



COLLEGIUM

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Surya Sen Mahavidyalaya Newsletter

FIRST WORD



We are pleased to receive your feedback with regard to content, quality and functionality of Collegium. The confidence you have placed on us, has boosted our morale to continue with this project with renewed vigor and dynamism. In the second issue of Collegium our focal theme is CBCS which is going to be introduced in the colleges under the University of North Bengal from the next academic session. Although the same programme is running successfully in the Coochbehar Panchanan Barma University since last year, yet we believe, there is much scope of deliberation for the same. We invited three teachers from three different streams to express their opinion on the CBCS for this issue of the newsletter. We hope that the readers' exposure to the cross-section of views will help them immensely in understanding the prospects and challenges of this new system of teaching and learning. We have sown the seed, let a healthy academic debate sprout!

*Dr. Pranab Kumar Mishra
Editor-in-Chief & Principal*



FRESH INK

THE PHEONIX OF HISTORY: UNDERSTANDING HISTORIGRAPHICAL APPROACHES



Dr. Bhawna Rai

Assistant Professor of History
Surya Sen Mahavidyalaya

An incident or event happens once but when the history of the same is written or restructured it gets re-born many times. Why I am saying this is when a history is written it is written by a different person and is not all the same because of the writer's subjective character (exception: autobiographies or charitas). If it's done by a group of historians belonging to different Schools of thoughts then the actual context is shifted to the background and theories pervade the stage. For example, the life of Ashoka, the Mauryan Monarch, had been written by various scholars belonging to different Schools of thought from different perspectives over

the years and still it's fascinating. Moreover the recent trend in the Television dramas based on historical character makes one's imagination fly high.

All the aforesaid ways of describing history are based on some ground works such as research, collection of data from primary and secondary sources, websites, oral tradition, etc. and their interpretation. With new findings and exploration the same events or persona keeps changing from time to time depending on the volume of works. And one crucial factor that makes it work is the acceptance of it by the readers which again is related to time and space the society is passing through. For example in case of Indian history in the pre-Colonial and Colonial days, the early books on history were about the Politics and the Monarch or dynastic history. Both Indian and Foreign writers worked hard to collect materials, translate it to English

from Sanskrit, Pali, Prakrit, Brahmi, Kharosthi, other regional languages, besides Urdu, Persian, Arabic, etc. This was welcomed by the intellectuals and common readers. As it was to find India's ancient past and rulers, so the history of genealogy was the need of the hour. Thus, the history of India was born once again. But the European or Colonial (Orientalist Approach) way of writing about Indian history, describing it as a crude form from their cultured, sophisticated, valiant and glorious one, was not liked by their Indian counterparts. Hence, history was re-written by the Indian scholars with nationalist fervor. The dialectical materialism approach of D.D. Kosambi (Marxist Approach) towards Indian society 'which is held together by bonds of production' brought about the paradigm shift in Indian history in the beginning of the second half of the twentieth century. The whole history was born again with different outlook where society, economy and division of people in classes based on vested interest evolved. Soon as a reaction to the Marxist approach, the Cambridge School viewed the history of modern India not as an economic change but as the institutional innovations introduced by the British in regions. The focus was on the English-educated elite in politics, traditional cultures in each region and the tussle among castes and communities for securing the opportunities. In the eighties of the Twentieth Century, the history of India was viewed from the 'subaltern' angle. The pioneer work of Ranajit Guha highlighting the role of Peasant's Insurgency and the mentalities behind such action opened a new era of history writing, popularly called as the Subaltern historiography. The marginalized and voiceless section of the society such as the peasants, working class, and tribal drew the attention of many historians. At the same time the Feminist Movement in the globe also affected the history of the 'women'. So it seems that time and again with the new changes comes the new thinking which shapes and reshapes our history.



ডঃ কাজল কুমার মন্ডল

সহযোগী অধ্যাপক, গণিত বিভাগ,
কোচবিহার পঞ্চানন বর্মা বিশ্ববিদ্যালয়

গণিত একটি চিরকালীন বিষয়। সভ্যতার উষাকাল থেকেই গণিত ছিল এবং এর পরিধি বিস্তৃত হয়েছে মানুষের জ্ঞানের পরিধি বৃদ্ধির সঙ্গে সঙ্গে। তখন আসালসোল বি বি কলেজে পড়ি। আমরা গণিত বিভাগের কয়েকজন বন্ধু মিলে পুরুলিয়ার অযোধ্যা পাহাড়ে বেড়াতে গিয়েছিলাম। সেখানে প্রতি রবিবার খুব বড়ো একটি হাট বসে। মানুষ তাদের দৈনন্দিন জীবনের জিনিসপত্র কেনা-বেচা করে। বেশীর ভাগই দেখাত মানুষ। দেখেছিলাম অনেকেই ঠিকমতো হিসাব জানেন না। তাই তাদের ঠিকিয়ে নেওয়াও খুব সহজ। সেদিনই প্রথম অনুভব করেছিলাম যে নূন্যতম গণিতও জীবনে চলার পথে কতো প্রয়োজনীয়। অন্যদিকে, গণিত হোলো বিজ্ঞানের ভাষা। গণিত ছাড়া পদার্থবিদ্যা, রসায়ন বা অর্থনীতি অনুধাবন করা কার্যত অসম্ভব। প্রয়োগিক গণিত (Applied Mathematics) –এর একটি বিশেষ শাখা Physiological fluid dynamics মানুষের শারীরবৃত্তীয় দিকের খোঁজ করে, আবার মনোবিজ্ঞান (Psychology) ও সমাজবিজ্ঞান (Sociology) –এর মতো বিষয় গুলিতে রাশিবিজ্ঞান (Statistics) খুবই প্রয়োজনীয়। এছাড়াও গণিতের ধারা এখন, বিভিন্ন দিকে বইছে। তাই যারা গণিতকে ভালোবাসে এবং গণিতকে পেশ করতে চায়, তাদের সুযোগও রয়েছে প্রচুর।

