



SURYA SEN MAHAVIDYALAYA
(NAAC ACCREDITED)

Newsletter

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From the Desk of the Chief Editor



Dr P K Mishra
Principal
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The on-going Pandemic is still holding its sway all over the world and there's no easy respite from its onslaught! The educational institutions in our state could not even be opened for the full-fledged resumption of physical classes. There has been a prediction of resurgence of Covid 19 with further strength in its second wave. In such a situation, any saner government could not take a decision of opening up the educational institutions risking the super-spread of this vicious Pandemic. So, the doors of our beloved College are still closed for the beloved students.

This has created a kind of mental shock in the minds of most of our students. Since March, the physical classes had to be kept suspended. The faculties and the students would have to take recourse to online mode of teaching & learning. The college authorities have been trying utmost to make this exercise a fruitful one and created Google Suite platform for all. Even, new e-mail ids with a new college domain name have been created for almost 9000 students of the college. This has been really a gigantic task. But even then 10% -15% students could not join the classes either for lack of proper resources or for poor connectivity. However, these are areas where we could do nothing as of now. While the physical classes are not possible, the online mode seems only to be a viable mode.

The Collegium team has presented the previous number as the 'Pandemic Special' issue. In this number, we would like to present before our esteemed readers short write-ups on 'Online Teaching & Learning- Points & Counter-Points' from a cross-section of people many of whom are directly involved with this system of education. Further, an alumni of our college also presented his views on this 'new normal' mode of learning. The academic & extra-curricular activities undertaken during May-December, 2020 by the various academic departments & the NSS/NCC wings, mostly online, have also been presented in this issue.

Needless to say, the comments as expressed in this issue represent the views of the writers themselves; the editorial board just tried to aggregate and present cross-section of views on the issue under discussion.

We are hopeful that this online version would be welcomed by all.

Online Teaching & Learning: An Analysis



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In the present 21st century where almost all the public and private sector agencies are digitalised, education system is also revolutionised by utilisation of various digital or e- resources i.e., e-books, e-journals, e-magazines, html documents, expert's suggestions and other study-oriented material that can make the teaching- learning process simply accessible. Furthermore, the cloud computing has made it practically possible for students, teachers and educational researchers to always keep their text books, reference materials, research data etc. with them. ICT tools and techniques are utilized in overall teaching- learning process in formal, informal and nonformal education simultaneously. The present scenario worldwide has opened several challenges and opportunities in front of us in terms of availability, accessibility, equity, feasibility, etc. For example, learners are studying at home/work place utilizing computer which is called online schooling/learning.

Online mode of education currently is the most viable, highly effective, accessible, affordable and practical mode of education for the students who need individualised learning with flexibility. The convenience of online education is in directly proportional to study/course, location, time, course duration, etc. Learners don't need commuting/traveling resources, expenses and time to the campus. They can access various online courses from remote and inaccessible areas. Learners may follow their own learning styles, with self- pacing, self - motivation

and study at their own convenience. Online teaching-learning is a learner-centred approach in which their needs, capabilities, interests etc. are given more importance. It is easy to include experts, specialists, guest lecturers from other universities, institutions as well as access to e-resources worldwide. Generally, online teaching-learning cost much less than regular formal classroom or distance education courses. Online learning provides an opportunity to learn new technologies and practicing the use of new software, Internet, etc. Online education is equally accessible for all the people belonging from rural, tribal and far-flung areas. They can enrol and avail the facilities of online courses either in formal and non-formal education setup. It creates a platform where there is no discrimination among students due to gender, religion, caste, nationality, age, race, physical appearance, socio-economic status etc. Students study along with batchmates not only in India but also around the world.

As there are a lot of advantages of online teaching & learning but still few concerns are also related to it. Online education involves various human and non-human resources viz. money, effort and time. Most of the times few learners opt out or are neglected due to the expenses involved here at this platform. The cost of computers/ laptops, printers, and high-speed internet services, etc. are very much higher. online platform provides less opportunities for face-to-face/personal interactions among teachers/ trainers/ professors and fellow batchmates. It is very difficult to develop healthy relationships with classmates. Generally, the communication among teacher and taught is through e-mail, chat room or discussion groups, but no offline get-togethers. Methods of evaluation in online evaluation involve various complexities of planning, execution, implementation and overall evaluation. Cognitive abilities can be easily however affective and psychomotor domain remains neglected at large. With the advancements of ICT in teaching-learning process, teachers/ instructors are constantly trying to learn latest tools and techniques. Various hardware and software programs in education are difficult to be adopted by the teachers and students coming from traditional backgrounds in education. Online education lacks human touch as it involves ICT tools and e-resources. It brings a change in natural human behaviour, as its being constantly observed during and after live communication over the online platform.

