন্তান স্বীকৃত হবে মায়েরই পরিচয়ে। পরশুরামের কুঠার গল্পে এই প্রসঙ্গটি প্রচ্ছন্ন হয়ে আছে অতি যত্নে।

ধনিয়া মাতৃ চরিত্র হলেও সমাজের কাছে সে পালয়িত্রী, ধাত্রী। সুবোধ ঘোষ এখানে সচেতন ভাবেই সমাজের পরিকাঠামো, সমাজের বিভেদ নীতি প্রভৃতির দিকে অঙ্গুলি নির্দেশ করেছেন। ধনিয়া চরিত্র যেন গোটা পেটি বুর্জোয়া নীতির বিধান জর্জরিত মধ্যবিত্ত সমাজকে কশাঘাত করেছে, আত্মমর্যাদা প্রতিষ্ঠার মাধ্যমে এই পেটি বুর্জোয়া সমাজের প্রয়োজন আছে। নয়াবাদের সম্পন্ন গৃহস্থ পরিবারে মাঝে মাঝেই ধনিয়ার ডাক পড়ে কারণ সে পীযুষধাত্রী। গৃহস্থ মধ্যবিত্ত মেয়েদের জীর্ণ স্বাস্থ্য সন্তানপালনের পক্ষে অক্ষম, এই কারণেই ভদ্র সমাজকে বারবার ধনিয়ার সাহায্য নিতে হয়। ধনিয়ার প্রচলিত জীবনধারা, আচার-আচরণ সবকিছুই অন্তপুরিকা নারীদের কাছে ঘৃণা বিদ্বেষ এবং সমালোচনা জর্জরিত, তবু নিজেদের নবজাতকের ক্ষীণ প্রাণকে পুষ্ট এবং দীর্ঘায়ু করার জন্য স্তন্যদানের প্রয়োজনেই ধনিয়া ভদ্রবাড়ির অন্দরমহলে প্রবেশাধিকার পায়। অনিচ্ছা সত্ত্বেও ভদ্র বাড়ির মহিলারা ধনিয়ার কোলে সদ্যোজাত সন্তানদের তুলে দেয় আর ধনিয়া তার পীযুষপ্রবাহ দিয়ে শিশুদের শান্ত করে, স্নেহ মমতা প্রকাশ করে। ধনিয়ার একাধিক সন্তানের জন্ম দেওয়া, ছেড়ে চলে আসা, মাতৃদুগ্ধ অন্যের শিশুকে খাওয়ানোর মধ্যে বিস্ময়কর ভাবে বিষয়ের, চরিত্রের চমৎকারিত্ব ও অভিনবত্ব আছে কিন্তু গল্পের যে লক্ষ্য মানুষের জীবনের যে অধিতল নিহিত বাস্তব চাহিদা, তাতে এই দিক আদৌ অবহেলার নয়। ঘোষাল গিল্লি, খাজাঞ্চি গিল্লিদের যে মাতৃত্বের পরিণতি তা স্বাভাবিক। স্বার্থভোগী ধনী ও মধ্যবিত্তদের বিলাসী জীবনে এমনই তাদের নিয়তি। এই বাস্তবতায় ধনিয়া চরিত্রের বাস্তবতা বাড়তি শিল্পের মাত্রা আনে। ধনিয়ার অনৈতিক দেহভোগ আর অনৈতিক বাসনা মাত্র থাকে না যখনই সে নিজের মাতৃ দুগ্ধে শহরের শিশুদের বাঁচায়। তার চরিত্রে বাস্তবতার অভিজাত রূপ তার মাতৃ হৃদয়ের মানবতায় বড় হয়ে মহিমময় রূপ পায়। গল্পের বাস্তবতা ধনিয়া চরিত্র ধরে যথোচিত।

কিন্তু ধনিয়ার জীবন ও জীবিকা চিরকাল একরকম ভাবে চলতে পারে না আর এই না চলার বর্ণনাতেই গল্পকারের অসামান্য শৈল্পিক দক্ষতা ব্যক্ত হয়েছে। ধনিয়ার স্তন্য দুগ্ধ পরাস্ত হয় বিদেশ থেকে আগত বেবি ফুডের কৌলিন্যে। এখানেও সুবোধ ঘোষ আধুনিক পুঁজিবাদী সভ্যতার আগ্রাসী ভূমিকাকেই কটাক্ষ করেছেন। সাগরপার থেকে আমদানি করা হরেকরকম বিলিতি ফুডের প্রতিদ্বন্দ্বিতায় সে পরাজিত হয়। গৃহস্থ ঘরের গৃহিণীরা এতদিন দায়ে পড়ে ধনিয়ার সাহায্য নিতো, আধুনিক বণিকী সভ্যতার দৌলতে তাদের সে দায় কেটে গেছে। বেবি ফুড এবং আধুনিক মায়েদের তার প্রতি বিশেষ ঝোঁক - এই দুই কারণে ধনিয়ার জীবিকা সম্পূর্ণ বন্ধ হয়ে যায়। মধ্যবিত্ত, প্রয়োজনলোভী মানুষেরা ততদিনই ধনিয়াকে সহ্য করেছিল যতদিন তাকে তারা প্রয়োজনের উপকরণ মনে করেছিল। স্বভাবতই ধনিয়া এখন তাদের কাছে অপ্রয়োজনীয়, তাই তাকে কেন্দ্র করে মধ্যবিত্ত সমাজে নির্মম নীতিবোধ মাখাচাড়া দিয়ে ওঠে। তারা নয়াবাদের পরিবর্তন চায় আর সেই সঙ্গে চায় ধনিয়াকেও সরাতে।

এ গল্পে নয়াবাদ হলো নতুন নগরপত্তন বা মূল্যবোধের স্মারকচিহ্ন, নয়াবাদের রাতারাতি বদল লেখক সযত্নে এঁকেছেন। কোলিয়ারি শহর নয়াবাদের ক্রমোন্নত নগর ব্যবস্থায় পৌরসভার দায়িত্ববোধ বেড়ে যায়। আর তার ফলে তাদের নজর পরে ধনিয়ার কুঠির দিকে। প্রয়োজনের দিনে নিজের স্তন্যদুগ্ধে মৃত্যুর মুখ থেকে ধনিয়া ফিরিয়ে আনে সমাজের কিছু জীর্ণ স্বাস্থ্য, রুগ্ন শিশুদের। তারাই ধনিয়াকে সমাজের অন্য প্রান্তে পতিতাপল্লীতে নিয়ে যেতে চায়। যে সমাজ তার পীযুষধারা পান করেছে, সেই সমাজই প্রয়োজন ফুরিয়ে যাওয়ার পর তাকে সামাজিক জীবন থেকে নির্বাসিত করেছে। তাদের চোখে আজ

আর ধনিয়া ধাত্রী নয়, সে শুধুই পতিতা। এমনকি যে পরিবারের সন্তানদের নিজের অমৃতধারা তারা প্রাণদ করে তুলেছিল, তারাই আজ তার প্রতি বিরূপ। চল্লিশের কোঠায় উপনীত ধনিয়া এখন পথের ধারে তেলেভাজা ভাজে, কিন্তু সভ্য সমাজ তার এই টিকে থাকার সংগ্রামকে মেনে নিতে চায়না বলেই সমাজের প্রান্ত থেকে তাকে সরিয়ে দিতে চায়। মধ্যবিত্ত সুবিধাবাদী সমাজের কাছে সে পতিতা ছাড়া আর কিছু নয়। মাতৃত্বের প্রত্যাশা নিয়ে সে ভদ্র পরিবারগুলির কাছ থেকে আঘাত পেয়ে ফিরে এসেছে, তাদের কাছ থেকে ঘৃণা উপেক্ষা পেয়ে তার মাতৃত্ব ও মর্যাদা আহত হয়েছে। একদিন যে ধনিয়া এইসব গৃহে অবোধ শিশুগুলিকে মাতৃত্ব দিয়ে কাছে টেনে নিয়েছিল আজ তাদেরই একবার দেখা দেখতে গিয়ে অপমানিত হয়েছে।

ভদ্র পল্লীতে ধনিয়ারা থাকতে পারে না এই নিষ্ঠুর সমাজ তাকে বাধ্য করে বারবনিতার খাতায় নাম লেখাতে। ভদ্রঘরের যেসব সন্তানদের নিজের স্তন্যদুগ্ধ পান করিয়ে পুষ্ট করেছিল তাদেরই অসংযত যৌনকামনা সামগ্রী হতে হয় তাকে। এই হল সমাজের অনুশাসনরূপী কুঠারের আঘাত। ধনিয়ার স্তন্যদুগ্ধে পুষ্ট পরশুরামের দল তার মাতৃত্বকে কুঠারাঘাত করবে এটাই হলো সামাজিক বিধান। সমাজব্যবস্থা একটি চিরন্তন মাতৃত্বব্যবস্থাকে হত্যা করল। ধনিয়া বাধা দিতে চেয়েছিল সরকারি বিধিনিষেধকে। এমনকি ঘটি বাটি বেঁচেও টাউন পুলিশকে সন্তুষ্ট করতে চেয়েছিল, কিন্তু রেহাই পেল না তার মাতৃত্ববোধ।

কিন্তু সুবোধ ঘোষ দেখিয়েছেন ধনিয়া পতিতা নয়, সে এক চিরন্তন মাতৃসন্তা। সে নিজে থেকে যে মানুষটি দায় গ্রহণ করে তাকে বাঁচিয়ে রেখেছিল সেই প্রসাদীচাচা অভুক্ত অবস্থায় নিঃশেষিত প্রাণ হয়ে যখন মৃত্যুর প্রহর গুনছিল তখন ধনিয়া তার মাতৃত্বের শেষ সুধা আসন্নমরণ ওই স্ববিরকে পান করিয়ে ক্ষুধা অভিমানে বলেছিল, "আমার জাত নেই, আমি নাকি রাঙি।" এর উত্তরে প্রসাদী তাকে লছমী সম্মোধন করে বলেছিল, "গাই-গরুরও স্বামী নেই, তারা কি লছমী নয়?" কিন্তু ধনিয়া জানে এই ভদ্র সমাজে একটা পশুরও যে মর্যাদার গুরুত্ব আছে, মানুষের তা নেই, তাই সে বলে, "তা বললে চলে না, আমি তো গাই নই। আমি মানুষ।"

এরপর ধনিয়ার কি পরিণতি হতে পারে তা পাঠকের অজ্ঞাত থাকে না। বারবনিতা পল্লীতে তীব্র মর্মান্তিক মাতৃত্বের বেদনাকে প্রতিহত করে প্রতিরাতেই পাতলা রেশমি শাড়ির মধ্যে সবুজ মখমলের কাঁচুলীর বন্ধনে চিরকালের মতো গতিহারা হয়ে আমিষলোলুপ, নরপিশাচের অপেক্ষায় সে দাঁড়িয়ে থাকে। তারই বুকের পীযুষে পুষ্ট কোন এক ভদ্র সমাজ থেকে উঠে আসা মানুষ এসে তার দুয়ারে কড়া নাড়বে, নতুন নামে তাকে ডাকবে - এই হল ধরিত্রীরূপা ধনিয়ার শৃঙ্খলিত রূপ। সমাজের নির্মম শাসনে জননী ধনিয়া রূপান্তরিত হয় এক অসহায় বন্দি নারীতে। আবার যৌবনের ছলনা দিয়ে সে যখন কাউকে মনোহরণ করতে পারবে না, তরুণীদের সঙ্গে প্রতিযোগিতায় সে যখন পরাজিত হবে, তখন সে কোন বিস্মৃতির অতলে তলিয়ে যাবে। বিগতযৌবনা ধনিয়ার ট্রাজেডি এখানেই।