আমাদের মতো উন্নয়নশীল দেশে অনেক সময়ই নিজের পছন্দমতো বিষয়ে পড়াশুনো করা সম্ভব হয় না। অভিভাবকেরাও অনেক ক্ষেত্রেই নিজেদের মতামত সন্তানদের ওপর চাপিয়ে দেন। তার পরিণতিও যে বহু ক্ষেত্রে বিষাদময় হয়, তা আমরা প্রত্যেকেই জানি। কিন্তু মনে রাখতে হবে যে প্রত্যেক জীবনের পরিধি ও বিস্তৃতি তার নিজস্ব। এই যে নিজেদের পছন্দ চাপিয়ে দেবার প্রবণতা – তা শুধুমাত্র কিছু বিশেষ ও নিশ্চিত জীবিকা চয়নের জন্য। কিন্তু এই সময়, এই কঠিন প্রতিযোগিতার সময়, এই অস্থির সময়ে নিশ্চিত বলে কিছু নেই। তাই সেই বিশেষ মানুষটি কি পড়তে চায়, কি হতে চায়, তার ভালো ও মন্দ লাগার কথাও আমাদের জানতে হবে। ডাক্তার বা ইঞ্জিনিয়ার হতে না পারলেই জীবন ব্যর্থ

আবজর্না, সেই সব ধ্যান ধারণা বদলের সময় এসেছে এবং বদল হচ্ছেও। আচার্য জগদীশচন্দ্র বসু শারীরিক অসুস্থতার জন্য ডাক্তার হতে পারেননি কিন্তু বিজ্ঞানে তাঁর অবদান সমগ্র বিশ্ব শ্রদ্ধার সঙ্গে স্মরণ করে।

গণিতকে কেরিয়ার হিসাবে বেছে নিতে হলে, কি কি সুযোগ আছে সেগুলোর প্রতি আলোকপাত করা যাক। প্রথমেই স্কুল শিক্ষকতার কথাতে আসি। প্রাথমিক শিক্ষকতার জন্য নূন্যতম যোগ্যতা হলে ৫০% নম্বর সহ দ্বাদশ শ্রেণী পাশ এবং এখন সঙ্গে D.Ed. (Diploma in Education)-ও থাকা চাই। নিয়োগ পরীক্ষার প্রশ্নপত্রে বেশ কয়েকটি গণিতের প্রশ্ন আশা করা যেতেই পারে। এরপর উচ্চপ্রাথমিক পঞ্চম শ্রেণী থেকে অষ্টম শ্রেণী পর্যন্ত স্কুলগুলিতে শিক্ষকতা করতে হলে ৫০% নম্বর সহ পিওর সায়েন্সে পাশ গ্রাজুয়েট হতে হবে। মাধ্যমিক ও উচ্চমাধ্যমিক স্কুলগুলিতে পড়ানোর জন্য ৫০% নম্বর সহ গণিতে অনার্স গ্রাজুয়েট হতে হবে, তবে M.Sc. ডিগ্রীটা থাকলে ভালো হয়। কারণ শিক্ষাগত যোগ্যতার নম্বর গণনা করার সময় ডিগ্রীটা কাজে লাগে। দুটি ক্ষেত্রেই ২০১৫ সাল থেকে B.Ed. (Bachelor of Education) আবশ্যিক হয়েছে। এই পর্যায়ে বিষয়ভিত্তিক পরীক্ষা হয়। তাই সিলেবাস অনুযায়ী পড়াটা খুবই জরুরী। এই প্রসঙ্গে একটা কথা না বলে পারছি না যে আমাদের পড়াশুনোটা বোধহয় অনেকটাই জীবিকাভিত্তিক। তাই দেখি পশ্চিমবঙ্গের বিভিন্ন কলেজে Economics, Political Science, Philosophy এবং Commerce –এর ছাত্র সংখ্যা তালানীতে এসে ঠেকেছে। এর প্রধান কারণ হলো এই সমস্ত বিষয়ে স্কুল সার্ভিস কমিশনের শূন্য পদের সংখ্যা নিতান্তই কম থাকে। দেখেছি বহু ছাত্র-ছাত্রী SSC পরীক্ষাটিকে পাখির চোখ করছে। কিন্তু মনে রাখতে হবে গ্রাজুয়েট হলেই অজস্র প্রতিযোগিতা মূলক পরীক্ষায় বসা যায় এবং ছাত্র-ছাত্রীদের বলি সেই সব পরীক্ষা দেবার জন্যও তৈরী থাকতে হবে। মনে রাখা প্রয়োজন, প্রায় সমস্ত প্রতিযোগিতা মূলক পরীক্ষায় Numerical Ability এবং Reasoning –এর দক্ষতা যাচাই করা হয়।

