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# WEST BENGAL STATE UNIVERSITY

CBCS,SEM-V EXAMINATION, 2023-24

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**COURSE : - B.SC(HONOURS) IN GEOGRAPHY**

**PAPER CODE :- GEOACORIIP**

**PAPER TITLE :- FIELD WORK AND RESEARCH METHODOLOGY**

**SESSION :- 2023- 2024**

# "Physical and Human landscape of Latagumi village Mal Tahsil: A Geographical Field Study in Jalpaiguri District, West Bengal."

Field Report submitted to Netaji Satabarshiki Mahavidyalaya in part fulfilment of the requirements of the Geography Honours Undergraduate syllabus (course: GEDACOR11P) of the West Bengal State University.

By
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## To whom it may concern

Certified that Ankita Debnath Roll 52322118 No. 18614 Registration no. 1262121600028, a student of 5th semester Geography Honours of the college, has prepared this field report entitled **"Physical and Human Landscapes of Latagun Village, Mal Tehsil: A Geographical Field Study in Jalpaiguri District, West Bengal"** as part of the under graduate syllabi (course code: GEOACOR11P) of the West Bengal State University.

Furthermore, we certify that, to the best of our knowledge, none of the work described and stated here is a component of or the foundation for any other award received by this candidate or any contender.

Dipanjan Das Mazumdar 12.02.2024

Subrata Mitra 12.02.2024

Sharmistha Chatterjee 12.2.24.

Signature of the Field Supervisors

# ACKNOWLEDGEMENTS

Dear All

From the depth of my heart, I express my deep gratitude to everyone who made our geography fieldwork at Lotagwi village, Wokha District a resounding success. The project couldn't have come to life without the invaluable support and collaboration of various individuals and organizations.

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Sincerely,
Ankita Debnath

GROUP PHOTO

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# INTRODUCTION

The district of Jalpaiguri derives its name from the prominent municipality of Jalpaiguri, which serves as the administrative headquarters of the district. The town Jalpaiguri originates from the Bengali words 'Jalpai' meaning 'wild olive tree' and 'guri' meaning place, indicating the prevalence of wild olive trees in the town historically. Some accounts also associated the name with the region's traditional presiding deity, local shiva locally referred to as 'Jalpesh'. Strategically situated in the lower Himalayan, Jalpaiguri district exhibits tremendous geographical diversity ranging from mountainous terrains to plain river valleys, inhabited by varied ethnic communities. The picturesque landscape and rich historical heritage of the district provide immensive tourism opportunities.

The erstwhile Jalpaiguri subdivison of Rangpur district was consituted in 1854, located adjacent to the Sukhani subdivison at that time. In 1869, the subdivision was upgraded to a full fledged district with Jalpaiguri town as the administrative center. As noted by the British botanist Sir Joseph Dalton Hooker during his 1849 expendition, the area was then dominated by dense forests, with Jalpaiguri town serving as a transit point for forest product travelling to markets northwards. This demonstrates the crucial geographical role of the region even during colonial times.

Jalpaiguri district extends from 26°75'41" to 26°59'54" N latitude and 88°73'1" to 89°73'0" E longitude, covering a total area of 3044 sq km. The district shares international borders with Bhutan in the north. While it is bounded by the districts of Darjeeling in the west and northwest. Bijnor shares in the east and cuch Behar and Bangladesh in the south. Administratively, the district encompasses 8 subdivisions, 7 development blocks, 80 Gram panchayats and 201 inhabited villages. As per the 2011 census, the total population of Jalpaiguri district stands at 26,81,696 persons.

## Objectives:—

The current study aims to achieve two main objectives:

1. Understanding Physical Geographical Features:- The objective focuses on comprehending the diverse physical geographical features found in the Jalpaiguri region, including their characteristics.

2. Exploring Environmental Factors:- The second objectives involves discussing the nature of soil, vegetation, climate, and various land uses and land covers in the study area.

Additionally, the study aims to:

3. Conduct a Questionnaire-based Survey:- The objective involves utilizing a questionnaire-based survey to describe the demographic and socioeconomic conditions of a small community in the Lataguri village area, Jalpaiguri district.