In a nutshell, we can conclude that Covid-19 pandemic has brought systemic changes in the education system. Many students and adults are now upgrading/changing the path of their career through online educational/training programs. Affordability and accessibility make online education a big success among learners..

ডিজিটাল বিশ্বে সর্বনাশের মুখে ছাত্রসমাজ



গৌতম সরকার

অ্যাসোসিয়েট এডিটর
উত্তরবঙ্গ সংবাদ পত্রিকা

স্মার্ট হওয়ার বড় সাধ আমাদের। জীবনটাকে ডিজিটাল করার বাসনা। অনলাইন শপিং তো এখন জলভাত। অনলাইনে রেলের, প্লেনের, মায় সিনেমার টিকিট কাটতে আমাদের ঘরের নাবালক-নাবালিকা সন্তানরাও দড় হয়ে উঠেছে। সরকারি কাজে ই-অফিস। বাণিজ্যের ই-কমার্স। সবই 'ই'। শিক্ষা আর পিছিয়ে থাকে কেন? ই-এডুকেশন। অনলাইন ক্লাস। অনলাইন টিউশন। ডিজিটাল লাইব্রেরি। এমনি ই-অ্যাডমিশন। করোনাকাল পরস্পরকে বিচ্ছিন্ন করে দেওয়ায় আমাদের জীবন জুড়ে শুধুই অনলাইন, ডিজিটালের ছড়াছড়ি। কিন্তু কতটা ডিজিটাল আমরা? ২৩ জুন কিছু কিছু সংবাদপেত্র প্রকাশিত একটি খবরে নজরে গিয়েছিল অনেকের। একটি ভিডিওও ভাইরাল হয়েছিল। তাতে দেখা গিয়েছিল কণ্ঠটেকের দক্ষিণ কন্নড় জেলায় সুলিয়া নামে এক গ্রামে প্রবল বৃষ্টির মধ্যে একটি লোকের ঘাড়ে একটি মেয়ে, পাশে রাস্তার গার্ডওয়ালে বসে আরেকটি মেয়ে। দু'জনের হাতে মোবাইল। অনলাইন ক্লাস করছে ওরা। বৃষ্টি থেকে বাঁচাতে দু'জনের মাথার ওপর একটিই ছাতা মেলে রেখেছে লোকটি। বৃষ্টির মধ্যে রাস্তায় দাঁড়িয়ে ক্লাস কেন? ওই স্থান থেকে নারায়ণ নামে লোকটির বাড়ি আড়াই কিলোমিটারের মতো। কিন্তু বাড়িতে দূরে থাক, এতটা পথের কোথাও মোবাইলের নেটওয়ার্ক মেলে না। ছাতা মাথায় দুই মেয়েকে নিয়ে নারায়ণ যেখানে দাঁড়ান, সেখানেই শুধু নেটওয়ার্ক মেলে। সেকারণে ধুম বৃষ্টির মধ্যে তিনি ওখানে দাঁড়ান যাতে দুই মেয়ে অনলাইন ক্লাস করতে পারে।

গত বছর লকডাউনের সময় কলকাতার কোন নামি প্রশিক্ষণ কেন্দ্রের এক শিক্ষক বাঁকুড়ার ইন্দপুরে তাঁর গ্রামের বাড়িতে ছিলেন। তাঁর ওপর অনলাইন ক্লাস করানোর নিদর্শে জারি করে শিক্ষা প্রতিষ্ঠানটি। দীর্ঘদিনের শিক্ষক টেকস্যান্ডি হলেও পড়লেন মহাফাঁপড়ে। তাঁর হাতে দু'দুটি সার্ভিস প্রেভাইডারের সিম কার্ড থাকলে কী হবে, গ্রামের বাড়িতে তিনি মোবাইলে সংযোগই পেতেন না। শিক্ষক জানতে পারলেন, গাঁয়ের ধারে নদীর পাড়ে মোবাইল নেটওয়ার্ক ভালো পাওয়া যায়। পরখ করে দেখে ওই শিক্ষক নদীর ধারে এক গাছের মগডালে মাচা বানিয়ে ফেললেন। গাছের মাথায় হাই স্পিড নেটওয়ার্ক। ভিডিও কল বলুন আর অনলাইন ক্লাস, কোনটাতেই সমস্যা নেই। দিনভর মগডালের মাথায় শিক্ষকমশাই পড়িয়েছেন সেসময়।