গল্পে যে সমাজ - পরিবেশে ধনিয়ার চলাফেরা, তা নিশ্চিত সভ্যতা আলোকিত ভদ্রসমাজ। এই সমাজ গঠনে যেমন কসমোপলিটন জীবন ও সমাজ প্রতিষ্ঠা পায়, তেমনি তার অভ্যন্তরে এসবের বৈপরীত্যে আর এক কৃত্রিম স্বার্থসর্বস্ব পাচ-গলা অবক্ষয়ের জীবনও মাথা চাড়া দেয়। ধনিয়া সর্বহারা শ্রেণীর এক রমণী। তার অর্থনৈতিক দুরবস্থার কারণেই তার ঘরে রাতের অন্ধকারে নয়াবাদ শহরের নতুন নতুন ভদ্র শ্রেণীর মধ্য থেকে মানুষ আসে যায়। বুর্জোয়া অর্থনীতিতে নারীর শরীর ভোগের উপকরণমাত্র। ধনিয়ার অনৈতিক মাতৃত্বের সুযোগ ভদ্রশ্রেণী গ্রহণ করে নিষ্কিন্দায়। এই অর্থনীতিতে অর্থের বন্টন, যেমন অভিলাষ তেমনি নারীর কাছ থেকে সুবিধা আদায়ে স্বার্থপরতাও গভীর ক্ষতের মত। ধনিয়া এর শিকার, শিকার সে মধ্যবিত্ত অর্থনীতির - যা নতুন বুর্জোয়া সভ্যতার নিশ্চিত পরিণাম। গল্পকারের কেন্দ্রীয় লক্ষ্য এই ধনিয়াকে দিয়ে নবগঠিত সৃষ্ট সমাজে

সুবোধ ঘোষ দেখিয়েছেন ধনিয়া পতিতা নয়, সে এক চিরন্তন মাতৃসন্তা।

সে নিজে থেকে যে মানুষটি দায় গ্রহণ করে তাকে বাঁচিয়ে রেখেছিল

সেই প্রসাদীচাচা অভুক্ত অবস্থায় নিঃশেষিত প্রাণ হয়ে যখন মৃত্যুর প্রহর গুনছিল

তখন ধনিয়া তার মাতৃত্বের শেষ সুধা আসন্নমরণ ওই স্ববিরকে পান করিয়ে ক্ষুধা

অভিমানে বলেছিল, "আমার জাত নেই, আমি নাকি রাঙি।"

পচা - গলা দিক থেকে আলোর সামনে নিয়ে আসা। ধনতান্ত্রিক সভ্যতার শর্তই হল শহরে যেমন ভদ্র ব্যক্তির থাকাতে তেমনি তাদের বিলাসের জন্য, সুখের জন্য গণিকাপল্লীও থাকবে। ধনিয়া সেখানে ঘর নিতে বাধ্য হয়। ধনিয়ার মাতৃতে সারল্য ও সেবা, নিজের সন্তান মানুষ করায় সুস্থবোধ ও অর্থনৈতিক, সামাজিক অসহায়তা গল্পটির মধ্যে ওই চরিত্রভ্রষ্ট সভ্যতাকে চিনিয়ে দেয়। বাংলা সাহিত্যে এমন এক চরিত্র 'প্রাগৈতিহাসিক' এর ভিখু। যে পরিবেশে বনের পশুও বেঁচে থাকে না, সেই পরিবেশ থেকে সে বেঁচে ফিরেছে। আলোচ্য গল্পে সেইপ্রকার জীবনীশক্তির স্ফূরণ ধনিয়া চরিত্রে পাওয়া যায়।

গল্পের কেন্দ্রীয় লক্ষ্য দুদিক থেকে - ১) বিশিষ্ট তথাকথিত সত্য মানুষদের সমাজ ও ব্যক্তির প্রতি তাদের দায়িত্ব পালনে, ২) মানবপ্রাণের যথোচিত স্বীকৃতির দিক থেকে। বুর্জোয়া সমাজে সভ্য মধ্যবিত্তরা আত্মপ্রবঞ্চক, নিষ্ফল আভিজাত্যের নির্লজ্জ ধ্বজাধারী, সমস্ত রকম নীতিবোধ ও সুস্থ জীবনচেতনার ভিত ও মূল্যবান সত্তা থেকে ভ্রষ্ট এক সম্প্রদায়। ধনিয়া তাদের চিনিয়ে দেওয়ার আয়না। গল্পের কেন্দ্রীয় লক্ষ্যে তাই চরিত্রের বাস্তবতা ও আর্থ সামাজিক বাস্তবতার মেলবন্ধন শিল্প চমৎকারিত্বে অনন্য, আবার বিশিষ্ট নারীবাদী দৃষ্টিকোণ থেকে পরশুরামের কুঠার গল্পের অন্যতর ব্যাখ্যাও হতে পারে। কামনা এবং বাৎসল্যের মধ্যে যে বৈপরীত্য আছে তা মধ্যযুগ থেকে স্বীকার করা হয়। ধনিয়ার মত এমন মানবী চরিত্র বাংলা সাহিত্যে খুব কমই পাওয়া যায়, যার মধ্যে কামনা ও করুণা একই সঙ্গে বিজরিত হয়েছে। কামনা ও বাৎসল্য এখানে অনিবার্যভাবে মিলেমিশে একাকার হয়ে গেছে নয়াবাদের বহিরঙ্গে চাকচিক্যের সমাহার থাকলেও তার আভ্যন্তরীণ অবস্থা অন্তসারশূন্য। পরশুরামের কুঠার গল্পের নাম ব্যাখ্যাশ্রয়ী কিন্তু গভীর ব্যঞ্জনাধর্মী যেন সমগ্রগল্পে ললাটে বসানো তৃতীয় নয়নের মতো আলোর বিচ্ছুরণ ঘটায় এমন নাম গল্পের মধ্যে কোন পুরাণ প্রসঙ্গ না থাকলেও গল্পকার লক্ষ্যবস্তুর সমান্তরাল পৌরাণিক পরশুরামের কথা ভেবে নাম দিয়েছেন পরশুরামের কুঠার পরশুরাম পিতা জমদগ্নির আদেশে স্বত্বে কুঠার নিষ্ক্ষেপে মাতা রেনুকার শিরশ্ছেদন করেছিলেন চরিত্র স্বল্পনে অভিযোগে এতে জমদগ্নি প্রীত হয়ে পুত্রকে বর গ্রহণ করতে বললে পুত্র মাতার পুনর্জীবনী প্রার্থনা করেছিলেন জমদগ্নি তপপ্রভাবে রেনুকা পুনর্জীবন লাভ করলেও এই মহাপাপে সে কুঠার বহুকাল পরশুরামের হাত থেকে স্থলিত হয়নি অবশেষে ভারতের সমস্ত তীর্থ পর্যটন করে ব্রহ্মপুত্রের জলে তিনি দ্বীত পাপ হলে সে কোটার হস্তচ্যুত হয় গ্রীক নাটক এ ও সন্তানের হাতে নিয়তি প্রভাবে মাতৃ লাঞ্ছনার কাহিনী পাওয়া যায় আর এ কালে গল্পকার সুবোধ ঘোষের পরশুরামের কুঠার গল্পে পাওয়া যায় সমাজের হাতে মাতৃহত্যার আরেক নির্মম গল্প ধনিয়া গণিকা হয়ে তার বুকের দুধে মানুষ হওয়া ছেলেদের সামনে নিজে করেছিল বিষ কুম্ভের মতো তাদের ধ্বংস করতে যে ক্রোধ দরকার পরশুরামের স্বভাবের সঙ্গে তার সমতা থাকায় এমন রাগের কুঠার প্রয়োগে গল্পের ব্যঞ্জনা স্পষ্ট হয় তাই গল্প নাম শিল্পসার্থকতা লাভ করেছে আরো গভীরভাবে ধরলে নতুন নগর সভ্যতার ভ্রষ্ট মানুষগুলিকে পৃথিবী থেকে ছড়াতে গেলে পরশুরামের মতো ক্রোধ যেমন দরকার তেমনি দরকার তার কুঠার পুরাণে ব্রাহ্মণ পরশুরাম নিঃসক্রিয় করতে চেয়েছিল পৃথিবীকে ক্ষত্রিয়দের অত্যাচার থেকে পৃথিবীকে রক্ষা করার জন্য সে ক্রোধ ভয়ংকর সুবোধ ঘোষ ধনিয়াকে গণিকালয় এনে সেই ক্রোধে প্রতিটি অস্তিত্ব ঐঁকেছেন। ধনিয়ার কামড় দীপক ভয়ংকর লোভনীয় শক্তি সেই কুঠার যাকে ব্যবহার করে নব সভ্যতার সমস্ত তথাকথিত ভদ্র শ্রেণির মুখোশ ভেঙে চুরমার করতে পারে সদ্য ছাল ছাড়ানো পাঁঠার শরীরে মতো সভ্যতার কৃত্রিম যান্ত্রিক রূপকে সামনে হতে পারে। তথাকথিত সভ্য মানুষের চরিত্র ভস্মতা নীতিহীনতা স্বার্থপরতা কুৎসিত আদিম বাসনা লোভ এ সমস্তকেই শরীর দিয়ে ধারালো কুঠারের স্বভাব স্বভাবে ধনিয়া দেখাতে চায় তাই গল্পের নামে আছে প্রতি কি ব্যঞ্জনা গল্পে প্রকরণে সুবোধ ঘোষ অন্তত প্রথমদিকে গল্পে যথেষ্ট কথাকার পরশুরামের কুঠার গল্পে শুরুতে সমগ্রগল্পে ব্যঞ্জনা ইঙ্গিতময় কোন বাক্য বাবা বাক্য চিত্র নেই একজন সভ্যতার ইতিহাস রচয়িতার মতো

কামনা এবং বাৎসল্যের মধ্যে যে বৈপরীত্য আছে তা মধ্যযুগ থেকে স্বীকার করা হয়।

ধনিয়ার মত এমন মানবী চরিত্র বাংলা সাহিত্যে খুব কমই পাওয়া যায়, যার মধ্যে

কামনা ও করুণা একই সঙ্গে বিজরিত হয়েছে। কামনা ও বাৎসল্য এখানে

অনিবার্যভাবে মিলেমিশে একাকার হয়ে গেছে নয়াবাদের বহিরঙ্গে চাকচিক্যের সমাহার

থাকলেও তার আভ্যন্তরীণ অবস্থা অন্তসারশূন্য।

নতুন নগর সভ্যতার ভ্রষ্ট মানুষগুলিকে পৃথিবী থেকে সরাতে গেলে
পরশুরামের মতো ক্রোধ যেমন দরকার, তেমনি দরকার
তার কুঠার। পুরাণে ব্রাহ্মণ পরশুরাম নিঃক্ষত্রিয় করতে চেয়েছিল।
পৃথিবীকে ক্ষত্রিয়দের অত্যাচার থেকে রক্ষা করার জন্য সে ক্রোধ ভয়ংকর।
সুবোধ ঘোষ ধনিয়াকে গণিকালয়ে এনে সেই ক্রোধে প্রতিটি অস্তিত্ব ঐঁকেছেন।