**Study Area:** — The study area encompasses Lataguri village, situated within the Mal Tehsil of Jalpaiguri district, West Bengal. Lataguri village is having an approximately 70 meter above sea level. Lataguri is nestled amidst the scenic landscape of the Dooars region. The village is strategically positioned, serving as a gateway to the renowned Gorumara National park and Chapramari wildlife sanctuary. Lataguri boasts a diverse ecosystem, with lush forests, fertile agricultural lands, and meandering rivers defining its geographical features. The village is home to a vibrant community, with a population primarily engaged in agriculture, tourism and allied activities. With its rich biodiversity, picturesque surroundings, and strategic location, Lataguri village offers ample opportunities for research and exploration in the fields of ecology, wildlife conservation and sustainable tourism development within the Jalpaiguri district. Lataguri village is located at coordinates 26.9444°N latitude and 88.7797°E longitude. (Fig - 1 and 2)

**Data Collection and Methodology:** — In any research study, gathering accurate and relevant data is crucial for drawing meaningful conclusions. This section outlines how the data was collected and the methodology followed in the study.

- **Primary and Secondary Data:**

• **Primary Data** refers to information that collected directly from the source for the specific purpose of the study. In this case, primary data was collected through two main methods.

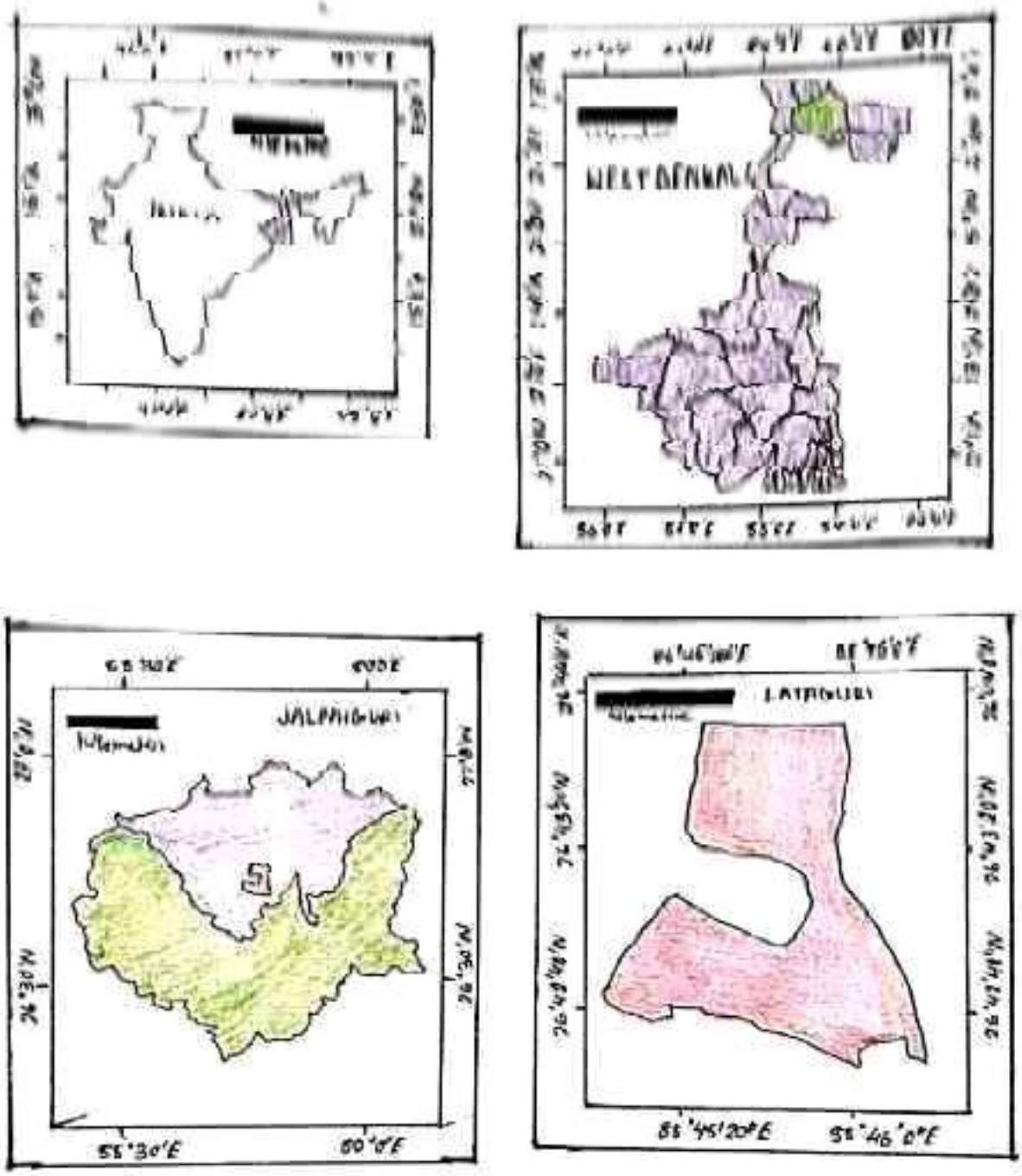

Fig :1 location map of the study area

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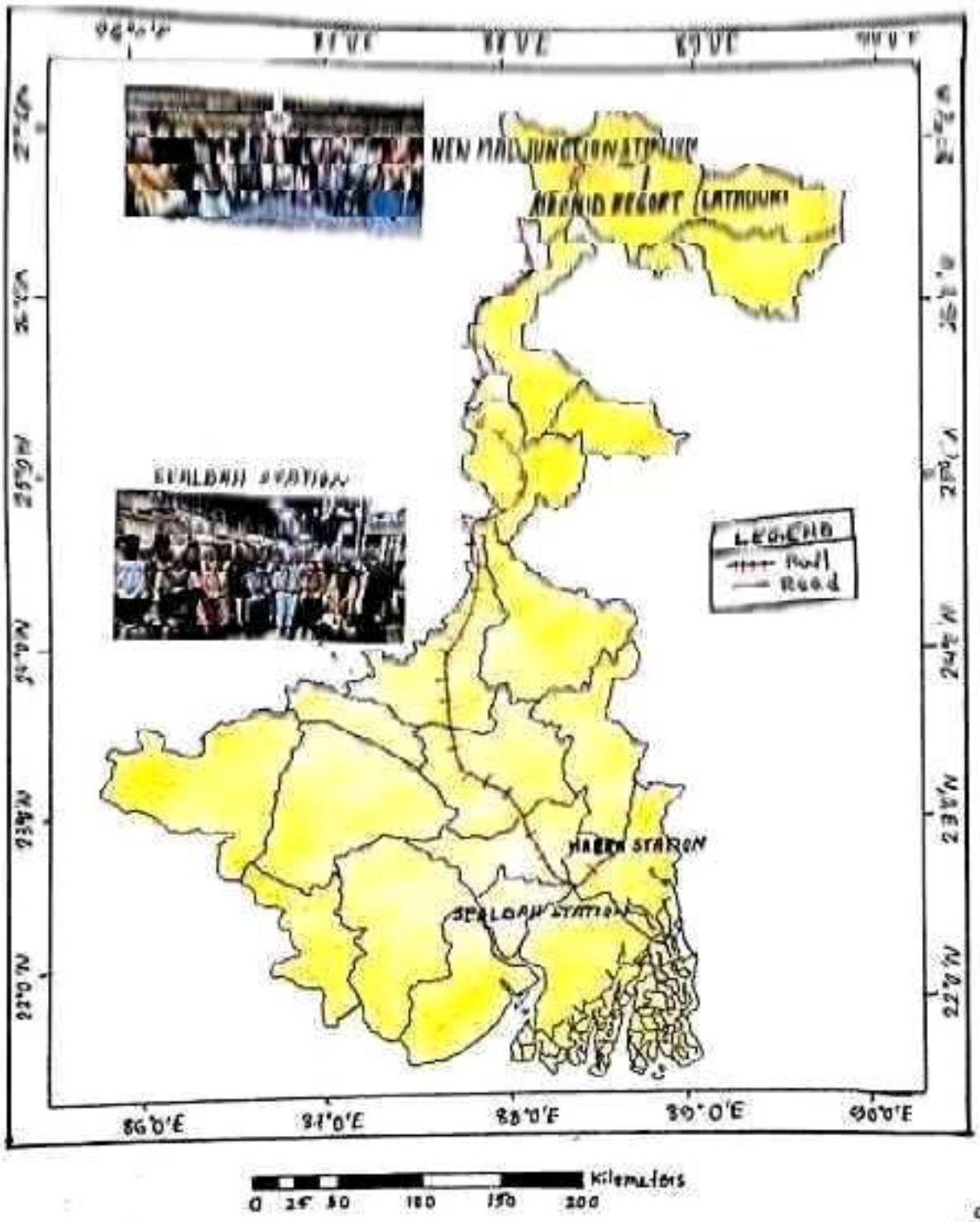


Fig : 2 Route map of the study area

• Questionnaire Survey:- Researchers designed a set of questions to gather information directly from the respondents, in this case, the residents of Lataguri village in Jalpaiguri District.