এবার পরিসংখ্যানে চোখ বোলানো যাক। ২০১৪-র একটি সমীক্ষা অনুযায়ী, আমাদের দেশে ২৭ শতাংশ পরিবারে একজনও ইন্টারনেট ব্যবহার করেন না। আবার ওই পরিবারগুলোর ৪৭ শতাংশের বাড়িতে কোনরকম কম্পিউটার ডিভাইসই নেই। সামগ্রিকভাবে ভারতে ৫০ শতাংশ বাড়ির ছেলেমেয়েদের স্মার্ট ফোন-ই নেই।

এরপর আর বলার অপেক্ষা থাকে না যে, সরকার, শিক্ষা প্রতিষ্ঠান যতই ভার্চুয়াল সিস্টেমে পঠনপাঠনের বন্দোবস্ত করুক না কেন, তার সুযোগ নেওয়ার ক্ষমতা মোট ছাত্রছাত্রীর অর্ধেকের নেই। ফলে অনলাইন পড়াশোনায় একদল উপকৃত হবে বটে, কিন্তু আরেক দল বঞ্চিত থাকবে। এই ফারাক কিন্তু সবসময় ধনী-দরিদ্রের বিভাজনের কারণে নয়। পারিপার্শ্বিক অবস্থাও অন্যতম প্রতিবন্ধকতা।

ইন্টারনেট সংযোগ না থাকলে কম্পিউটার থাকা না থাকা, শেখা না শেখার কোন মূল্য থাকে না। ফলে পড়ুয়াদের মধ্যে দুটি ভাগ তৈরী হবে। একদল, যাদের সঙ্গতি আছে ও ইন্টারনেট সংযোগের আওতায় পড়ে। আরেক দল, যাদের সঙ্গতি নেই বা থাকলে ইন্টারনেট দুনিয়ার বাইরে তাদের বসবাস। এই দুটি ভাগের জন্য গত এক বছর ধরে নুতন একটি শব্দবন্ধনী সামনে এসেছে।

‘ডিজিটাল ডিভাইড’।

ছাত্রছাত্রীদের ক্ষেত্রে এই বিভাজনের পরিণতি মারাত্মক। অনলাইন ক্লাসে একদল কিছুটা হলেও এগিয়ে থাকার সুযোগ পাবে, যদি তারা সুযোগটা ব্যবহার করে। অন্য দলের ব্যবহার করার বন্দোবস্তই নেই। ফলে একই বিষয়ে তারা পিছিয়ে পড়বে। অনলাইন ক্লাস যদি লকডাউন পরবর্তী পৃথিবীতে থেকে যায়, তাহলে এই বৈষম্য আরও বাড়বে।

ফারাকটা আরও বেশি হবে সরকারি ও বেসরকারি শিক্ষা ব্যবস্থার মধ্যে। বেসরকারি ক্ষেত্রে অনলাইন পড়াশোনার সুযোগ যতটা মিলবে, সরকারি ক্ষেত্রে তার সিকিভাগ মেলাও দুষ্কর। অনলাইন পঠনপাঠন বাস্তবে তাই এই পিছিয়ে পড়াদের প্রতি অন্যায়া, অবিচারের নামাস্তর। করোনা পরবর্তী পৃথিবীতে বড় ভয়ঙ্কর সেই পরিণতি।