ভূমিকায় থেকেছেন তিনি। এরপর একে একে এসেছে ধনিয়ার কথা নয়াদাদ শহরের নবাগত ভদ্রশ্রেণীর চিত্র গল্পের শেষে ধনি
আর চরিত্র স্বর বদলে তার সিদ্ধান্ত ভাবির একমুখী তা বলতে ধনিয়া চরিত্রে একমুখী গতিকেই বোঝায় কারণ ধনিয়াকে
জড়িয়েই গল্পে বৃত্তান্ত হয় পরিণামুখিন ৪০ বছর আগে পর্যন্ত অর্থাৎ যুবতী ধনিয়ার যে চিত্র তা অবশ্যই সংযত এবং বিষয়
জায়গায় পাঠকদের মা হিসেবে তার ব্যক্তিত্ব স্বতন্ত্রকে স্পষ্ট করে এই ব্যক্তিত্বের প্রতি চিত্রণে গল্পকার বিবরণ ধর্মকে একমাত্র
আধার করেননি তার মনস্তত্ত্বকে নিপুন চিত্রের স্বভাব দিয়েছেন দুদিন অভুক্ত প্রসাদীকে মধ্যবয়সী ধনী আর শেষ তম মাতৃত্ব
লাভের সূত্রে এক ঘন্টা ধরে তার বুকের দুধ খাওয়ানোর মধ্যে যে গভীরে মনস্তত্ত্ব কাজ করে তা ভদ্র বাড়ির গিন্নি দে শিশু
বুকের দুধ খাওয়ানোর চিত্র থেকে সম্পূর্ণ স্বতন্ত্র ব্যঞ্জনা আনে। এই চিত্র মোপাশার একটি গল্পের ট্রেন যাত্রী নি নোট নাইকার
ঠিক এমনই স্বভাবকে স্মরণ করায় গল্পের শেষ চিত্র অবশ্যই গভীর ব্যঞ্জনাধর্মী অতি বীর জ্ঞেশাত্মক উগ্র বিকৃত নগর সভ্যতার
বিশ্বাস দিয়ে ঘেরা ধনিয়াকে দেখা যায় গল্পের শেষে গল্পটির ভাষা অনবদ্য তার ব্যঞ্জনা ময়তা গল্পকারের নিজস্ব ব্যক্তিত্বে ধারক
গল্পে প্লটে নাটকীয় চমক নেই প্লট অনেকটা সরলরৈখিক পথে অগ্রসর হয়ে উপসংহারে এসে পৌঁছেছে গল্পের সূচনা এবং
উপসংহার বর্ণনাত্মক ছোট গল্পের প্লটে ক্লাইম্যাক্স এর যে তীব্রতা এবং পরিণতির যে অস্তিম তীব্রতম তা আলোচ্য গল্পে
অনুপস্থিত উপন্যাসের মস্তুর বর্ণনা ভঙ্গিকে লেখক বলেছেন গল্পটি।

Potential of Blue Carbon Ecosystems towards combating Climate Change

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Abstract

Coastal ecosystems are some of the most productive natural systems on Earth and are home to a wealth of biodiversity. Their role in sequestering and storing 'blue' carbon from the atmosphere and oceans is increasingly being recognized by policymakers worldwide. The three types of coastal wetlands—the mangroves, seagrasses, and tidal salt marshes are referred to as blue carbon ecosystems. Restoration of these habitats is of utmost importance which will increase carbon storage in the coastal vegetation. This article presents a snapshot of blue carbon stock in different coastal ecosystems along the Indian coastline which necessitates further study to understand potential of these vital resources in mitigating climate change.

Keywords:

Blue carbon, Coastal ecosystem, Carbon sequestration, Indian coastline, Climate change

Introduction

The term blue carbon denotes the carbon sequestered by the coastal vegetated ecosystems of marine environment worldwide. The marine scientific community is looking for natural resources that can effectively come under the umbrella of blue carbon; however, at present, only mangroves, sea grasses, and salt marshes qualify as conventional blue carbon ecosystems. The coastal vegetated ecosystems all around the world store substantial organic carbon of varying strength. Mangroves thrive in the tropics and subtropics and sea grass meadows and salt marshes flourish from the equator to the poles (Pendleton et al. 2012). Together, these ecosystems cover an area of about 490,000 km². Apart from acting as a repository for carbon, these ecosystems provide a wide range of ecosystem services like the nursing ground for fishes, shoreline protection from natural disasters, and mitigation of aquatic pollution (Barbier et al. 2011). Despite being of such global significance, these ecosystems have witnessed a decline of almost 50% of their aerial cover in the last 100 years. These ecosystems experienced habitat conversion due to various anthropogenic as well as climate-induced activities like agriculture, aquaculture, industrial pollution, urbanization, sea-level rise, dredging and eutrophication of the overlying water column.

Coastal ecosystems are capable of storing high amount of carbon (Jennerjahn 2020), which essentially warrants that degradation of a small area of such ecosystems can lead to substantially high carbon emission. Pendleton et al. (2012) estimated that the deterioration and

Coastal ecosystems are some of the most productive natural systems on Earth and are home to a wealth of biodiversity. The three types of coastal wetlands—the mangroves, sea grasses and tidal salt marshes are referred to as blue carbon ecosystems.

Mangroves are perhaps the most carbon rich blue-carbon ecosystem owing to their carbon-storing capacity. Mangroves are specialized group of plants that can withstand saline conditions and thrive in the coastal and estuarine peripheries, particularly in the tropical and subtropical regions.

degradation of blue carbon ecosystems lead to a release of about 0.15–1.02 Pg of CO₂, equivalent to an economic loss of around 6 - 42 billion US dollars (according to 2007 US dollars valuation). Second, these ecosystems owing to their substantially high carbon sequestration potential can mitigate climate change by absorbing the anthropogenic CO₂, provided the area of these ecosystems is increased by proper restoration, afforestation, conservation, and management of these ecosystems. Therefore, these blue carbon ecosystems need special attention.

Blue Carbon Ecosystems in India

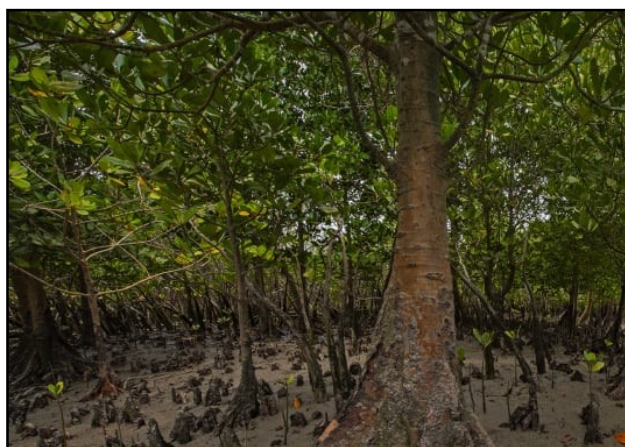
India encompasses a coastline of 7500 km comprising the mainland and the islands of Lakshadweep and Andaman and Nicobar (Jena et al. 2019), which shelters three conventional blue carbon ecosystems: mangroves, seagrasses, and salt marshes. India has a mangrove cover of 4992 km² which is 0.15% of the country's total geographic area (ISFR 2021). Based on field surveys and satellite data, the National Centre for Sustainable Coastal Management has estimated the total extent of seagrass ecosystem in India to be 516.59 km². Salt marshes in India cover approximately 1600 km² and the spatial distribution is concentrated along the coastlines of Gujarat followed by Tamil Nadu, Andaman and Nicobar Islands, Andhra Pradesh, Maharashtra, Puducherry, and Daman and Diu (Patro et al. 2017).

The Mangroves of India

Mangroves are perhaps the most carbon rich blue-carbon ecosystem owing to their carbon-storing capacity. Mangroves are a specialized group of plants that can withstand saline conditions and thrive in the coastal and estuarine peripheries, particularly in the tropical and subtropical regions. These plants are primarily evergreen and can store substantial quantities of carbon in their aboveground and belowground biomass (Chanda et al., 2016). The year-round litterfall, in the form of leaf and non-leaf litter, enhances the soil's organic carbon pool. The mangrove ecosystems provide nature with various ecosystem services. In several tropical countries, the coastal fishery resource depends on mangroves and their nutrient-rich water column. Mangrove-based shrimp, crab, and prawn farming are also quite popular in various parts of the world providing a livelihood to millions of people. Providing protection from extreme natural calamities like cyclones and tsunamis is a major ecosystem service that mangroves provide the coastal communities. Mangrove-based tourism is another flourishing sector that needs mention. Important species of mangrove ecosystems in India include *Avicennia officinalis*, *Rhizophora mucronata*, *Sonneratia alba*, *Avicennia alba*, *Bruguiera cylindrica*, *Heritiera littoralis*, *Phoenix paludosa*, *Morinda citrifolia* and *Ceriopogon*.

Indian Sundarban Mangrove Ecosystem

An intricate net of estuaries forms the landscape of Indian Sundarban where mangroves occupy patches of islands throughout this tail of the delta. To conserve the Royal Bengal Tiger (*Panthera tigris tigris*), the Government of India declared the core area of the Indian Sundarban as Sundarban National Park in 1984.



The mangrove forest of the Indian Sundarban comes under the purview of the Forest Department, Government of West Bengal. They have segregated the entire biosphere reserve into three sectors: the core, the buffer, and the transition zones.

UNESCO designated this region as a World Heritage Site in 1987. In 1989, the Government of India constituted the Sundarban Biosphere Reserve, and subsequently, in 2001, UNESCO recognized this endeavor under its Man and Biosphere (MAB) Programme. The SBR, at present, hosts around 4.4 million people. In 2019, the Sundarban was designated as a Ramsar site (Chanda and Akhand 2023). This region experiences a hot and humid tropical climate. Precipitation in this part mainly comes during the monsoon. Monsoon season consists of June to September followed by October to January as the post-monsoon season. December and January form the winter that experiences the lowest temperature and humidity. February to May demarcates the pre-monsoon season including the summer months of April and May, when the ambient temperature reaches the highest. This estuarine complex comprises estuaries like Hooghly, Muriganga, Saptamukhi, Thakuran, Matla, Bidya, and Raimangal. The coastal area experiences semi-diurnal tides and strong tidal currents. The mangrove forest of the Indian Sundarban comes under the purview of the Forest Department, Government of West Bengal. They have segregated the entire biosphere reserve into three sectors: the core, the buffer, and the transition zones. The transition zone is a habitat for around 4 million residents. The core and buffer regions encompass the mangrove islands. The state forest department allows fishing, crab collection and tourism in the buffer area; however, the core area remains strictly restricted for civilians. Besides the increasing number of residents, millions of tourists visit Sundarban to cherish its landscape beauty and wildlife round the year.