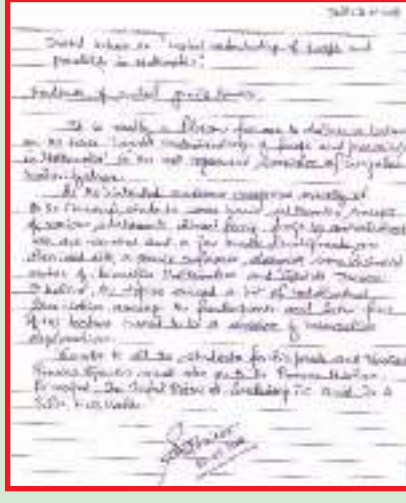
এবার উচ্চশিক্ষায় শিক্ষকতা সম্পর্কে বলি। কলেজ বা বিশ্ববিদ্যালয়ে গণিত পড়াতে চাইলে ৫৫% নম্বর সহ M.Sc. পাশ করার পর NET (National Eligibility Test) বা SET (State Eligibility Test) উত্তীর্ণ হতে হবে। NET –এর ফর্ম ভর্তি করার সময় দুটি Option থাকে। JRF (Junior Research Fellowship) ও Lectureship। JRF-NET পাশ করলে কলেজ বা বিশ্ববিদ্যালয়ে শিক্ষকতার জন্য নূন্যতম যোগ্যতা অর্জন করার সঙ্গে সঙ্গে গবেষণা করার জন্যও ফেলোশিপ পাওয়া যায়। UGC (University Grants Commission) বা CSIR (Council of Scientific and Industrial Research) থেকে। JRF-NET পাশ করার পর কোন একটি বিখ্যাত প্রতিষ্ঠান থেকে Ph. D. করতে পারলে বিদেশে Post Doctorate করার সুযোগ অনেকখানি সহজে আসে। বিখ্যাত প্রতিষ্ঠান বলতে আমি ISI (Indian Statistical Institute), IIT (Indian Institute of Technology), NIT (National Institute of Technology) বা এখনকার IISER (Indian Institute of Science Education and Research) ও NISER (National Institute of Science Education and Research) গুলোর কথা বলছি। এছাড়া বেশ কিছু বিশ্ববিদ্যালয়েও ভালোমানের গবেষণার কাজ হয়। ছাত্র বা ছাত্রীটি কোথায় গবেষণা করবে, এ বিষয়ে নিজেকে সচেতন থাকতে হবে। এ প্রসঙ্গে বলে রাখি, এখন এমন দিনকাল পড়েছে যে গণিতে B.Sc. (H) –এ প্রথম বিভাগ পাওয়া ছাত্র-ছাত্রীরাও সবাই M.Sc. পড়ার সুযোগ পচ্ছে না। এক্ষেত্রে বলি, গণিত নিয়ে পড়তে মনস্থ করলে বিভিন্ন প্রতিষ্ঠানে Integrated M.Sc. কোর্সটির সুযোগ নিতে পারলে ভালো হয়। কিছু নতুন IIT ও NIT বাদ দিয়ে প্রায় সব IIT ও NIT –তে, IISER, NISER এবং কিছু কেন্দ্রীয় বিশ্ববিদ্যালয়ে Integrated M.Sc. পড়ানো হয়। এছাড়া ISI –গুলোতে B. Stat. ও B. Math. এবং পরবর্তিতে M. Stat. ও M. Math. –এর মতো বিখ্যাত কোর্সগুলি পড়ানো হয়। TIFR (Tata Institute of Fundamental Research) Bombay, IISc (India Institute of Science)-Bangalore, HRI (Harishchandra Research Institute)-Allagabad, IMSc (Institute of Mathematics Sciences)-Madras – Integrated M.Sc. Ph.D. পড়বার ব্যবস্থা আছে। এছাড়াও যারা B.Sc. (H) পড়ছে তারা তৃতীয় বর্ষের ফাইনাল পরীক্ষার আগে IIT-JAM পরীক্ষা দিয়ে IIT –গুলোতে M.Sc. পড়ার সুযোগ পেতে পারে।

গণিত পড়লে শুধুই শিক্ষকতা বা গবেষণা করা যায়, তা নয়। গণিত নিয়ে পড়াশুনো করলে Computer Professional হবার একটি বিস্তৃত ক্ষেত্র রয়েছে। যাদের এ বিষয়ে এগিয়ে যাবার ইচ্ছা রয়েছে তারা B.Sc. (H) পাশ করার পর MCA (Master of Computer Application) পড়বার জন্য তৈরী হতে পারে। আমাদের পশ্চিমবঙ্গে MCA পড়বার জন্য JECA (Joint Examination for admission to Master of Computer Application) উত্তীর্ণ হতে হয়। NIT গুলোতে MCA পড়তে চাইলে সর্বভারতীয় NIMCET (NIT MCA Common Entrance Test) পরীক্ষায় পাশ করতে হয়। আবার JNU (Jawaharlal Nehru University), BHU (Banaras Hindu University) বা Pune University –তে MCA পড়তে চাইলে এদের নিজস্ব Entrance টেস্ট দিতে হয়। আবার M.Sc. পাশ করার পর GATE (Graduate Aptitude Test in Engineering) পরীক্ষা দিয়ে Computer Science –এ M.Tech. করলে ক্যাম্পাস ইন্টারভিউয়েই ভালো চাকরীর অফার পাওয়া যায়। কোনো কোনো প্রতিষ্ঠানে M.Tech. করার জন্য তাদের নিজস্ব Entrance টেস্ট দিতে হয়।

কেউ কেউ আবার B.Sc. পাশ করার পর CAT (Common Entrance Test) বা MAT (Management Aptitude Test) পরীক্ষা দিয়ে MBA (Master of Business Administration) পড়ে Management –এর পেশাতে প্রবেশ করে।

পরিশেষে বলি – গণিত একটি সদা-সঞ্চারণমান বিষয়। তাই এই বিষয়টিকে কেরিয়ার করতে চাইলে তার ভাব ও গতিময়তাকে জানতে হবে, বুঝতে হবে এবং সর্বোপরি বিষয়টিকে ভালবাসতে হবে। গণিতকে জড়িয়ে রয়েছে অনেকগুলি কেরিয়ার। নিজস্ব ক্ষমতা অনুযায়ী তার একটিকে বেছে নিয়ে এগিয়ে যেতে হবে। নিজের নিজের ক্ষেত্রে, সবাই নিজের সেরাটুকু দিলে আমাদের সমাজ, জাতি তথা দেশ সম্মুখে এগিয়ে যাবে....চরবেতি।