• Direct field Survey:- This involved physically visiting the study area using tools like the Dumpy Level & Ten precise measurement and observations.

• Secondary Data includes information that already exists and has been collected by someone else for another purpose. In this study, secondary data was gathered from various reliable sources such as government reports, previous research studies, population census data, news articles, academic journals, magazines, and newspapers. This secondary data provided additional context and background information relevant to the study.

**Field Survey in Lataguri village in Jalpaiguri District :-**

The study conducted a field survey in Lataguri village from October 6 to October 11, 2023. During this period, researchers visited the village and interacted with the residents to collect primary data through the questionnaire survey and direct field measurements.

**Methodological Workflow:-** The methodology used in the study was divided into three main parts:

1. Pre-field Work:- The phases involved various preparatory activities to ensure the smooth execution of the field survey:

• Definition of research problem:- Clearly identifying the objectives and scope of the study.

• Selection of study Area:- Choosing Latagori village in Jalpaiguri District as the primary location for data collection.

• Review of Literature:- Conducting a comprehensive review of existing literature and research relevant to the study area.

• Preparing the survey schedule:- Planning the timeline and logistics for conducting the survey in Latagori village.

• Making elevation map and survey made maps:- Creating detailed maps to guide researchers during the field survey.

• Sampling Procedure:- Determining the method for selecting households to participate in the survey.

2. Field Work:- The phase involved the actual collection of primary data through surveys and measurements:

• Selection of survey site and survey households:- Identifying specific location within Latagori village and households to be included in the survey.

• Interviewing, direct field measurements and data collection:- Interacting with residents, taking measurements using instruments like the Dumpy Level, and recording data.

• GPS survey and collection of Location based information:- Using GPS technology to accurately map the geographical features of the study Area.

3. Post-field Work:- After completing the field survey, the study entered the post-field work phase, which focused on processing and analyzing the collected data.

• Data tabulation and data processing:- Organizing the collected data into a structured format for analysis.

• Data analysis:- Using statistical methods and analytical tools to derive insights from the data.

• Presentation of results:- Communicating the findings of the study through visual aids such as charts, graphs and tables

• Report Writing:- Documenting the entire research process, including methodology, findings, and conclusions in a formal report

• Summarizing the findings and conclusion:- Synthesizing the key findings of the study and drawing conclusions based on the analysis of the data.

**Physical Profile:-** The unique physiography of Jalpaiguri district is characterized by the convergence of three distinct geographical zones. The northern flank of the district falls within the sub-Himalayan Duars foothills, while the vast central region consists of the flat alluvial plains formed by the large Himalayan River systems. The southern fringe transitions into the fertile Terai plains that extend beyond the district boundaries. Each of these zones exhibit distinct topographic, geological, pedological, hydrological and ecological features which have shaped the physical landscape and productive potentials of Jalpaiguri district.

**Topography:-** The northern portion of Jalpaiguri district is delimited by the foothills of the eastern

Himalayas, featuring undulating slopes and ridges descending from higher elevations. The Duars range comprises the sub-Himalayan belt located south of the outer Himalayas, covering the area between the 300m and 66m contour lines. It covers around half of the total geographical expanse of the district. This piedmont zone has been built up by the gravitational depositional actions of streams originating in the Himalayas, leading to the formation of overlapping alluvial fans and terraces with the plains to their south. The fluvial erosion processes over geological timescales have also created an undulating surface overlaying the ancient duff sediments.

In contrast, the central and southern parts of the district consist of flat alluvial plains formed by the vast Brahmaputra River system draining the eastern Himalayas. The plains region has minimal slopes and elevations below 66m altitude. Thus, the landscape of Jalpaiguri district exhibits a descending elevation profile from the High Himalayan ridges and valleys in the north transitioning into the flat Gangetic plains in the south. The forces of tectonic uplift and subsidence have also shaped the macro-scale elevation differentials and depositional patterns across the region. [Fig-3]