Table 1: Mangrove cover assessment in India from 2011 to 2021

State/ UT	Year					
	2011	2013	2015	2017	2019	2021
Andhra Pradesh	352	352	367	404	404	405
Goa	22	22	26	26	26	27
Gujarat	1058	1103	1107	1140	1177	1175
Karnataka	3	3	3	10	10	13
Kerala	6	6	9	9	9	9
Maharashtra	186	186	222	304	320	324
Odisha	222	213	231	243	251	259
Tamil Nadu	39	39	47	49	45	45
West Bengal	2155	2097	2106	2114	2112	2114
Andaman & Nicobar Islands	617	604	617	617	616	616
Daman & Diu	2	1.63	3	3	3	3
Puducherry	1	1	2	2	2	2
Total Mangrove cover in Sq. Km. =	4663	4628	4740	4921	4975	4992

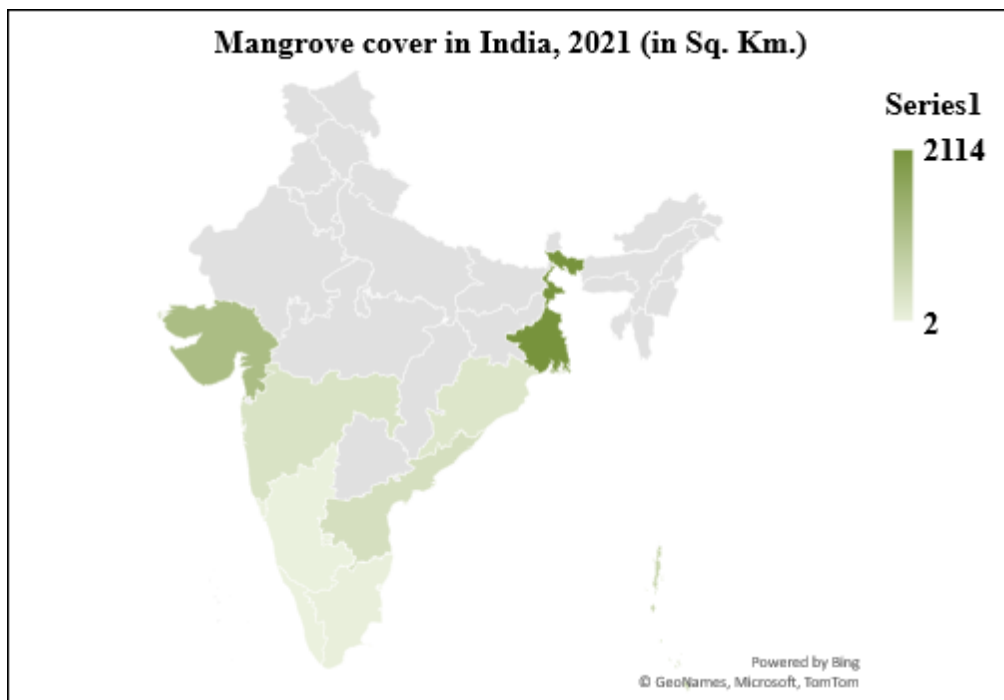


Figure 1: Filled Map showing pockets of mangrove cover in India

Blue Carbon Stock in Mangroves

The architecture of the mangrove forest is less complicated than many of the terrestrial forests. These forests can store substantially high amounts of carbon. The specialty of mangrove forests is their capability to store carbon in the below-ground root systems and the ambient soil substratum (Atwood et al. 2017). The aboveground compartments of the mangrove forests can store a substantial amount of carbon; however, their belowground carbon stock far exceeds any other terrestrial forests. Mangroves have developed some morphological adaptations to acclimatize under harsh conditions like high salinity and regular water submergence. The mangroves store substantial quantities of carbon in extensive stretch of the root system. In addition, mangroves have a remarkable capability to store carbon in the soils where they grow. Mangroves usually thrive under anoxic, i.e., anaerobic conditions which disfavor the oxygenation making the substratum a giant repository of organic carbon. If the mangrove forests do not experience any disturbance due to any kind of natural or anthropogenic factors, these ecosystems can lock substantial quantities of carbon for centuries (Lovelock and Duarte 2019).

Quantitative estimation of blue carbon stock in mangrove forests is one of the most crucial aspect to address the consequences of climate change. The carbon stock in different compartments of these forests can be estimated following multiple ways like the mean-tree method, the harvest method, and the allometric method. The most common practice is to implement the allometric techniques for quantifying the biomass that is visible above the ground surface (Komiya et al. 2008). In this technique, various morphometric parameters of a tree are measured like the diameter at breast height, the number of primary and secondary shoots from the trunk, the number of tertiary branches and so on. Using tree coring, we can scoop out a part of the tree without doing much harm to the tree (Mantgem and Stephenson 2004). Using the scooped-out tree parts, we measure the density (Chave 2005) as well as carbon content (Kauffman and Donato 2012) in the trees. The coupled measurement of density and carbon concentration enables us to estimate the total carbon stock of a particular tree. Measurement of soil carbon stock involves the coring technique, whereby we manually take out a one-meter core through the surface soil. The total of the aboveground biomass carbon stock, the belowground biomass carbon stock, and the soil carbon stock can represent the total forest carbon stock. The advent of several remote sensing techniques has also enabled researchers to measure and monitor the temporal changes of mangrove forest

biomass and carbon stock having a synoptic coverage (Bindu et al. 2020).

Scientists have measured and reported the carbon stock in mangroves from different parts of India. West Bengal shelters around 40% of the world's largest mangrove forest of Sundarbans and encompasses the highest mangrove cover compared to any of the other states of India. Mitra et al. (2011) evaluated the carbon stock in the aboveground compartments of three of the dominant mangrove species of Sundarbans, namely, *Excoecariaagallocha*, *Avicennia alba*, and *Sonneratiaapetala*. Ray et al. (2011) carried out a comprehensive analysis of the entire Sundarbans forest's carbon stock. They reported that Sundarbans, unlike many other mangrove forests of the world have comparatively lesser carbon stock in the belowground biomass. They observed an average carbon stock in the aboveground and belowground biomass of $39.93 \pm 14.05 \text{ Mg C ha}^{-1}$ and $9.61 \pm 3.37 \text{ Mg C ha}^{-1}$, respectively. Ray et al. (2011) observed that this mangrove forest holds as much as 26.5 Tg C (1 Tg C = 10^{12} g C).

Besides Sundarbans in West Bengal, Bhitarkanika mangrove forest in Odisha, Pichavaram mangrove forest in Tamil Nadu, and the mangroves of Andaman are some of the most prominent mangrove patches of India. Though the total area coverage of the Bhitarkanika and Mahanadi mangroves of Odisha and the mangroves of Andaman is much less, compared to that of Sundarbans, the carbon content per unit area is substantially higher in the former forests compared to the later. Banerjee et al. (2020) measured species-specific aboveground carbon stock and soil organic carbon stock in the Bhitarkanika and the Mahanadi mangrove system. They observed significant variability in the carbon stock among the five dominant mangrove species, with a mean carbon content per unit area in this forest of $124.11 \pm 30.14 \text{ Mg C ha}^{-1}$. Anand et al. (2020) also observed a similar magnitude while estimating the carbon content in the same region with the aid of remote sensing tools. Sahu et al. (2016), while working in the mangroves of the entire Mahanadi wetlands, observed a statistically significant positive correlation between the biomass of the mangrove stands and the organic carbon content in the topsoil. They estimated a total carbon content of 0.98 Tg C for the entire Mahanadi mangrove wetlands. Kathiresan et al. (2013), while working in the Pichavaram mangroves and the mangroves of Vellar-Coleroon estuarine complex, Tamil Nadu, observed a positive relationship between carbon sequestration potential of these mangroves and various allometric parameters like tree age, height, and diameter at breast height. Gujarat has the second-highest mangrove area after West Bengal. However, the carbon content in these mangrove patches per unit area was lowest compared to that of all the other states of India. Despite that, the mangroves of the Gujarat store an estimated 8.11 Tg C of carbon (Pandey and Pandey 2013). As per the data from available literature, no study to estimate the carbon content per unit area for the mangroves of Goa, Daman and Diu, Lakshadweep, and Andhra Pradesh was carried out. Several other states, like Karnataka and Kerala have received much less attention.

Besides Sundarbans in West Bengal, Bhitarkanika mangrove forest in Odisha, Pichavaram mangrove forest in Tamil Nadu, and the mangroves of Andaman are some of the most prominent mangrove patches of India.





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The Seagrasses of India

Sea grass meadows are ocean's greatest carbon sink which are highly productive and dynamic. The sea grass meadows form the feeding and breeding grounds for dugongs, green turtles, many finfish and shellfish resources, invertebrates of commercial and ecological importance. In India sea grass meadows are reported from Gulf of Mannar and Palk Bay along the Tamil Nadu coast, Gulf of Kachchhin Gujarat coast and the shallow bays in Andaman Nicobar and Lakshadweep Archipelagos besides in the Chilika Lake and in the Pulicat Lake. A total area of 516.59 km² has been estimated as sea grass cover in India using geo-spatial tools (Kaladharan et al., 2021).

Chilika Lake is the habitat of five sea grass species namely *Halodule uninervis*, *Halodule pinifolia*, *Halophila ovalis*, *Halophila ovata* and *Halophila beccarii* in addition to the invasive aquatic weed *Potamogeton pectinatus*. While in the Pulicat Lake seagrass habitats of monospecific species such as *Halophila stipulacea*, *H. beccarii*, *Halophila ovalis* and *Halodule pinifolia* form dense meadows in addition to seaweed resources like *Hypnea*, *Gracilaria*, *Ulva* and *Enteromorpha* spp. (Kaladharan et al., 2019). Kaladharan et al., 2021 estimated the blue carbon stock of seagrass habitats of Chilika Lake to be $2.018 \pm 0.673 \text{ Mg C ha}^{-1}$ while that of Pulicat Lake the value was determined to be $0.998 \pm 0.418 \text{ Mg C ha}^{-1}$.

Although occupying only 0.1 – 0.2% of the ocean surface, seagrass meadows are known to bury 22 - 44 Tg C org/year on a global scale, which accounts for 10 - 18% of the total carbon burial in the oceans, their carbon stocks are comparable to that of tropical forests and tidal wetlands (Kaladharan et al., 2020). Over the years globally seagrass meadows have experienced drastic decline and so its standing crop (Kaladharan & Anasukoya, 2019). There has been warning that any loss of seagrass vegetation cover can cause increase in CO₂ emissions from soil organic carbon stored in seagrass habitats (Serrano et al., 2018; Kaladharan et al., 2020).

Salt Marshes

Salt marshes are halophytic rooted plants comprising almost 500 species that prefer to thrive in the low-energy environment surrounding the coastal periphery in partially submerged to emerged flat terrains with soft substratum (Mcowen et al. 2017). India has a much higher spatial coverage of salt marshes than that of sea grasses, yet this ecosystem has received the least attention in India among the three conventional blue carbon ecosystems. Studies on the carbon dynamics of this crucial ecosystem from India were absent until the last decade. Jana et al. (2013) were perhaps the first to point out the carbon sequestration potential of the salt marsh species *Porteresiacoarctata*; a mangrove associate species of sundarbans. While studying the species-specific carbon stock in the salt marshes associated with the Muthupet mangroves, Sivakumar et al. (2014) observed a very high soil organic stock of 4.2–4.8%. Later on, Das et al. (2015) measured the biomass carbon stock as well as the soil organic carbon stock in the salt marsh *Suaedamaritima* found in the Sundarbans. Rathore et al. (2016) concentrated their study on characterizing the carbon content in the biomass of *Salicornia brachiata*, spread along the coastline of Gujarat. In their study, the species exhibited a varying biomass range of 2.51–6.07 Mg ha⁻¹, which is equivalent to a carbon content of 0.77–1.93 Mg C ha⁻¹. They measured the organic carbon content in the soils beneath this

species, which varied between $0.51 \pm 0.03\%$ and $0.91 \pm 0.01\%$ across the different sites. Kaviarasan et al. (2019) measured the biomass and sediment organic carbon stock across four dominant salt marsh species areas, namely, *Salicornia brachiata*, *Suaedamaritima*, *Arthrocnemum indicum*, and *Sesuvium portulacastrum* along the Tuticorin coastline. In this study, the sediment organic carbon varied from 8.42 ± 0.64 Mg C ha⁻¹ to 54.46 ± 1.46 Mg C ha⁻¹.

Conclusion

India has promising potential of blue carbon strength. The environmental conservationists and scientists have mapped out the spatial extent for all the three conventional blue carbon ecosystems of this country, i.e., the mangroves, sea grasses, and salt marshes. In May 2020, the tropical storm 'Amphan' caused widespread damage in eastern India especially in West Bengal. The losses could have been minimized if effective mangrove conservation measures were taken along the coastline. The country's coastal ecosystems not only store massive amount of carbon and offer CO₂ sequestration opportunities, but also deliver several coastal protection benefits. Therefore, regular research and development activities need to be undertaken to understand the potential of our coastal vegetation in dealing the crisis of climate change.

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PPP IN INDIA

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For investment and trading, new entrants in the capital market need basic knowledge about the terminologies used in the market and its mechanism how it works.