Invited Lecture in Mathematics



An invited lecture was organized by the Dept. of Mathematics, Surya Sen Mahavidyalaya on the topic "Logical understanding of proofs and provability in Mathematics" on 31-01-2018 at the Swapan Kumar Sarkar Memorial Hall, SSM. Prof. (Dr.) Suparna De Sarkar, Professor, Dept. of Mathematics, NBU delivered an enthralling lecture for the Mathematics (Honours) students and also provided us with his feedback.

POST-GRADUATION COURSES FROM JULY 2018

We are happy to announce that SSM is going to start Master Degree Courses in Distance Mode from Kalyani University from July 2018 onwards. The subjects in which one can pursue Post Graduation are : Bengali, English, Education and History. Anyone who has passed graduation in any discipline and in any subject from a recognized University can apply for the courses. For further details please contact the Coordinator, Dr. Suphal Biswas: 8918759972

আন্তর্জাতিক মাতৃভাষা দিবস উদ্‌যাপন

২১শে ফেব্রুয়ারি ২০১৮

আয়োজক : বাংলা বিভাগ, সূর্যসেন মহাবিদ্যালয়



২১শে ফেব্রুয়ারি ২০১৮ বুধবার আন্তর্জাতিক মাতৃভাষা দিবস কথায়, অনুভবে, নাচ ও গানের মধ্যদিয়ে দিনটিকে যথাযথ মর্যাদায় পালিত হয় সূর্য সেন মহাবিদ্যালয় ভবনে। আয়োজক বাংলা বিভাগ। শহীদবেদীতে পুষ্পার্ঘ্য ও মোম বাতি জ্বালিয়ে অনুষ্ঠানের সূচনা হয়। সুরশ্রী মুখার্জী ও ভাস্করী ভট্টাচার্য অধ্যাপিকাদ্বয়ের নেতৃত্বে বাংলা বিভাগের ছাত্র-ছাত্রীরা মিলিত কণ্ঠে দেশাত্মবোধক গানের মধ্য দিয়ে ভাষা শহীদদের প্রতি শ্রদ্ধা নিবেদন করেন। ভাষা দিবসের নানা দিক নিয়ে আলোকপাত করেন মাননীয় অধ্যাপক ড. প্রনব কুমার মিশ্র, অধ্যাপিকা সূতপা সাহা অধ্যাপক বিকাশ রঞ্জন দেব। অনুষ্ঠানে আমন্ত্রিত চার জন লোক শিল্পী শ্রী বিনয় বর্মণ, শ্রী অমর চন্দ্র সিংহ, শ্রী সুশীল রায় ও শ্রী দুলাল রায় মিলিত ভাবে “বাংলার মাটি বাংলার জল” গান দিয়ে বাংলা ভাষাকে শ্রদ্ধা জানান এবং অনেক গুলি লোক সঙ্গীত পরিবেশন করেন।

‘বাংলা সাহিত্যে লিটল ম্যাগাজিনের ভূমিকা’ শীর্ষক একদিনের আলোচনা সভা

আয়োজন – বাংলা বিভাগ – সূর্য সেন মহাবিদ্যালয়
তারিখ ১৮/০১/২০১৮

১৮ই জানুয়ারী ২০১৮ সূর্য সেন মহাবিদ্যালয়ের বাংলা বিভাগ আয়োজিত “বাংলা সাহিত্যে লিটল ম্যাগাজিনের ভূমিকা” শীর্ষক একদিনের আলোচনা সভা অনুষ্ঠিত হয়। মহাবিদ্যালয়ের মাননীয় অধ্যাপক ডঃ প্রণব কুমার মিশ্র মহাশয় এক অনাড়ম্বর মনোজ্ঞ অনুষ্ঠানের শুভসূচনা করেন এবং উদ্বোধনী ভাষণ প্রদান করেন। অনুষ্ঠানে উপস্থিত ছিলেন বাংলা বিভাগের অধ্যাপক রঞ্জিত কুমার বর্মণ, ডঃ দীপক সাহা, ডঃ সুফল বিশ্বাস, তাপস মৈত্র ও মহাবিদ্যালয়ের অন্যান্য বিভাগের অধ্যাপক-অধ্যাপিকা বৃন্দ এবং ছাত্র-ছাত্রীরা। বাংলা বিভাগের অধ্যাপক সঞ্চালক ডঃ সুফল বিশ্বাস বাংলা সাহিত্যে লিটল ম্যাগাজিনের ভূমিকা নিয়ে সক্ষিপ্ত ভূমিকা প্রদান করেন। ডঃ বিশ্বাসের পরে বাংলা সাহিত্যে লিটল ম্যাগাজিনের ভূমিকা নিয়ে আলোচনা করেন আমন্ত্রিত আলোচক উত্তরবঙ্গ বিশ্ববিদ্যালয়ের বাংলা বিভাগের বিশিষ্ট অধ্যাপক ডঃ নিখিলেশ রায় মহাশয়। অধ্যাপক নিখিলেশ রায় লিটল ম্যাগাজিন কী তা বিশদে সুন্দর ও সাবলীল ভাবে ব্যক্ত করেন। লিটল ম্যাগাজিনের নানা বৈশিষ্ট্য উল্লেখ করে বাংলা সাহিত্যে লিটল ম্যাগাজিনের অবদান বিষয়ে ডঃ নিখিলেশ রায় তথ্য সমৃদ্ধ আলোচনা সকল কে মুগ্ধ করে। ডঃ রায়ের আলোচনা ও প্রশ্নোত্তর পর্ব বেশ কিছুক্ষণ ধরে চলে। বাংলা বিভাগের বিভাগীয় ইন চার্জ অধ্যাপক রঞ্জিত কুমার বর্মণ স্বাগত ভাষণ প্রদান করেন এবং প্রথম পর্বের অনুষ্ঠানের সমাপ্তি ঘোষণা করেন। সাময়িক বিরতির পর দ্বিতীয় পর্বের অনুষ্ঠান শুরু হয়। দ্বিতীয় পর্বে বাংলা বিভাগের ছাত্র-ছাত্রীরা দ্বিতীয় পর্বের অনুষ্ঠানে লিটল ম্যাগাজিনের উপর স্বরচিত প্রবন্ধ পাঠ করেন। ১১ জন ছাত্র-ছাত্রী প্রবন্ধ পাঠে অংশগ্রহণ করেন।