E-learning: Opportunities and challenges



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Electronic learning or e-learning is a unique style of education in which students can learn via electronic and online media instead of traditional face-to-face classroom teaching. Numerous initiatives have been amended by Govt. of India supported by the Ministry of Human Resource Development (MHRD) and the National Council of Educational Research and Training (NCERT) for online learning during Covid-19 such as National Digital Library (NDL) of India, National Repository of Open Educational Resources (NROER), e-PGPathshala, ePathshala, The Diksha, e-Gyankosh, Gyandarshan, GyanDhara etc. There are also several online open courses for faculties such as Swayam, Swayam Prabha, UGC-MOOCs and many more. But this modern technique has challenges too. As there is a huge dependency on technology, the academic institutions as well as the students must have proper infrastructure, tools, and financial backing to continue the online mode of classes. Additionally, any technology glitches or outages will short-circuit the whole teaching-learning plan. There is also inability to reach all students because of technological limitations or difficulties related to weak devices or access to the internet mostly in the rural areas, hilly areas and tea-belt region of North Bengal. Moreover, the teachers or fraternities must be trained properly in technology usage and be prepared to introduce and regulate all activities throughout the instructional period to effectively implement an online teaching learning environment. Even with all these hindrances, e-learning is becoming more and more popular in the new normal scenario.

Online teaching-learning and evaluation process in our country effectively depends on the network bandwidth of the locality. In India, digital divide is a real challenge and multiple approaches need to be implemented to bridge the gap. Based on the infrastructural facilities and average internet speed the e-learning process can be categorized under three zones - Category I: Region having high speed internet connection/Wide bandwidth/Fast broadband (data speed > 10 Mbps), Category II: Region having medium speed internet connection (data speed > 2.5 Mbps) and Category III: Poor internet connection/Low bandwidth zone (data speed < 1.0 Mbps). To develop best practice in academia, it is important that we change with the changing needs of our students. In Category I, online classes can be conducted mostly by Synchronous (real time) mode of learning i.e. online live classes by free video conferencing tools using Google Meet, Zoom, YouTube Live (for large number of students > 500) etc. Student-centric webinars, short term course and workshops, students counseling and mentor – mentee programs can also be conducted based on their curriculum using the above mentioned free e-conferencing tools. Beside the Synchronous mode of learning, study materials can be provided and Online Examination and Evaluation processes can be conducted by Asynchronous mode of teaching using mostly two popular LMS (Learning Management System) such as Google Classroom and Moodle platform. Free virtual labs are also available where students can virtually work out the practical experiments. In Category II, online teaching and evaluation can be conducted only by Asynchronous mode of teaching whereas in Category III, by providing study materials may be in an active portal, which is governed by the institution itself or by creating individual WhatsApp groups for each course/semester and often using tele-calling.

Thus the educators must have to use all the possible alternatives to deliver education to their students and to ensure the same is available to all without any discrimination. Online platforms may supplement the resources but it won't replace the real essence of physical classrooms. However, it is undeniable that e-learning provides enormous opportunity for the educationalists to fully utilize advanced technologies in teaching-learning methodologies. This novel trend is truly opening up new thoughts, imaginations and ideas which may also persist after ending of this pandemic era.

Pedagogical Shift in Post Covid World- Challenges to Teachers



Dr Utpal Rakshit
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The new normality in the post Covid educational scenario is obvious. The present pandemic situation has accelerated access to technology and connectivity as well as more teachers incorporating technology in their courses.

A hybrid mode will be the future, with students attending physical classes part time and spending much time in digitized instruction. Some would be entirely online - a few universities have taken the move - with students spending time over virtual classes doing technology-supported instructions. Moreover, teachers should be ready for blended learning as it is becoming a new normal. It is the combination of traditional face-to-face classroom teachings with online digital materials. Blended learning uses online learning tools to assist overall instruction for both the teacher and student. In blended learning, e-learning, personalised learning by students and activities in face-to-face classrooms supplement each other. It assists to enrich learning experiences and heighten the overall effectiveness of student's outcomes.

Students get results based on a combination of their completion of coursework through the digital learning system and lessons created by teachers. To create the best online learning materials, teachers may need to improve their technology skills. Teachers incorporate (live) virtual instructional sessions and also recorded lessons or presentations. These presentations must be student-centered, culturally responsive, flexible and initiate student interests. They have to modify the benefits of face to face learning into the virtual world and use technology-supported instruction to enhance student learning. Teachers are learning to facilitate online instructions through a Learning Management System (LMS) and share all the lessons and activities that learners must work through to complete their degree. Canvas, Schoology, Blackboard, and even Google Classroom are some of the LMS being used. Many teachers are using Zoom or Google Meet for live classes. For recording small video lessons, Screencastify and OBS are also very popular among teachers. Now, with the physical classroom teaching suspended and only the online mode of teaching open, teachers have some time to prepare themselves better to combine offline and online learning in a way that one complimenting the other.