INTRODUCTION

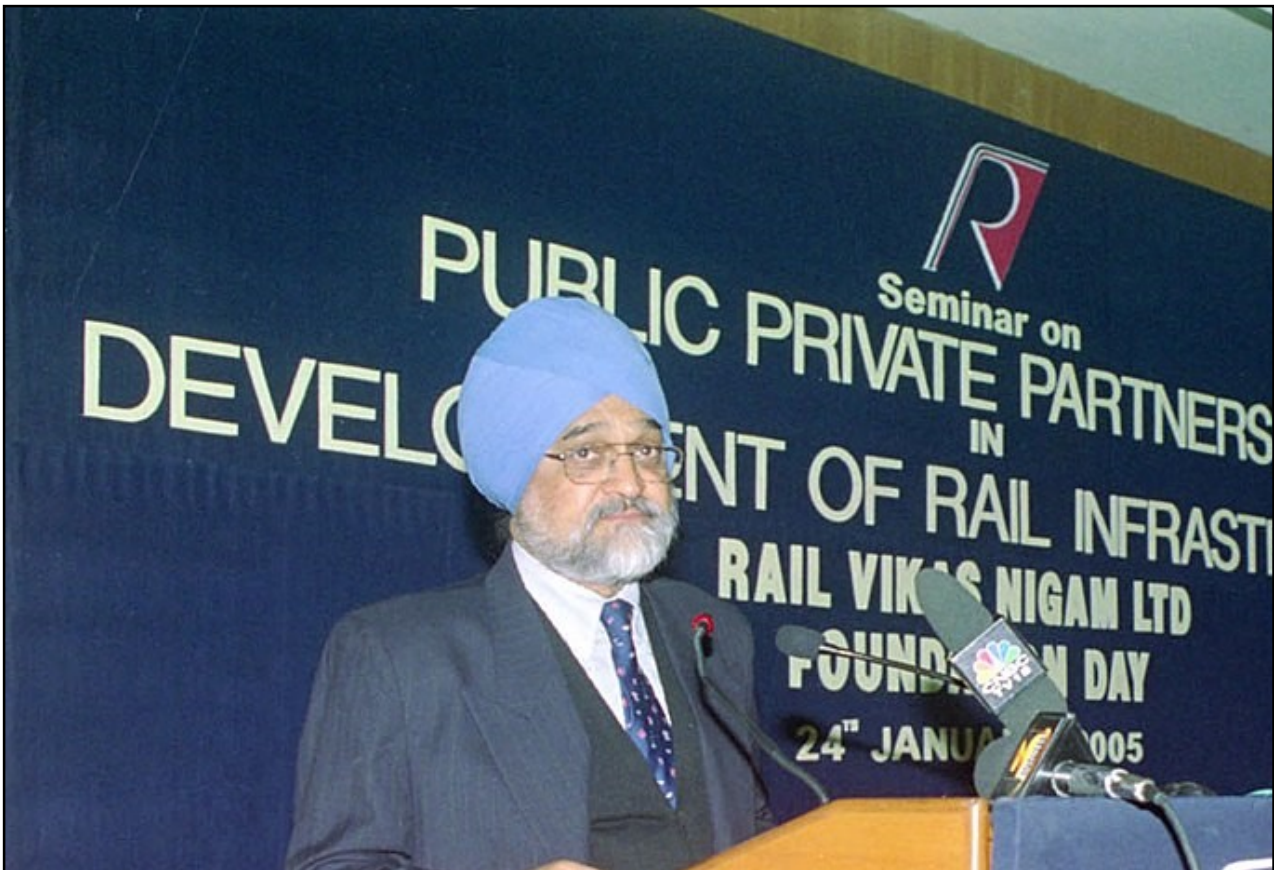
Like any other country physical infrastructure is an integral part of development of India's economy and contributes to economic growth. Over the years, the basic infrastructure in India has been developed to an extent, which is not sufficient enough considering India's demographical and economical size, its population and the pace of overall economic development. Infrastructure bottleneck has been a serious concern in India and basic infrastructure like roads, highways, railways; ports, airports, and power supply are not comparable with other developed and developing countries.

To transform the Indian infrastructure to a world class level and to remove the infrastructure deficiency in the country, India will require around Rs 5574663 crore for infrastructure. This huge investment could not be met by the public sector alone due to fiscal constraints and mounting liabilities of the Government. This would call for participation of private sector in coordination with the public sector to develop the public infrastructure facilities. It is projected that around 48% of the total investment required in 12th plan will come from private sector compared to 37% in 11th plan and only 22% in 10th plan. In this direction economic reforms initiated in the country to form the favourable policy framework towards public-private partnership (PPP) in the infrastructure development. Sector-specific policies have also been initiated from time to time to enhance the PPP in infrastructure building. While the PPP is spreading to develop basic infrastructure worldwide, in India, the participation of private sector in the infrastructure building has started to accelerate, with several rounds of policy reforms and initiatives from government.

1. PPP IN INDIA

A public private partnership (PPP) is an agreement government and private sector to provide public services or infrastructure. The public and private sector bring both their experiences, strengths and efficiencies in one table to accomplish mutual and individual objectives.

According to 12th Five year plan (2012-2017) India will require an investment of Rs. 55,74,663 crore in infrastructure, which is more than twice the investment of Rs. 24,24,277 crore anticipated during the Eleventh Plan (2007-12). out of that private investment is projected as 48 per cent against 36.61 per cent anticipated in the Eleventh Plan. The Government of India is highly dependent on PPP mode to encourage private sector participation to fill this huge gap and enjoy the private sector operational efficiencies in the field of public infrastructure.



2. EVOLUTION & GROWTH OF PPPS IN INDIA

PPPs are not any new thing in India. A few PPPs like could be found as early as 19th century in India. The Great Indian Peninsular Railway company operating between Bombay (now Mumbai) and Thana (now Thane) (1853), The Bombay Tramways Company (1874) are some of the earliest examples of PPPs like in India. Beside that PPP like model also used in The Power Generation & Distribution Company in Bombay and Calcutta (now Kolkata).

Since 1991 the second phase of development of PPP model in India is started as there have been several attempts to attract investment through this mode. Despite this during this period (1991-2006) growth of PPP model is not convincing. Only 86 projects worth Rs 340 billion were awarded till 2004 (as per World Bank Study in 2005). Out of this majority of projects were in road sector. Other sector share like urban infrastructure is very less. Only water supply projects in Visakhapatnam and Tirupur are notable in this respect.

After 2006 however several policy and structural reforms and initiatives changes the scenario.

And increase the overall acceptance of PPP in both central and state. Growth of PPP shows as there are around 1487 projects (both completed and under implementation) costing Rs 6290 billion in 31st March,2013 as compared to 450 projects with total cost of Rs 2242 billion in Nov,2009. Several ports, national highways, Noida Toll Bridge, modernization of Delhi and Mumbai Airport are some notable examples of successful PPPs in recent times. In the last 10 years Indian states have also made a considerable number of attempts to attract PPP mode of private participation for delivering infrastructure services to public. During the Tenth and Eleventh Plans, considerable investment has been made in infrastructure by way of private participation. Typically, the mode of investment has been through Public Private Partnerships (PPP) involving investment by private entities through concession agreements which lay down the performance obligations to be discharged by the concessionaire. PPPs are increasingly becoming the preferred mode for construction and operation of commercially viable infrastructure projects in sectors such as highways, airports, ports, railways and urban transit systems. According to World Bank data on Private Participation in Infrastructure, the aggregate investment commitment in PPI projects was highest in India during 2008-12. A World Bank Report maintained that India remained the largest market for PPI in the developing world. In the South Asian region, India attracted over 90 per cent of regional investment but at

the same time it can be observed that there are uneven distributions of progress. Some states having under taken major share of PPP projects and much heavier use of PPP in some sector than others.

3. PPP MODELS USED IN INDIA

User-Fee Based BOT models - Medium to large scale PPPs have been awarded mainly in the energy and transport sub-sectors (roads, ports and airports). Although there are variations in approaches, over the years the PPP model has been veering towards competitively bid concessions where costs are recovered mainly through user charges.

Annuity Based BOT models: In sectors/projects that are not feasible for sizeable cost recovery through user charges, owing to socio-political-affordability considerations, such as in rural, urban, health and education sectors, the government harnesses private sector efficiencies through contracts based on availability/performance payments. Implementing annuity model will require necessary framework conditions. Government may consider setting-up a separate window of assistance for encouraging annuity-based PPP projects. In case of annuity model, the cost of building the entity is paid to the private entity or the developer annually after the starting commercial operations of the facility.

Performance Based Management/ Maintenance contracts: In an environment of constrained economic resources, PPP that improves efficiency will be all the more relevant. PPP models such as performance based management/maintenance contracts are encouraged in different sectors like water supply, sanitation, solid waste management, road maintenance etc.

Modified Design-Build (Turnkey) Contracts: In traditional Design-Build (DB) contract, private contractor is engaged for a fixed-fee payment on completion. The primary benefits of DB contracts include time and cost savings, efficient risk-sharing and improved quality. Government may consider a Turnkey DB approach with the payments linked to achievement of tangible intermediate construction milestones (instead of lump-sum payment on completion) and short period maintenance / repair responsibilities. Penalties/incentives may be given for delays/early completion and performance guarantee (warranty) from private partner may also be incorporated. Subsequently, these projects could be offered to private-sector through operation-maintenance-tolling concessions considering the market sentiments. Various models like DBFOT (Design Build Finance Operate Transfer), BOO (Build Own Operate), BOOST (Build Operate Own Share Transfer) may also be considered in India.

India is the third largest economy in the world. However inadequate infrastructure is a spot on its economic development. Physical infrastructure is directly related with growth of an economy. In recent years like other developing countries the fast growth of Indian economy has placed maximum importance on physical infrastructure. Sectors like power, road, airport, port, urban infrastructure etc. are suffering substantial infrastructure deficit. These deficits should be overcome as infrastructure development also helps to create a better investment friendly climate. Till early 90's Indian infrastructure was largely dependent on public sector but the required investment were much larger than the public sector can provide due to their budgetary constraints. So public sector has to be supplemented by private sector participation in the form of Public Private Partnership (PPP). This strategy was followed in 10th, 11th five year plans and continued to be followed in 12th five year plan also. PPP has several advantages such as huge investment in public infrastructure, efficient delivery of services, private sector efficiency etc. In India PPP in infrastructure is now a one and half decade old concept with majority of projects coming in the line within the last five years.

The PPP projects on the said line have been developed in various sectors as well as in various states. However in both the cases huge disparity can be seen. Some sectors like road, power attract far more bidders than other relatively smaller sectors like education, health service etc.

According to World Bank data on Private Participation in Infrastructure, the aggregate investment commitment in PPI projects was highest in India during 2008-12.

A World Bank Report maintained that India remained the largest market for PPI in the developing world.

The PPP projects on the said line have been developed in various sectors as well as in various states. However in both the cases huge disparity can be seen. Some sectors like road, power attract far more bidders than other relatively smaller sectors like education, health service etc. PPP in road and national highway is the biggest success story in India followed by power sector. Urban infrastructure is the most promising sector but the present scenario has not been as good as anticipated. Very few projects are witnessing large scale private financing. In the aviation sector PPP is used to develop airports at Mumbai, Delhi, Bengaluru and Hyderabad. Indian Railways too has embarked upon PPP mode in mega projects like dedicated freight corridor, container services, international standard railway stations.

As stated before some Indian states have made great achievement while others have fared poorly. States like Karnataka, Andhra Pradesh, Madhya Pradesh, Maharashtra, Gujarat, Uttar Pradesh and Rajasthan have substantial share in terms of both number of projects and investment and also creates PPP friendly environments but the scenario of other states are not so prosperous.