PROS AND CONS OF CHOICE BASED CREDIT SYSTEM



Abhrangshu Kumar Sarkar
Assistant Professor of Commerce
Islampur College

The time we live in, demands heavily from us in terms of both efforts put in and the results obtained. In order to satisfy such demands, our higher education system is moving towards implementation of Choice Based Credit System (C.B.C.S.) in the curriculum. The C.B.C.S has bright prospects in terms of preparing students to be more competitive with varied mode of evaluations that may be arranged at frequent time intervals. The system comes with ample options relating to the choice of subjects complying with the needs and interests of students. The option of transferring credits is of great benefit to students who want to continue their course in a university apart from the one where he/she had initially registered. Moreover the semester mode of evaluation has the benefit of putting in optimum pressure on the students thereby enhancing the practice of learning which tends to fall loose in a yearly system of evaluation. The system provides scope for internal evaluation, which itself can be subjected to innovative means of teaching-learning exercises. For example attendance and socially useful and productive work may be incorporated to fetch some credit for students who are intellectually not so sound in comparison with the others. Similarly in order to shrug off the examination phobia, group discussions and personal interviews may be conducted in an ambience that can help students to bring out their best. The sudden and

untimely tests may be another mode of assessing students in order to assure their preparation update.

But the promise with which the system is going to be implemented may not always give feasible result. With the implementation of the system the time span for most of the students to actually grasp and internalise any subject will be very short, though it might not seem to be physically impossible to cope up with the syllabus in order to fetch credits. In addition to it, one of the most important bottlenecks in implementation of the same in context of our higher education system is that the system requires enormous investment in infrastructure, which seems to be practically impossible within a short period of time. Most of the colleges have just what is physically needed to run a chalk-board classroom. For them the implementation of the system seems to tax heavily on their present infrastructural base. For the smooth functioning of the system at least few years time will definitely be needed. Hence the academic stakeholders within this gestation period are going to be worst hit. Moreover in order to understand the nuances of this ever flexible mode of evaluation the teachers are to be given elaborate training which has to be updated at regular intervals through various orientation and refresher courses.

PERSPECTIVE

THE CHOICE BASED CREDIT SYSTEM: A UTOPIAN PROMISED LAND OR A GRAND POSSIBILITY?



Dr. Paramita Ghosh
Assistant Professor of English
Maynaguri College

It has been a few years since the Choice Based Credit System is being introduced in the Indian universities following the guidelines provided by the University Grants Commission. The CBCS, as it is, will have numerous positive effects on the education system if properly introduced. As UGC lists these advantages, these include a shift from the teacher-centric education system of the present time to a student-centric one, because first, the students are here provided with a chance to undertake as many credits (subjects) as they want. They will not even need to repeat all the courses in a semester if they fail in one/more courses, unlike in the present system.

Secondly, in CBCS, the students are going to enjoy an unprecedented amount of flexibility while choosing papers as per their learning needs, aptitudes and interests (for example, they can take Physics with Economics). In a way, we are actually going to match with international educational patterns following this system. Thirdly, CBCS provides the students with a greater mobility too. They can complete one course by studying at different times and at different institutions. The credits a student earns at one institution can be transferred to a different institution even at the other end of the country.

So, up to this point, the CBCS really appears to be that ideal education system that promises the nation the best education policy till date. But then, as UGC itself has identified, there are a few problem areas too related to this system. First, there is a difficulty here to estimate the exact marks a student has secured in a course. In fact, there are reported instances where a student had to place an urgent request to the university from where s/he had passed out to declare her/his exact number secured in a course due to the pressure from the next place of higher study or professional engagement. But then, once the whole country adopts a grading system, this problem is also expected to cease to exist to a point. Then comes the next problem---the workload of the teachers in this system. Yes, it undoubtedly is true that in comparison to the present Annual system, the CBCS would certainly appear to be more demanding and stressful to the teachers involved. But even here, as the teachers---the nation builders---we need to prepare ourselves for that as well. But it is the last problem identified by the UGC and by a lot of other academicians as well that is most significant in the present context. CBCS demands a good infrastructure for the successful implementation of this promising system in the universities and in the colleges. But as we all can see the ground reality in all over the country, we know that only a few number of universities and colleges in India can boast of an infrastructure, ranging from sufficiently capable to really good, to successfully introduce CBCS.