In the shift of post-Covid blended teaching-learning setting it is very essential for teachers to be quickly familiar with how they need to change their roles to be facilitators, resource gatherers, content experts, classroom planners and even data analysts.

ONLINE EDUCATION



Dr Pankaj Kumar Sarkar
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Corona virus pandemic has triggered new ways of learning and has accelerated the process of adoption of 'online' as a viable mode of learning. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In the past one year the demand for online learning has risen significantly. Along with students and parents, for educational institutes too the 'online learning & teaching' is an entirely new way of education. That is why one of the most oft-used terms after pandemic is 'new normal'. The new normal now is a transformed concept of education with online learning at the core of this transformation. We are beginning to get a taste of this now.

But the question is whether there is uniform and effective online education in India particularly in remote rural areas. Though online education opens up a lot of possibilities for students and teachers but it may also widen the inequalities in the socio economic fabric of India. For many students one of the biggest challenges of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be lack of continuity in learning. In rural area internet connectivity is very poor. The Niti Aayog, in its 'Strategy for New India@75' report highlighted the quality and reliability of the internet as a major bottleneck. It also pointed out that 55,000 villages in our country are without mobile network coverage. Moreover people in rural areas have also to deal with intermittent power supply and old electronic device which are often a hindrance to seamless access. A lower percentage of students in rural area possess desktop or laptop computer. They depend on their mobile phones or on their family members' mobile phones for learning and attending classes, making it an arduous exercise. Watching small screen to consume as much information as possible for long hours could be detrimental to students' health. Overall it can be said that till now a small part of the total students in India particularly in rural area has access in online education.

The current situation is of course an unpredicted one. However, we should always be prepared for such situation. Our education planner needs to adopt more technological advancement in the curriculum. All our policies and interventions with regard to online education should strive to be inclusive. Good vision, sincere efforts and time will show India the way ahead.

Online Education and Digital Divide



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Assistant Professor of Economics
Surya Sen Mahavidyalaya

In recent times our objective is to maximize accessibility of education, subject to the online mode constraint, i.e. virtual classroom has already become a reality and our traditional classrooms are converted in to digital classroom and we all are trying to update every day. Various platforms offer opportunities to reach out to the students in different parts of the world. This system is also beneficial if it easily accessible to every students. But the actual fact of this digital education system is that 'education for all' has become an imaginary concept and it widens the gap between 'haves and have not' in our country. During social distancing time, blended learning, technology-mediated instructions and learning are the only options. But we can't expect those as substitutes for classroom teaching as these are totally technology based and highly expensive where India spends only 4.6% of total GDP on education. Niti Aayog's strategy of 'New India @75', has recommended that spending on education should be increased at least to 6% of GDP by 2022. Every day we face digital divide due to lack of proper infrastructural support for penetration of communication network in rural areas, i.e. unavailability of high speed internet, acute power supply problem and lack of digital device like smart phones and laptops. Some households have smart phone but these devices are equally necessary for bread earners income; therefore, between two difficult choices, obviously, generation of income gets priority. Not only that, unfortunately, in matters of choice between children's online class we also see gender disparity.

As a result, for the poor, particularly, in rural areas system of education has been completely disturbed and contributed in degrading its quality. Students are wasting their valuable times by catching fish or working as disguised labour in agricultural sectors or helping their family works or doing nothing. On the other hand, students of semi-urban or urban areas, specially the students of private institutions are overloaded with online class, task, assignments etc. So in this system one section students can easily has access to world's top class teachers and enjoy the worldwide classroom. But at the same time, others are not getting even minimum basic education. Ultimately, we have made the fundamental principles of education i.e. the law of equal opportunity & treatment to an abstraction.