Indian PPP has faced different challenges in recent times. Some of the significant roadblocks are land acquisition, delay in clearance, funding constraints, lack of proper mechanism and several sector specific issues. Despite all this challenges scope of Indian PPP is vast, wide and likely to lead in future. According to a study by the Economic Intelligence Unit of the Economist commissioned by Asian Development Bank (ADB), while UK and Australia have been categorized as mature economies, India is positioned in the league of developed economies like Republic of Korea and Japan on implementation of PPP projects for infrastructure development. India has outscored China and Japan to rank second on PPP projects performance among the Asian nations and fourth in the Asia-Pacific nations. As per the Report, PPP development in India has been driven by strong political will and advances in public capacity and processes. According to World Bank data on Private Participation in Infrastructure, the aggregate investment commitment in PPI projects was highest in India during 2008-12. A World Bank Report maintained that India remained the largest market for PPI in the developing world. In the South Asian region, India attracted over 90 per cent of regional investment. PPP projects have a huge level of overall acceptance and use in India. Government agencies also have a relatively high level of proficiency in PPP projects and that as a result of introduction of Model Concession Agreements; the risk allocation has been improving. In terms of finance, matters have improved, with a variety of initiatives (such as the creation of the Viability Gap Funding and the India Infrastructure Finance Company Limited) enabling greater participation of private finance in infrastructure. Union Finance Minister Arun Jaitley's recent union budget also focused in a big way on the PPP model of infrastructure development. He had proposed to set up an institution, 3P India to implement PPP model successfully in the country.

With over 2500 projects in various stages of development it can be concluded that the Indian PPP model should adhere the best and right practices to march forward.

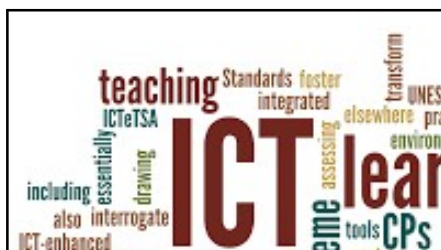
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A Teacher-Librarian collaboration in Enhancing the Teaching– Learning Process through ICT

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Academic requirements are changing through the dynamics of the society and technology. The face of a library is undergoing a sea change. A dynamic change from the custodian of books to a huge metamorphosis in the nature of resources is witnessed.

1 .Introduction:

Institutional libraries are meant for serving the institutions academic requirements. Academic requirements are changing through the dynamics of the society and technology. The face of a library is undergoing a sea change. A dynamic change from the custodian of books to a huge metamorphosis in the nature of resources is witnessed.

A number of seminars and workshops are organised to pinpoint the ICT enabled services by a library. Several seminars, lectures, training and workshops are organised for the faculty for the ways and benefits of ICT in teaching. But the rapid infusion of technology in the sphere of the library system ushers the need to implement the library services in an integrated manner with classroom teaching with the active collaboration with the teaching community.

An institution strives hard in achieving a quality teaching –learning environment.

- ✓ That every student gets satisfied with his demands is what we work for.
- ✓ That the teaching and learning process is seamless with the support of the resources and innovative services are what we aim at.
- ✓ Quality of service with possible inclusion of technology for speeding up the library management and diminishing the queue time for the users is what we are trying to achieve.

The keywords in ICT based learning environment are:

Multimedia, E-resource services, open source and open access, library management softwares, archiving technology, institutional repository, e-resource management and virtual classroom.

The key indicators of adopting ICT are:

- Transformation in pattern of resources (Teaching –learning process is an amalgamation ICT enabled scopes and resources for learning with the course structure in the classroom).
- Equal use of traditional & digital resources in the academic environment. The teaching and learning process requires adequate and up-to-date informative supplementation to provide the stu-

dents with relevant requisitions in a blended atmosphere of technological and traditional approach of teaching –learning.

2. The essence of Collaboration

A collaborative approach of the teacher and librarian is an effective solution in achieving a wholesome deployment of ICT for enhancing the teaching –learning process. Otherwise there may remain a gap between potentialities of the library to serve as an effective support system for the teaching-learning process and the multidirectional inputs and techniques that can be applied in formal or informal teaching for effective utilisation of the scopes.

Developing interest towards the holistic and effective use of the resources, facilities and services of a college library in the multidirectional and dynamic perspective of facilities and resources is possible when the teacher inclines to adopt motivational techniques and implement teaching methods with special emphasis on the exemplary instances of such programmes. There is a need for constant motivational approaches for wholesome attitudinal inclination towards a coordinated effort of the librarian and the teacher towards ICT.

The use of ICT is almost an essential affair for each and every student for the holistic development, be it the future career, the job seeking phase, in achieving success in terms of scoring good marks as per the scoreboard based education system, scholarly studies, quest for knowledge or more being occupied by employment oriented competitive study. A strict curriculum within a prescribed syllabus is not intended so an environment which promotes wider access to information for academic growth is necessary. The institutional library and the teachers must aspire, even out of odds in providing utmost user satisfaction.

This century is witnessing a fast technological advancement at par with the user consciousness. A student these days is keener at accessing greater and pin pointed resource requirements at lesser times. The huge competitive market for career advancement and jobs on one hand encourages readers to access multiple online resources any time. Wi-Fi connectivity is the demand at every institution.

A collaborative approach from both ends is needed to:

- To decipher the equation of interest as a factor vis-à-vis i.e in relation to; with regard to the effective ICT use.
- A motivational approach to effective use of ICT enabled facilities as a probable solution.
- Successful framing and implementation of ICT enabled methods into the curriculum.
- Ensuring a coordinated effort in the institutional atmosphere for the curricular advancement in totality and in the real sense of the term.
- Involve the wider society of ICT based services and scopes altogether and indirectly foster the wholesome development of the bona-fide students.
- Gauging the effectiveness of such steps via user response and feedback.

The use of ICT is almost an essential affair for each and every student for the holistic development, be it the future career, the job seeking phase, in achieving success in terms of scoring good marks as per the scoreboard based education system, scholarly studies, quest for knowledge or more being occupied by employment oriented competitive study.



The information explosion makes it a difficult time for the teacher to keep an eye on physical resources with the latest editions. Selection of quality resources is also a challenge as the publishing and printing industry is now in reach to a wider mass of people.

- Correlate the provisions and amalgamate in service delivery.
- Understand each other's limitations in respect of availability of infrastructure, skills and scopes where the basic aim is only to enhance the teaching – learning.

3. Amalgamation of library facilities and pedagogy to augment the teaching – learning process.

The teaching and learning process is no more a “chalk and talk” method at the classroom. A teacher has to keep a pace and be at par with its resources and effective content management so as to render the right piece of information at the right time and in the expected format for augmenting the teaching –learning process. The information explosion makes it a difficult time for the teacher to keep an eye on physical resources with the latest editions. Selection of quality resources is also a challenge as the publishing and printing industry is now in reach to a wider mass of people. Resources relevant to the curricula need to be compiled. Content in proportion to the student strength of each course in respect of the existing departments of the college is huge. Therefore using ICT, necessary support to the faculty-students as far as the augmentation of the teaching –learning process can be rendered by the library resources including collection development of books and journals based on the recommendations and suggestions of the faculty and the students. This helps in preparing the study materials and taking notes. Informative reading materials are in the form of newspapers and magazines. Journals and e-resources supplement the scholarly content requirements as well as provide current awareness service for career development. The question papers set in the last ten years as part of the assessment programme of Universities helps in examination oriented teaching -learning. A collection about the life and works of the eminent authors help in satisfying the hunger for knowing the literary tradition and culture. Dictionaries, encyclopaedias and other reference sources are a part of the library collection. The library may extend its resources in the form of institutional memberships to eminent libraries in its aim to boost up the resource requirement in varied formats and access to scholarly databases.

The library can subscribe to the INFLIBNET-NLIST programme and be a member of DELNET (Developing Library Network) so as to get the necessary support to develop the library resources and service. To ensure active involvement of the students and teachers in enhancing the teaching-learning process a library should be no less active in fetching resources from possible sources for enriching our collection, be it on a virtual platform. The NME-ICT venture is a supportive initiative to augment the teaching – learning scenario.

Web based course supplements on core science streams are available through NPTEL.

Undergraduate engineering courses. 420 web courses and 509 video courses developed and hosted by NPTEL. Open and distance learning courses are newly added features of NPTEL.

Implement the facilities to evaluate resources with integrated library management software such as KOHA, which has multiple applications as an interactive platform for the users and the library. The users



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can rate the books which are more on demand and even tag the resources with respective keywords for the students and many more.

1.1. A minimum of ICT infrastructure is needed for deploying ICT in an institution in the following areas.

Infrastructure:

- Property Counter
- Automaton Workstations
- Membership Section
- Controlling Gate/RFID
- New arrival display
- OPAC
- Circulation Section

Acquisition Process:

- Processing Section
- Reading Section
- Reprographic Section.
- Career guidance Section.
- Archival section
- Journal Section /Newspaper section
- Online Database Access zone.
- Stack Area
- Preservation.

1.2. TECHNOLOGICAL SUPPORT:

The following are the requirements towards implementation of ICT in an institution.

- DESKTOP/LAPTOP/MOBILE PHONES/TAB etc.
- WIFI/INTERNET connectivity.
- SOFTWARE
- LAN CONNECTION
- Access to Cloud server.
- SCANNER
- PRINTER
- TV-SETS
- SPEAKER
- PROJECTOR



The five laws of library science by Dr.S.R Ranganathan (The father of library science) is an essential parameter in augmenting the teaching –learning process. Now people believe that an institutional library is not a building stacked with books – it is a repository and source of information and ideas, a place for learning and enquiry, and for the generation of thought and the creation of new knowledge.

1.3. Some ICT enabled collaborative activities:

- A library User manual, syllabus, question papers can structured to inform the students integrating audio ,video etc. to make it more grasping.
- Scanning books and integrating into the classroom.
- Book reading and Book promotion schemes in the library integrating ICT.
- Departmental Library Facility with LAN where the resources can be accessible from repository etc.
- Assistance in searching Databases can be provided from library and can be deployed for classroom teaching.
- Integrating library services with virtual classroom:Display of resources/e- resources,Webcast, News,audio/video
- Training, discussions on ICT platforms.
- e-conferencing.
- OPAC(library and departments)access facility.
- Library awareness and motivational programmes enabled with ICT..
- Preparing databases of ICT based contents.
- Use mobile phone technology: Downloading and printing,Scanning of books, Smart phones allowed for taking snaps from the physical resources, PDF files, notices through WHATSAPP, BLUETOOTH TRANSFER etc.
- Structured mode of information dissemination such as workshops,seminars or group discussions can be carried out by the library in collaboration with the teachers.

Innovative Approaches.

- e-Syllabus.
- e-exhibition/e-magazine. And many more.

ICT tools deployed to provide maximum access to services and resources:

- ✓ OPAC(Online public access catalogue): Integrated library management software.
- ✓ Electronic Resource Management Package for e-journals: The Library is an institutional member of IN-FLIBNET –NLIST .e-journals are also accessed as a part ofinstitutional membership to reputed libraries.
- ✓ Federated Searching Tools: Global federated searching tools e.g google-scholar.
- ✓ Library Website: Library website holds the whereabouts about the resources and services.

✓ In house and remote access to e-resources: INFLBNET-NLIST, which provides Desktop access to high quality e-resources (online journals). Institutional membership of DELNET (Developing Library Network). Membership to institutions of high repute such as IIM Calcutta shall be beneficial as far as the commerce and science subjects are concerned. Being a member of BCL (The British Council Library) is a part to specially access and to enhance the online resources and E-Books.

✓ Institutional Repository: Using DSPACE and integrating with the library management software is one of the key requirement because scholarly communication process is more expressed through repositories.