If we look at our home for a better hands-on assessment, the situation does not look very promising either. While most of the colleges in North Bengal suffer from an ever-exploding number of students, a lack of teachers and staff, and a good physical infrastructure, how far is it truly possible for these colleges to introduce the CBCS to the students in its true essence? In fact, there is hardly any college around that can offer its students the great promised flexibility in choosing inter-disciplinary and intra-disciplinary courses as per their interest and aptitude even. Based on this stark reality, something that is not going to change for better very soon, should we therefore be apprehensive that for most of the students under CBCS in India some of the grand possibilities promised by the system will remain an illusion forever?



Dr. Jhinuk Dasgupta
Department of Chemistry
Siliguri College, Siliguri

Indian Education system will never be the same again once the CBCS is implemented throughout the length and breadth of the country under the aegis of the Ministry of Human Resource Development. The various Indian Universities Central, State, Private have now embarked upon this reformatory process and taken off at full throttle towards this New Education System. The tenets of this new Program is to bring the Higher Education under one CBCS umbrella, an internationally acknowledged System and make it at par on the global scale. Statistics revealed that the majority of the Indian graduates lack in knowledge, skill, values, confidence and academic efficiency as a whole and thus are unemployable – a very pathetic condition. The CBCS will open up a new vista, prospect for the Indian students offering opportunities to take up additional avenues beyond the core subjects for holistic development of an individual. It allows flexibility for the students to study courses of their interest and also mobility to different institutions. Insight and research has shown that the pros and cons go hand in hand in this new system and it is up for the Educationists, Policy makers to give it top priority - to go through the basic nuances of CBCS, and keep a Plan B in hand if things go out of control.

The students are offered to learn core subjects with additional soft courses of his choice and interest. He will be allowed full flexibility of choosing from a wide range of subjects and will be given maximum importance.

*This will pose problems with certain core subjects like Physics and Chemistry where knowledge of Mathematics is a basic requirement and mandatory. Substantial amount of Mathematics has to be incorporated in the syllabus of these subjects otherwise a Student with Chemistry as Core and Economics as GE will find it difficult to take up PG in Chemistry later. The syllabus of such subjects needs to be revamped so that it is self contained.

* In this cafeteria system, the Colleges with poor Infrastructure and dearth of teaching faculty will face serious problems in preparing the College Routine. The basic requirement for 140 Credit Core course is 8-9 teachers, and 1 hour is equivalent to 1 credit accounts for several classrooms per semester.

It promotes mobility of learners from one institute to another anywhere in India.

*Initially mobility or transferring students would be problematic as the nature and standards of institutions are different, all students would desire to move from a sub standard institution to a better equipped standard one.

The call of the hour of the CBCS is in equalizing the Higher Education through the uniform evaluation system.

Ideally equality of the students can be ensured as it is a grading system, but at the grass root level the Institutions will be burdened to maintain the cumulative record of every student. Networking and liaison between the various institutes should be initiated as students will seek transfer from other institutes.

Shift in the focus from teacher centric to student centric and the students may undertake as many credits as he can cope with (without repeating all courses in a given semester if he fails in one or more courses). This will help the students to handle the pressure of examination and his stress and anxiety can be immensely reduced. The CBCS provides comfort for slow learners as much as it would do for fast learners. The traditional examination System is giving way to continuous, internal assessment and evaluation. The workload of the teachers will increase and even fluctuate from semester to semester. Teachers will be more involved in paper setting, evaluation, assessment for different types of examination. Regular teaching may be affected, in depth study of a particular subject can be hampered and also mastery over a concerned subject. Moreover Research work and innovation will take a backseat as the teacher's time will be consumed with Examinations and making arrangement for the examinations. Serious thinking needs to be done here because according to the New Regulation for Promotion of teachers to various Stages, API requirement for Category III of PBAS requires the teachers to be research oriented and publish papers in reputed journals – it will be next to impossible for teachers to squeeze out time when this system is implemented. CBCS can flourish if the criteria of Student : teacher ratio of 25:1 is maintained, so care and attention to individual students can be catered for, however the present scenario in our colleges is alarming where the intake of students has increased in an exponential manner. The implementation of CBCS has to be preceded by facility enhancement- Physical infrastructure such as classroom availability, Laboratory facilities, ICT, Seminar Library etc. Uphill tasks lies with the administration of the Colleges and Universities, future of the Indian students is at stake – we cannot imitate the west blindly. HE – Higher Education needs to be improvised in the Indian perspective so that our students can benefit from this program.

INTERNATIONAL SEMINAR ON THE TRANSFORMATION OF FOLK-SONGS



An International Seminar titled, 'Transformation of Folk-Songs: 'Ekush' was organized by the IQAC of the college on 20th February, in collaboration with 'Shikad' and 'Sampriti', NGOs engaged in cultural activities. A host of scholars from various countries graced the seminar. The seminar aimed at tracing the developmental history of folk songs of various communities down the ages from multiple perspectives and situated it obliquely against the dominant historiography of culture in general. The term 'Ekush', the English equivalent 'twenty first' in the title, aspired to inflame the resonance of International Mother Language Day- 21st February, in one's mind which in turn foregrounded the implicit indigeneness of folk song and its cultural correlativity with one's mother language. It was interesting to observe how intellectualization of the concepts of 'folk', 'songs' and 'Ekush' in the context of twenty-

first century, opened up new prospects of critical thinking, in the seminar. Some of the scholars who were present were: Pankaja Kirtana Patroo, from Mauritius; Rathindranath Roy, Eric Amal Mazumdar and Elvin Dilip Bagchi from USA. Folk artist Caroline J.H. Allen enthralled the audience with her performance. Dr. Ashimananda Ganguli, Professor, Dept of Folklore, Kalyani University, India also spoke on the occasion as an expert. Many scholars from various institutions presented their scholarly papers in the seminar.