বর্তমান সময়ে অনলাইন বা ভার্চুয়াল শিক্ষার সুবিধা এবং অসুবিধা



রুদ্র সান্যাল
প্রাবন্ধিক ও
শিক্ষক, বিধাননগর সন্তোষিণী হাই স্কুল (উচ্চ মাধ্যমিক)

এই করোনা মহামারী কালে গত প্রায় দেড় বছর ধরে স্কুল কলেজ বা বিশ্ববিদ্যালয় সব জায়গাতেই প্রথাগত শিক্ষা প্রায় পুরোপুরি বন্ধ। এই অবস্থায় অনলাইন বা ভার্চুয়াল শিক্ষা ব্যবস্থার মাধ্যমে শিক্ষা দান করে চলেছেন শিক্ষক-শিক্ষিকারা নিয়মিতভাবে। কিন্তু এই শিক্ষা পদ্ধতি কতটা ফলপ্রসূ হচ্ছে বিশেষ করে বিদ্যালয় শিক্ষার ক্ষেত্রে, তা নিয়ে কিছু প্রশ্ন উঠেই যাচ্ছে। আমাদের মতন উন্নয়নশীল দেশের যেখানে একটা বিশেষ সংখ্যক মানুষ আর্থিকভাবে দুর্বল, সেখানে এই অনলাইন শিক্ষা দান

খুবই কষ্টকর বিষয় হয়ে যায়, বিশেষত প্রথম বা দ্বিতীয় প্রজন্মের শিক্ষার্থীদের ক্ষেত্রে। গ্রামাঞ্চলে যেখানে নেট ব্যবস্থা প্রয়োজনের তুলনায় খুবই অপ্রতুল, সেখানে এই শিক্ষা দান ব্যবস্থা একবারেই কার্যকরী হয়ে উঠতে পারছে না।

নিজে একটি গ্রামীণ উচ্চ মাধ্যমিক বিদ্যালয়ের শিক্ষক হিসেবে অনলাইন ক্লাস করতে গিয়ে দেখেছি এখনও ছাত্রছাত্রীরা সেভাবে এই ক্লাসের বিষয়ে স্বচ্ছ হতে পারেনি; অন্তত শহুরে বিদ্যালয়গুলির ছাত্রছাত্রীদের তুলনায়। আর অনেক শিক্ষক-শিক্ষিকাও এই অনলাইন ক্যামেরায় নিজেরাও স্বাভাবিক হতে পারেন নি। এটা স্বাভাবিক হয়তো অনেক ক্ষেত্রেই। কারণ এইভাবে যে শিক্ষা দান বা গ্রহণ করতে হবে তা শিক্ষক-শিক্ষিকা বা ছাত্রছাত্রী কেউই বিশেষ কল্পনা করে নি। তাই কোথাও একটা অসুবিধার সৃষ্টি হয়েছে তো অবশ্যই। পরিকাঠামো এবং ছাত্র শিক্ষক উভয়কেই বিশেষভাবে প্রশিক্ষিত করতে হবে এই অনলাইন ক্লাস বিষয়ে। বিশেষ করে বেশকিছু বিষয় ভিত্তিক ক্লাসের বিশেষ ধরনের অনলাইন উপকরণ দরকার। যার মাধ্যমে সহজে ছাত্র ছাত্রীদের বোঝানো সম্ভব। সেই বিষয়ে সরকারকে বিশেষভাবে সচেতন হতে হবে।

প্রথাগত শিক্ষার ক্ষেত্রে ছাত্র শিক্ষক মুখোমুখি শিক্ষাদান উভয়ের ক্ষেত্রে যে আন্তরিকতার বার্তা বহন করে আনে, সেখান থেকে অনলাইন শিক্ষা বেশি যান্ত্রিক হয়ে যায়। এটা একজন ছাত্রের কাছে খুবই অস্বস্তিদায়ক। অনলাইন শিক্ষার ক্ষেত্রে কিছু কিছু কুফলও এখন দেখতে পাওয়া যাচ্ছে অনেক সময়। একদিকে ছাত্রছাত্রীরা তাদের শিক্ষা কতটা বুঝতে পারছে সেটা শিক্ষক শিক্ষিকারা সেই মুহূর্তে সঠিকভাবে বুঝতে পারছে না। আর এদিকে অল্পবয়সী ছেলে মেয়েরা অনলাইন এর নেশায় পড়াশোনার বাইরে অন্যকিছু অবাস্তুর নেশায় বুঁদ হয়ে যাচ্ছে। এক ধরনের ডিজিটাল কোকেনের নেশায় বর্তমান প্রজন্ম আচ্ছন্ন হয়ে যাচ্ছে। এই বিষয়ে অভিভাবকদের বিশেষভাবে সচেতন হতে হবে। নইলে সমূহ বিপদ অবশ্যম্ভাবী। এই করোনাকালে শিশু শিক্ষার ক্ষেত্রে অনলাইন শিক্ষা ব্যবস্থা তাদের কিছুটা শিক্ষা এগিয়ে নিয়ে যেতে পারলেও, প্রথাগত শিক্ষার কোন বিকল্প হয় না। এই বিষয়টা সবাইকে মাথায় রাখতে হবে।