An Institutional repository or IR may have the following contents as a part of its collection

- Research Data.
- Conference articles.
- Dissertations/project reports.
- Multimedia formats.
- Monographs
- Pre-prints of papers
- Doctoral thesis.
- Peer reviewed journals.
- Departmental Reports.
- Study materials.
- Books

✓ Content Management system for e-learning: Via access to NME-ICT portals.

✓ Participation in Resource Sharing Networks: INFLBNET, DELNET

4. Five laws of Library Science and its implications for ICT in teaching learning process:

The five laws of library science by Dr.S.R Ranganathan (The father of library science) is an essential parameter in augmenting the teaching –learning process. Now people believe that an institutional library is not a building stacked with books – it is a repository and source of information and ideas, a place for learning and enquiry, and for the generation of thought and the creation of new knowledge. Similarly a classroom should be a coexistence of the experienced teacher equipped with modern teaching tools, the students expect a speed and efficiency in content delivery, avoid repetition and monotony of content, and wider access to the contents. The Five Laws of Library Science has its implications in this regard.

Implications of Five laws of Library Science:

In an approach to use ICT effectively in a collaborative approach.

1) The first law “Document /Information is for use” advocates the effective delivery of information to the students. Access to stacks allowing interaction with the books is possible outside the four walls of the library, if ICT can be deployed. New editions added regularly must have regular notifications. Wi-Fi at the reading zone facilitating online access is by itself attractive to the tech- savvy students. Further resource sharing and subscription to databases indirectly via institutional subscription to other remarkable libraries are quite satisfactory in terms of access to resources. A well equipped AV room is appreciable, where film shows or video lectures are capable of igniting creative skills or after –hour learning. In a computerised library environment maximum information can be utilised properly.

2-3) The second and the third laws “Every reader (user)his document(information)” and “every document(Information) its reader(user)” advocates for feedback from the users or an observation of the particular user community or students to design or plan different programmes and techniques in the teaching learning process befitting the needs of the students deploying ICT.

4) In the fourth Law, “Save the time of the reader (user)” as we indicate is significant for OPAC access and online access to information resources. The standardised practice of usage of the classification scheme can be represented in a more lucid manner to the students who may be entering a college library for the first time in such an interesting manner that sailing through the shelves is no longer a matter of

anxiety. RFID technology itself is a solution for saving the time of the students, faculty and the librarian. This time can be actively utilised for other involvements.

5) Fifth law, "Library is a growing organism" always signifies that in a computerised environment a library gets the scope to grow. This is possible if the technical and processing sections are well adapted to computer (software use) and virtual growth through online databases. But it is actually the interest of the user community in utilisation of the resources in the true sense of the term which allows a library to grow. Motivating and orienting the users for library use is equally important for wider user access to the library parallel to improvising the system. A teacher, who is in direct contact with the students, has the larger scope to communicate effectively about the same and therefore boost up the teaching learning process.

We may envision the following facilities at an institution:

- ✓ Separate ICT based reading zone for Students.
- ✓ Reading zone for Faculty and Staff with Virtual Classroom/Communication Facility.
- ✓ LAN Connection with other departments.
- ✓ Permanent display/exhibition area enabled with ICT.
- ✓ Research zone.
- ✓ Audio Visual section.
- ✓ Online Access Zone.
- ✓ Leisure and self-learning Zone with ICT enabled gadgets.
- ✓ Library Automation with RFID Technology.
- ✓ MOPAC(OPAC on MobilePhones)
- ✓ Institutional Repository and Digital Library with Greenstone/D space
- ✓ Building of E- book resources with Kindle
- ✓ Online access to NLIST/E-Resource Access through the website.
- ✓ WEB-OPAC.
- ✓ E-Feedback of students.
- ✓ Web Conferencing.

A change in subsystems and component parts affects the effectiveness and efficiency of the whole system. Each part is constrained by and dependant on the other part. The librarian, the teachers and the authority must participate in encouraging such activities which signifies enrichment of curricula at large. It is time which counts the success.

5. Limitations and Probable Solution:

- **Lack of Motivation:** Need of motivation to be proactive towards use of ICT enabled services or teaching methods. The infrastructure may not be satisfactory but amidst the meagre facilities skill is needed to utilise ICT to the level to enhance the teaching- Learning Process.
- **Technical Support:** A library may need the technical support from computer Sc/ IT department and teachers of other departments. Similarly the faculty may need a technical supplementation from the librarian. The task to integrate the resources and services in the classroom environment or in the library is a technical task.
- **Revise the resources or specimen copies/Training on e-Resources:** The sources/databases for e-resources must be well justified as per the requirement of the students and faculty of the institution. Mutual or informal training sessions may be arranged by the librarian where the departments take part to evaluate the e-resources and databases. Specimen copies of newer editions and new publications are reaching the hands of the teacher way before a librarian gets to know about the resource. The teacher if supplies a scanned version of the required resources can save the time of a librarian at the time of evaluating the requirements of a student. Revisions of the existing resources in pace with the developments by the teacher help a librarian in weeding the unwanted contents with authenticity.

- **Manpower and Funds:** Staff crunch and fund crunch is an issue for an institutional library. Once the authority starts to weigh the importance of allocating fund to enhance the teaching-learning process by a collaborative effort of the teacher and the librarian, fund crunch may be alleviated from a library. Authority must take initiative in fetching funds especially for RFID and SOFTWARE installations including core technical support from outsourcing. Teachers and the librarian must take initiatives together to initiate ICT based infrastructure.

- **Ethics and willpower:** Where there is a will there's a way.

- **Bridge the Gap & Go hand in hand:** Mutual respect and cooperation is essential.

- **NAAC:** NAAC peer team appreciates every effort to represent an institution as “the survival of the adaptable”. ICT enables an institution even with a very nominal infrastructure visible, to be potential enough to render all possible services required by the faculty and the students.

6. Conclusion:

Since the aspect under consideration has probable qualitative attributes rather than quantitative, it is a long drawn process to actualize the cumulative feedback or result. A qualitative analysis, as is evident from the attitudinal changes, positive response, interesting suggestions and encouragement are the only parameters for data analysis.

Motivating and orienting towards the use of ICT for teaching-learning, is therefore a co-ordinated effort. An academic library renders to the academic pursuits in totality of the quantitative and qualitative requirements in the present intellectual and technological dynamics of the era. Amidst the available infrastructure, skillfully moving in small steps ahead in the way towards ICT enabled integrated teaching-learning where there is a constant reciprocation of the teachers and the librarian.

We hope to succeed in our efforts as “Faith is the bird that feels the light and sings when the dawn is still dark.” — Rabindranath Tagore.

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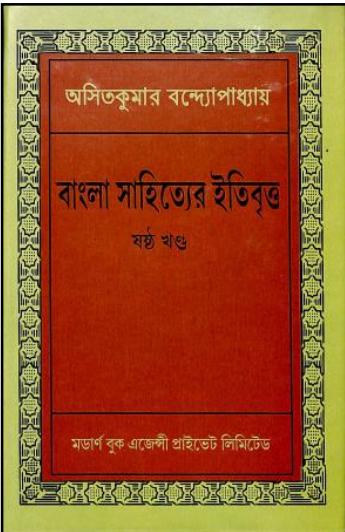
অসিতকুমার বন্দ্যোপাধ্যায় শতবর্ষ: স্মৃতি বিস্মৃতির শতবার্ষিকী

শুভেন্দু দাশমুঙ্গী

সহকারী অধ্যাপক, বঙ্গভাষা ও সাহিত্য বিভাগ



বরেণ্য গবেষক অধ্যাপক
অসিতকুমার
বন্দ্যোপাধ্যায়ের শতবর্ষ
অতিক্রম হয়ে গেল
সকলের চোখের অন্তরালে।
স্মৃতি-বিস্মৃতির
শতবার্ষিকী নিয়ে
আমরা তাঁকে ভুলেই
থাকলাম।

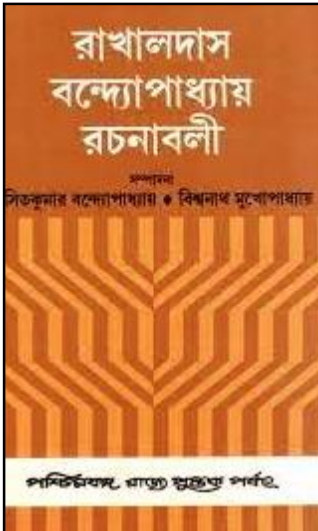


এইভাবেই নিঃশব্দে কেটে যায় এক- একজন আনখশির গবেষকের জন্ম-শতবর্ষ। যদি ভাবি তিনি কি প্রাসঙ্গিক আজও? উত্তর দেবে তাঁর লেখা গ্রন্থের বিপুল জনপ্রিয়তা। বর্ষে বর্ষে দলে দলে বাংলা বিদ্যার আসরে যে ছাত্রছাত্রীদের আনাগোনা, তাদের সেই স্নাতক থেকে স্নাতকোত্তর আর এমনকি তার পরের নানা পরীক্ষা বৈতরণী পার হতে তিনিই ভরসা, এমনকি বাংলা বিভাগের শিক্ষক- অধ্যাপকদের কাছেও সবচেয়ে নির্ভরযোগ্য হাত-বই হিসেবে তাঁর লেখাই নিত্যসঙ্গী। তবু তাঁকেই কি না ভুলে থাকতে পারল বঙ্গবিদ্যার তামাম বিদগ্ধজন! তিনি অসিতকুমার বন্দ্যোপাধ্যায়।

কলকাতা বিশ্ববিদ্যালয়ের প্রবাদপ্রতিম অধ্যাপক, বাংলা সাহিত্যের সুবৃহৎ ইতিহাস রচনার একক উদ্যোগকর্তা আবার এশিয়াটিক সোসাইটি থেকে খণ্ডে খণ্ডে প্রকাশিতব্য আঞ্চলিক ভাষার অভিধান প্রস্তুতির কাজে তিনিই ছিলেন মুখ্য স্থপতি। বাংলা ভাষা ও সাহিত্যচর্চার ইতিহাসে তাঁর অধিনায়কত্বে আরন্ধ সেই কর্মযজ্ঞ তাঁর জীবৎকালে অসম্পূর্ণ থেকে গিয়েছে। যথাযথ সংকল্প করিনি আমরা, তাই সেই পরিশ্রমসাধ্য যজ্ঞ সম্পন্ন করার কাণ্ডারিও আমরা পাইনি। এখানেই লক্ষণীয়, একজন অধ্যাপক একই সঙ্গে সাহিত্যের ইতিহাস নিয়ে গভীর চর্চা করছেন আবার পরম যত্ন নিয়ে ভাবছেন আঞ্চলিক ভাষার অভিধান নিয়েও। মনে পড়বেই শংকরীপ্রসাদ বসুর কথাও। যে গবেষকের মনন থেকে তিনি মধ্যযুগের বাংলা সাহিত্যের সন্ধান করছেন, সেই গবেষণা চলছে একদিকে বিবেকানন্দ ও সমকালীন ভারতবর্ষ নিয়ে আবার অন্যদিকে ভারতের টেস্ট ক্রিকেটের ইতিহাস রচনাতেও সক্রিয় সেই অনুসন্ধিৎসা। এই সন্ধানী সর্বত্রগামী মনন ক্রমশ দুর্লভ হয়ে উঠছে। সেই প্রাপ্ত থেকেও এমন সকল গবেষকদের স্মরণ আমাদের বিদ্যাচর্চায় অত্যন্ত জরুরি ছিল।