SPOTLIGHT

STEPHEN HAWKING: THE GREATEST PHYSICIST OF OUR TIME



Dr. Romyani Goswami
Asst. Prof. & DIC
Department of Physics
Surya Sen Mahavidyalaya

Stephen William Hawking (8 January 1942 – 14 March 2018) was an English theoretical physicist, cosmologist, author, and director of research at the Centre for Theoretical Cosmology at the University of Cambridge. Professor Stephen Hawking worked on the basic laws which govern the universe. With Roger Penrose he showed that Einstein's general theory of relativity implied space and time would have a beginning in the Big Bang and an end in black holes (1970). These results indicated that it was necessary to unify general relativity with quantum theory, the other great scientific development of the first half of the 20th century. One consequence of such a unification that he discovered was that black holes should not be completely black, but rather should emit 'Hawking' radiation and eventually evaporate and disappear (1974). "People have the mistaken impression that mathematics is just equations," he once explained. "In fact, equations are just the boring part of mathematics." When it came time to work out the "boring" equations for his breakthrough work, he did the whole calculation, carefully, step-by-step, in his head. The resulting 1974 article, published in the journal *Nature*, was described by Hawking's thesis adviser as "the most beautiful paper in the history of physics." In 1963 Stephen was diagnosed with ALS, a form of Motor Neurone Disease, shortly after his 21st birthday. In spite of being wheelchair-bound and dependent on a computerised voice system for communication Stephen continued to combine family life with his research into theoretical physics, in addition to an extensive programme of travel and public lectures. He has written many books in which some of them are best sellers. The popular books by Stephen Hawking are *A Brief History of Time* (1988), *Black Holes and Baby Universes and Other Essays* (1993), *The Universe in a Nutshell* (2001), *On the Shoulders of Giants* (2002), *God Created the Integers: The Mathematical Breakthroughs That Changed History* (2005), *The Dreams That Stuff Is Made of: The Most Astounding Papers of Quantum Physics and How They Shook the Scientific World* (2011), *My Brief History* (2013). Professor Stephen Hawking received thirteen honorary degrees. He was awarded CBE (1982), Companion of Honour (1989) and the Presidential Medal of Freedom (2009). He was the recipient of many awards, medals and prizes, most notably the Fundamental Physics prize (2013), Copley Medal (2006) and the Wolf Foundation prize (1988). He was a Fellow of the Royal Society and a member of the US National Academy of Sciences and the Pontifical Academy of Sciences. Stephen Hawking changed the way society perceives people with disabilities. Hawking's work did not center around his disability; in fact early in his career, he rarely got involved in disability advocacy. "I try to lead as normal a life as possible and not think about my condition or regret the things it prevents me from doing, which are not that many," he said when asked about the role ALS played in his life. Instead, he simply pursued his passions and showed that people with disabilities can excel in all kinds of fields. As a person with a disability, Stephen Hawking was inspirational for the right reasons. We need true heroes like him. He showed the world how fulfilling life with a disability can be.



WOMEN'S CELL OF SSM: Striving For Women's Cause

IN FOCUS



Sutapa Saha
HoD, English
Convener, Women's Cell

To check the incidents of the harassment of women at their working place, as per the directives given by the Hon'ble Supreme Court, the Govt of India's Human Resource Ministry has made it compulsory for all the institutions to create and establish special Women's cells. To fulfill this purpose all the universities and their affiliated colleges have also been directed by the UGC to create a healthy work environment and also to check the sexual harassment in the institutions, they have been directed to form Permanent Women's Cell for looking after the problems concerning women, resolve them, discuss them and address all kinds of women issues. Keeping this in consideration, on the last 13th January 2017, Surya Sen Mahavidyalaya formed its Women's Cell with the following members: Sutapa Saha, Associate Prof. Department of English, (Coordinator), Smt Reema Doma Sherpa, Asstt. Prof. Department of Commerce, Dr. Tamali Mustafi, Asstt Prof. Department of History, Smt. Suroree Mukherjee PTTS, Commerce and Smt Atashi Ghosh Kundu, Office Clerk. The Cell after it was formally constituted, first organised on 7th March 2017, on the eve of women's day, a UGC assisted seminar on "Exploitation of Women and Gender Discrimination". Prof. Sanchari Roy Mukherjee, Department of Economics, NBU and also the former Coordinator, Centre for Women's Studies, NBU was the chief speaker on that occasion. Banomala, a local theatre group performed a short skit on harassment of women. Teachers of different colleges participated in the seminar and presented papers. Certificates were distributed among them. The second program of the women's cell was organized on 15th September 2017. It was a sensitisation program on "Sexual Harassment at workplace and cyber crime". Justice Nilanjana Dey, WBJS, Judicial Magistrate, Jalpaiguri District was the main speaker on this occasion. This program was organised in collaboration with ICC, Surya Sen Mahavidyalaya and with Darjeeling District Legal Aid Forum. Sri Amit Sarkar, Secretary of the Forum also spoke on the occasion; other speaker was Smt. Jyotsna Agarwal, renowned social activist of the town. The third program of Women's Cell was held on the last 8th March 2018, titled "Press for Women". Smt Tanusree Biswas, IP, North Bengal charge Women's Cell, Police Commissionerate speakers on this occasion. Mr Biswajit Roy and his presented a performance on abuse of women in Taekwondo team of Siliguri Institute of Technology with physical demonstrations on women's self-



Progress: Self Defence of and Mumtaz Begum, In- were the two main theatre group Banomala public places. The participated in the program defense.