Online Educational System: The Students' Predicament



Ritan Das
Alumni, Dept. of Political Science, SSM (2015-18)

The outbreak of Covid-19 virus in India and the government's decision towards an impromptu lockdown has seriously vandalised the overall infrastructure of a developing country like India. The country's GDP witnessed a major downfall in this period. The government's inefficiency in dealing with the pandemic has been debunked. The graph of unemployment grew in an alarming rate; employees from various private sectors were deposed. The worst effected is the country's healthcare sectors and the educational sectors.

Out of the total population in rural India 25.7% of people live below the poverty line and 13.7% in urban areas, where this pandemic has impoverished the percentage by double. Then come the online educational system which puts this mass into a dungeon. Where securing three meals a day is 'blessing in disguise', getting access to online educational facilities is nothing less than a day dream for them.

The governments alternative of the online educational system made them secure it by imploring or either by ceding the matter. The students who are able to gain access to the online educational modes, comes in a situation of apathy in this new-normal model, because the solace modes of examinations. Students are not getting a chance of peer-assistance as a result of which they are facing a lot of impediments in their growing and learning process. This pandemic has entirely shut up the classroom interaction process which poses serious threats to the moral developments of students attributes.

The virtual educational system creates a 'digital-divide' in between students, which disbursts the concept to 'Right to Education' as a fundamental rights, because only a certain section of the society can gain access to this modes of education. The government's decision towards the cancellation of important examinations in the Secondary and Higher-Secondary levels and choosing the alternative mode of evaluation will cause a serious threat to the students of this era. They are abstained to prove their efficiency in the examination hall. The concept of moral development and the overall improvement in academics as well as in co-curriculums has been shattered because of this system of education. The government's infrastructure to provide quality education to all has been proven dismal, though states such as Kerala has proved as an alternative by conducting examinations in this pandemic situation by maintaining all Covid safety protocols, but the new normal system of online education is still a 'myth' in India.

DEPARTMENTAL ACTIVITIES : MAY - DECEMBER 2020



'Institutional Methodology of online Induction Programme and Issues related to it in recent Covid – 19 situations in India' - Organised by Department of Geography in Collaboration with IQAC on 22nd of July, 2020. The speakers were Prof. L. N. Satpati, Director, UGC- HRDC University of Calcutta & Prof. B. Srinagesh, Director, UGC- HRDC Osmania University, Hyderabad.

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Department of Political Science
In Collaboration with IQAC
Organizes
Two Days Invited Lecture Series

Mr. Aditya Kant Ghossein
Assistant Professor,
City College, CU
On India's Act East Policy
In The Post Covid Era
28th July 2020

Ms. Gazala Faruqi
Assistant Professor,
Southfield College, NBU
On 'Diplomacy and its
evolution in the era of
Covid-19'
29th July 2020

Date: 28th & 29th July 2020
Time: 11AM to 12:30PM
Registration Link
<https://forms.gle/g66BL346CYSKq4WN6>

Two day Invited Lecture Series
organised by the Dept. of Political Science:
July 28 & 29, 2020.

DEPARTMENTAL ACTIVITIES : MAY - DECEMBER 2020

One Day International webinar organised by Dept. of Sociology on 22nd August 2020

Webinar organised by Dept. of Physics, SSM on 25th August 2020 on Concept- In search of Dark Matter and Advancement of Science & Technology.

National level webinar on 'Discipline Specific Elective (DSE) of UG Chemistry Syllabus' Organised by Dept. of Chemistry on 28th August 2020

One Day International Webinar on 'Gender Bias, Gender Stereotyping, Gender Equity and Women's Rights' organised by IQAC in collaboration with Women's cell on 1st September 2020.