অসিতকুমার কৃতবিদ্য ছাত্র ছিলেন। তিনি বাংলা সাহিত্যের ইতিহাস রচনা করতে বসে কী বৃহৎ এক পরিকল্পনাই না করেছিলেন। পূর্ববর্তী সকল বাংলা সাহিত্যের ইতিহাসবিদদের মৌলিক ভাবনা আর সেই সকল সিদ্ধান্ত নিয়ে বহুকাল ধরে যে বিবিধ বিতর্ক আর প্রতর্ক সেই সমস্ত অভিমুখগুলিকে একত্রবদ্ধ করছেন। তারপর নিজের ভাবনাকে তার সঙ্গেই যুক্ত করে পরম যত্নে আর মেধাবী শ্রমে তিনি রচনা করে চলছিলেন বাংলা সাহিত্যের ইতিবৃত্ত। তাঁর সেই মহাগ্রন্থের প্রচ্ছদ পরিকল্পিত হয়েছিল অক্সফোর্ড ইউনিভার্সিটি প্রেসের খণ্ডে খণ্ডে প্রকাশিত ইংরাজি সাহিত্যের ইতিহাসের ধরনটিকে মনে রেখে। বিদেশি সেই প্রকল্পের এক একটি খণ্ড

জনপ্রিয়তার শীর্ষে
থাকা একটি গ্রন্থের
ভাষাবদল করে তিনি
বললেন, "প্রথম
যৌবনের লেখায়
ঝঙ্কারের টঙ্কার দেওয়া
ছিল স্বাভাবিক।
বার্ধক্যে পোঁছে দেখছি
স্বপ্নাঞ্জন বেমালুম মুছে
গেছে। চলতি জীবনের
সঙ্গে সঙ্গতি রেখে
সাধুরীতির বদলে
চলিত রীতি গ্রহণ
করেছি। ... অবশ্য
সাধুরীতিকে কবরস্থ
করে তার উপর চলিত
রীতির ইমারত গড়ে
তোলাও আমার
উদ্দেশ্য নয়।"

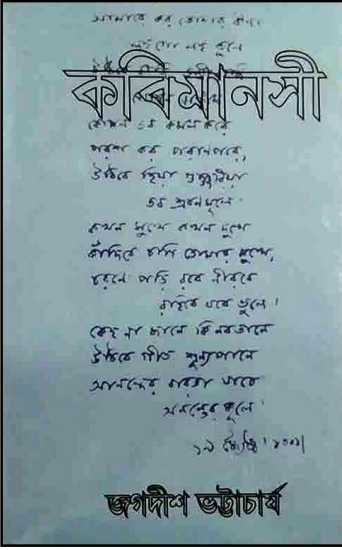


লিখেছিলেন এক এক জন মনস্বী ইতিহাসকাতর, বাংলায় অসিতবাবু একাই লিখে চলেছিলেন তা। গবেষণার চলিষ্ণু মনের পাশাপাশি সক্রিয় ছিল অসিতবাবুর উপস্থাপনাগত নিরীক্ষাও।

মনে পড়বে, ১৯৫৯ সালে এই বাংলা সাহিত্যের ইতিবৃত্ত-র প্রথম খণ্ডের ভাষারূপ তিনি পুনর্লিখন করলেন ১৯৯৫ সালের সংস্করণে। এই ভাষারূপের বদল নিয়ে কী চমৎকার রসিকতা তাঁর। পঞ্চম সংস্করণের নিবেদন অংশে বললেন, "এ বুঝি আয়ুর্বেদোক্ত কায়কল্প চিকিৎসা"। কেন বদলালেন এই ভাষারূপ? জনপ্রিয়তার শীর্ষে থাকা একটি গ্রন্থের ভাষাবদল করে তিনি বললেন, "প্রথম যৌবনের লেখায় ঝঙ্কারের টঙ্কার দেওয়া ছিল স্বাভাবিক। বার্ধক্যে পোঁছে দেখছি স্বপ্নাঞ্জন বেমালুম মুছে গেছে। চলতি জীবনের সঙ্গে সঙ্গতি রেখে সাধুরীতির বদলে চলিত রীতি গ্রহণ করেছি। ... অবশ্য সাধুরীতিকে কবরস্থ করে তার উপর চলিত রীতির ইমারত গড়ে তোলাও আমার উদ্দেশ্য নয়।"

লক্ষ করার মতো অসিতবাবুর ভাষা আর ভাবনা। গভীর এক বিতর্কে প্রবেশ করছেন অথচ কতখানি প্রাঞ্জল আর মজলিসি তাঁর কথন। এই বলার ধরন তাঁর রচনার ও বলবার গুণের আরেক চিহ্ন। তাঁর যে-কটি বক্তৃতা তাঁর শেষ বয়সে শুনেছিলাম, মনে আছে, বিষয় বৈভবের সঙ্গে সেখানে ওতপ্রোত ছিল ওই ভাষারূপ। কথা বলা-কে যে আপাত প্রচলিত শব্দের বৈভবে কত স্বাদু ও সরস করা যায়, তার এক অসামান্য খনি যেন তাঁর কথন। বহুদিন থেকেই "চলমান এনসাইক্লোপিডিয়া" আমাদের পরিপার্শ্ব থেকে বিলীয়মান, অসিতবাবু ছিলেন যেন সেই বিলীয়মান বিশিষ্টতার শেষ প্রতিনিধি। বাঙালির আত্মপরিচয়ের একনিষ্ঠ সন্ধানী তিনি। সাহিত্যের ইতিহাস রচনা করার পাশাপাশি কত সজাগ তাঁর ধীশক্তি। মনে পড়বে, সাহিত্যের ইতিহাসের পঞ্চম খণ্ডে তিনি বুঝেছিলেনই অনেক বাড়তি পাদটীকা যোগ করেছিলেন। জানতেন, আম-পড়ুয়ার তা অপ্রয়োজনীয় মনে হতে পারে। তিনি ভূমিকায় বলেই দিলেন, "এই তথ্যগুলি... কোনো কোনোটি হয়তো অচিরে নষ্ট হয়ে যেতে পারে। তাই পাঠকের কৌতুহল নিবৃত্তির জন্য একটু ব্যাপক আকারে এগুলি সন্নিবিষ্ট করেছি।" এইভাবে সাহিত্যের ইতিহাস গ্রন্থে যেমন তথ্য সংকলন আর সংরক্ষণের কাজ করলেন, সেইভাবেই তাঁর যোগ্য সম্পাদনাতে সংকলন করেছিলেন পুরোনো বাংলা গদ্যগ্রন্থ আর পুরোনো বাংলা নাটকাদি। তিনি রবীন্দ্রনাথের সাহিত্য চিন্তা নিয়ে যখন দুই খণ্ডে গ্রন্থ রচনা করলেন, তখনো কবির ভাবনার এই দিকটি নিয়ে যে বিস্তারিত আলোচনার প্রয়োজন আছে, সেই ভাবনাটিই তো ভাবেননি বাঙালি গবেষক। সময়ের অন্য প্রান্তে পোঁছে ভাবি, তিনি সেই সময় সযত্ন আয়াসে এই এত ধরনের কাজগুলি গুছিয়ে না রাখলে, কোথা থেকে শুরু হত আমাদের প্রজন্মের বা উত্তর প্রজন্মের পড়াশোনা! এই সকল গবেষণার সারবস্তু ও মুখ্য চিন্তাসূত্র সকল উত্তরকাল নির্বিচারে গ্রহণ করবে অথচ সেই সকল গবেষকদের কথা মনে রাখবে না, উত্তরকালের কাছে এই দ্বিচারিতা কি কাঙ্ক্ষিত ছিল?

আসলে এ এক আশ্চর্য দ্বিধা। বাংলার মুখ হয়ে উঠতে হলে সৃজনশীল হতেই হবে! অথচ, বাঙালির ইতিহাস, বাঙালির সংস্কৃতি নিয়ে গর্ব অনুভব করার মতো অবকাশ তৈরি করে দিয়েছিলেন যেসব গবেষক, বাঙালির জনগণমন তাঁদের এক



আমরা আরো অনেকের মতো, বিস্মৃত হয়ে রয়েছি জগদীশ ভট্টাচার্যের মতো রবীন্দ্র গবেষকের নাম। নতুন বৌঠান কাদম্বরী দেবীর সঙ্গে রবীন্দ্রনাথের গভীর সম্পর্কের সূক্ষ্মতা যে জগদীশবাবুর হাত ধরে, তাঁর লেখা 'কবিমানসী'-র মধ্য থেকে বাঙালি জানল, যে চিন্তাসূত্র তাঁর আবিষ্কার ছিল, তার সরলীকৃত ও তরলীকৃত রূপ নিয়ে আমাদের মাতামাতি, অথচ, সেই মৌলিক চিন্তাবিদকে আমরা ভুলেই রইলাম।

কঠিন নিষ্ঠুরতায় আত্মস্মৃতি থেকে লোপাট করে দেয়। এইভাবেই আমরা ভুলে থাকি সুনীতিকুমার চট্টোপাধ্যায়, সুকুমার সেন, নীহাররঞ্জন রায়দের মতো মানুষদের, এই ঔদাসীণ্যে আমরা মনেই রাখিনি জ্ঞানেন্দ্রমোহন দাস, যোগেশচন্দ্র রায় বিদ্যানিধি, হরিচরণ বন্দ্যোপাধ্যায়, অমূল্যচরণ বিদ্যাভূষণ প্রমুখের নামটুকুও। বঙ্কিমচন্দ্র বলেছিলেন বাঙালির স্বভাবগত ইতিহাস বিস্মৃতির কথা, সে বড়ো নিষ্ঠুর সত্য।

এই ধারাবাহিকতাতেই আমরা বুঝি আরো অনেকের মতো, বিস্মৃত হয়ে রয়েছি জগদীশ ভট্টাচার্যের মতো রবীন্দ্র গবেষকের নাম। নতুন বৌঠান কাদম্বরী দেবীর সঙ্গে রবীন্দ্রনাথের গভীর সম্পর্কের সূক্ষ্মতা যে জগদীশবাবুর হাত ধরে, তাঁর লেখা 'কবিমানসী'-র মধ্য থেকে বাঙালি জানল, যে চিন্তাসূত্র তাঁর আবিষ্কার ছিল, তার সরলীকৃত ও তরলীকৃত রূপ নিয়ে আমাদের মাতামাতি, অথচ, সেই মৌলিক চিন্তাবিদকে আমরা ভুলেই রইলাম। নীরবে আজ থেকে আট বছর আগে পার হতে দিলাম তাঁর জন্মশতবার্ষিকী। পারিবারিক উদ্যোগ ছাড়া আর কোনো আলোচনার কেন্দ্রে তিনি এলেনই না। যেন এই সব গবেষকরা নেই, যেন তাঁরা ছিলেন না কোনোদিনই। তাঁদের বোনা সোনার ধান আমাদের ভাঁড়ারে তুলে নেওয়াটুকুই বুঝি শুধু আমাদের দায়িত্ব। তাঁদের প্রতি ঋণশোধের কোনো দায় যেন আমাদের নেই। আর সোনার তরী-র সেই কৃষকদের জন্য চিরকাল আমরা শুধু বলে যাব, "ঠাঁই নাই ঠাঁই নাই, ছোট এ তরী।" এই ভাবনার বশবর্তী হয়ে থাকলে, বৃহত্তর গবেষণা যে বস্তুত কেবল ডিগ্রি বাড়ানোর অন্যতম পথমাত্র নয়, তাও যে জাতির আত্মপরিচয় আর চিন্তনের পুনর্গঠনের অন্য নাম, সেটাই ভুলে থাকব আমরা। ক্রমশ ভুলেই যাব, সাহিত্য আর ইতিহাসের যথার্থ গবেষণাও বস্তুত আরেক ধরনের সৃজনশীল সাধনাই।

[এই লেখাটি প্রকাশিত হয়েছিল 'এই সময়' সংবাদপত্রের উত্তর সম্পাদকীয় কলামে, এখানে প্রাসঙ্গিকতা বিচারে তা পুনর্মুদ্রিত হল।]



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