FREE ADMISSION FOR 200 POOR AND MERITORIOUS STUDENTS



On 14th June 2018, President of the Governing Body, S. Krishna Chandra Paul, held a Press Conference at the college apprising the media regarding the college's decision to offer free admission to 200 poor & meritorious students this year. He also briefed the media about the Digital Learning Centre that will soon be operational in the college campus where students and faculty can access more than 500000 e-books and Journals.

NEW COURSES INTRODUCED

From this Academic Session onwards Honours Seats in Chemistry at Surya Sen Mahavidyalaya is increased to 20. The College is also going to introduce one year Certificate Course in Travel & Tourism Management and one year Certificate Course in Computer Application, as per North Bengal University guidelines.

NATIONAL SCIENCE DAY CELEBRATED

The National Science day, 2018 was organised in a fitting manner by the department of Chemistry, Faculty of Science, Surya Sen Mahavidyalaya on 28th Feb, 2018 on the theme “SCIENCE AND TECHNOLOGY FOR A SUSTAINABLE FUTURE” The program was inaugurated by Prof. (Dr.) Deb Kumar Mukhopadhyaya, Hon'ble Vice Chancellor, Coochbehar Panchanan Barma University. The welcome address was given by Dr. P.K. Mishra, Principal, Surya Sen Mahavidyalaya. The Chief attractions were the invited lectures by Prof.(Dr.) Umesh Kulshreshtha, Director ,Trans-Disciplinary Research Cluster, Jawaharlal Nehru University. His title of speech was “Atmospheric Chemistry and Climate Change Issues in South-Asia.” Prof.(Dr.) Prasanta Chatterjee of Visva Bharati University spoke on “Inter-relation between physical science and mathematics”. S. Krishna Chandra Paul, President, Governing body, SSM, also spoke on the occasion.



In Science Day event, speakers talk maths-science ties

The National Science Day, 2018 was celebrated at Surya Sen Mahavidyalaya, Coochbehar on February 28, 2018. The event was inaugurated by Prof. (Dr.) Deb Kumar Mukhopadhyaya, Vice Chancellor of Coochbehar Panchanan Barma University. Dr. P.K. Mishra, Principal of the college, welcomed the guests. The day was filled with various activities, including lectures and seminars. Prof. (Dr.) Umesh Kulshreshtha, Director of Trans-Disciplinary Research Cluster at Jawaharlal Nehru University, delivered a lecture on 'Atmospheric Chemistry and Climate Change Issues in South-Asia'. Prof. (Dr.) Prasanta Chatterjee from Visva Bharati University spoke on 'Inter-relation between physical science and mathematics'. S. Krishna Chandra Paul, President of the Governing Body of SSM, also addressed the audience.



NAXALBARI COLLEGE: MARCHING TOWARDS EXCELLENCE



Nakshalbari College was established in 2008 and received permanent affiliation from UGC under 2 (f) and 12 (b). The college is located within 3 kilometers of international Indo-Nepal Border and is running with a group of dedicated Teaching and Non-Teaching members working arduously to take the College to a position of prominence.

Meanwhile the college has been on wheels of progress with construction of New Administrative and Academic Blocks, hosting Seminars, Inter College Youth Parliament Competition, District level Inter College Sports Meet, introduction of NSS and NCC Units, introduction of Physical Education as core subject, PG Study Centre of Netaji Subhas Open University, B.Sc. Bio-Science stream and other inter-alia activities.

We sincerely believe it is our responsibility as educators to nurture and develop every student to his/her maximum potential. We encourage them to become global citizens and develop a deep concern and active respect for our society and environment.

NEW ROOMS INAUGURATED



Launching of SSM News Letter - Collegium

In the last couple of months SSM saw a series of inaugurations of various wings to meet up administrative and academic requirements. A plush IQAC cum Meeting Room was inaugurated on 20-02-2018. A modern Air Conditioned Teachers' Common was inaugurated on 29-03-2018 to accommodate 40+ teachers with provisions for spacious personal lockers. A state-of-the-art Physics Laboratory was also inaugurated for physics honours students on 20-02-2018.



Newly Inaugurated Physics Laboratory



Newly Inaugurated Physics Laboratory



Inauguration of IQAC Cum Meeting Room



New Teachers' Common Room



New Teachers' Common Room



Obituary

We are profoundly saddened at the death of Rabin Chandra Das, Assistant Professor of Political Science, and our long time colleague at SSM, who passed away in Siliguri on 9 March, 2018. Rabin Chandra Das is survived by his parents, his brothers, wife, son and daughter. Rabin Chandra Das joined this institution on 12 April 2002 and played a significant role in the development of his department. Rabin Chandra Das had a reclusive style of living, a maverick of first order, which is quite unique for the vocation where he was engaged in. However, this exclusivity was his forte and it never stood as a hurdle in the process of imparting knowledge to his students. The college will miss the comforting sight of Rabin Chandra Das deeply engrossed with groups of students in any corner of the building, explaining the intricacies of his subject. Students will miss their 'RCD Sir' as we will miss our dear colleague. May his soul rest in peace.

Obituary

Bhaskar Dutta, who worked as Principal's Attendant, passed away on 1 January, 2018 at Siliguri. He joined his service on 30 October 2018 and could serve the institution only for two months. He was only 20 years old at the time of his death. His accidental demise at such a young age left SSM fraternity sorrow-struck. May God have mercy on his soul.



Collegium, Inaugural issue

TEAM Collegium

Editor-in- chief:
Dr. Pranab Kumar Mishra

Editorial Collective:
Dr. Bablee Mandal, Dr. Romyani Goswami
Dr. Suphal Biswas, Dr. Arnab Baul

Reach Us:
E Mail: collegium.ssm@gmail.com
Mobile: 9233463895/8918759972