Webinar on 'A Matter of Mind: Covid -19 & its Impact on the Psychology' organised by SSM Alumni Association on 6th September 2020

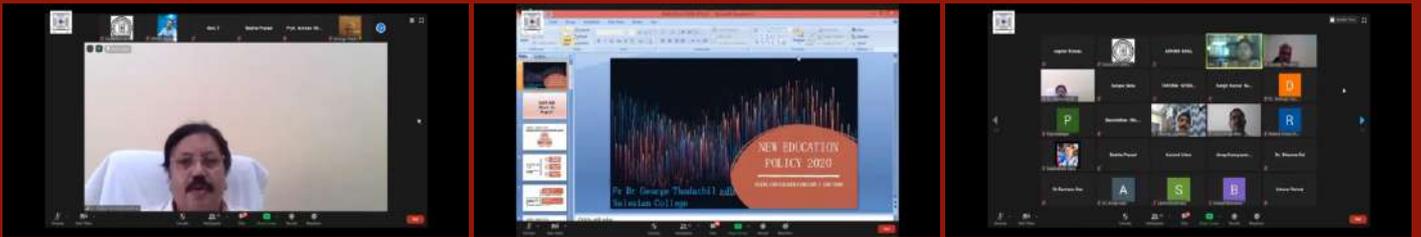
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International Webinar organised by the Central Library on 'Intellectual Property Rights: Issues Related to Research & Publication Ethics' 30th September 2020. Resource Persons: Prof (Dr) R K Chadha, Dr S K Patra (Pretoria, South Africa), Dr S K Chaudhuri, Dr P S Das.

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NCC Inauguration Day Celebration on 24 December 2020

DEPARTMENTAL ACTIVITIES : MAY - DECEMBER 2020



National Webinar on NEP 2020 held on Sep 02, 2020: Resource Persons- Prof D K Mukherjee, VC/CBPBU; Dr DK Sarkar, Registrar, NBU; Dr Amitav Mishra, IGNOU and Fr Dr G Thadathil, Principal, Salesian College, Siliguri



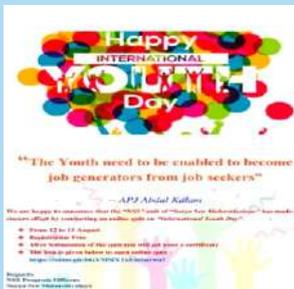
College Foundation Day Celebration on 15th September 2020

The Principal receiving memento as third best College for Kanyashree.

Press Clippings



NSS ACTIVITIES MAY - DECEMBER 2020



On 'Youth Day' 12 August 2020 NSS Unit II organized an online Quiz competition where 614 youth across the country as well as from neighbouring countries participated.



Swachha Bharat Abhiyan began on and from 8th August and concluded on 15th August 2020



Webinar on 'Role of NSS and practical field experience' organised by NSS on 26.08.20.



20.08.20: By spreading awareness for Spit free India Movement to more than 3200 people Smt. Babita Prasad NSS Unit II Program Officer and Unit Group Leader Pallab Biswas received gold medal and leadership certificate.



NSS UNIT-I Rice & Dal distribution at village Porajhar on 30th September 2020.



17.09.20: on the occasion of Mahayalaya, food distribution, mask distribution and dengue awareness programme carried on by NSS



NSS ACTIVITIES MAY - DECEMBER 2020



Steps taken to save plants by NSS from 20 September 2020.

Webinar on Fundamental Rights on 1st October 2020 :
Resource Person - Dr Bikash Ranjan Deb

Orientation of new volunteers on 5 November 2020



Distribution of copy and pen to the children at slum area on 15 October 2020



Distribution of new clothes to 35 families of Banjara Busty on 18 October 2020



On the Occasion of 'NSS Day' 24 September 2020, NSS Unit II in collaboration with Alumni Association and NCC organized a blood donation camp. 37 units of blood were collected.



12.12.20: Free eye check up camp and free spectacles distributed in the adopted village Jabravita



AIDS Awareness Rally On 1st December 2020 by NSS volunteers



Corona awareness programme in the adopted village of Jabravita on 15 November 2020



25.12.2020 to 31.12.2020 Special Camp on Health at Jabravita

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