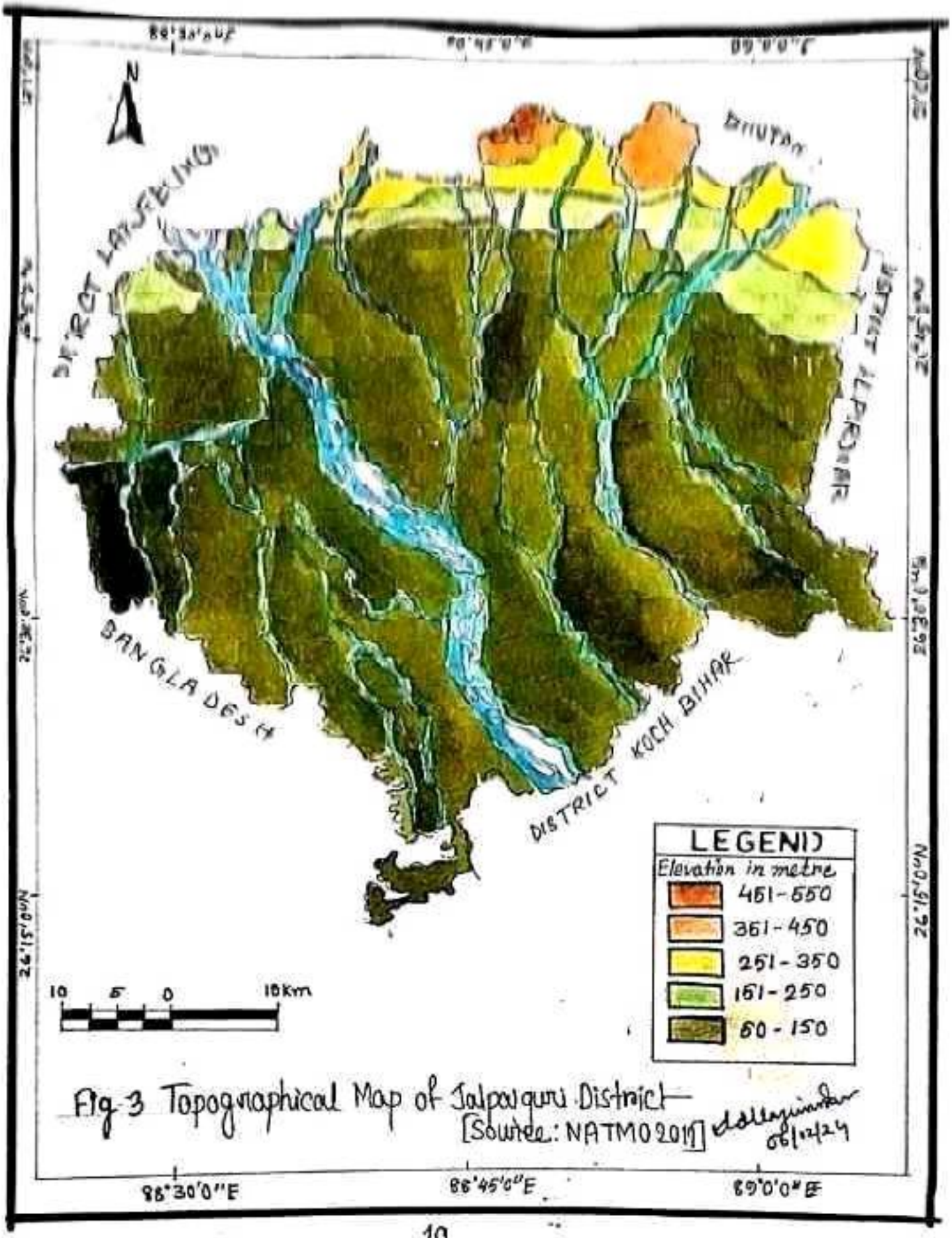


Fig-3 Topographical Map of Jalpaiguri District
[Source: NATMO 2011]

**Geology:—** The diverse rock types and geological formations underlying Jalpaiguri district include schists, gneisses, phyllites, quartzites, dolomites and coal deposits. Metamorphic rocks like schists and gneisses form the main and complex in the northern hilly and foothills areas. The lower Himalayan ranges here contain phyllites and quartzites. Dolomitic limestones are also found in various bands. [Fig. 6]

The Duars range is characterized by very thick alluvial sedimentary formations that were deposited by rivers flowing southwards from the rising Himalayas. Coarse gravels and boulder conglomerates occur near the hill ranges. While the alluvial composition becomes finer towards the plains. The plains landscape south of Duars is marked by river terraces of the Tista, Jaldhaka and other rivers. Black clay deposits are found between the Tista and Jaldhaka rivers. Thus the district exhibits lithological variations from the metamorphic and sedimentary rocks in the northern half to the finer alluvium and clay deposits in the plains. The tectonic activities including uplift and subsidence have been instrumental in shaping the macro-scale geological structures and erosion-deposition patterns.

**Soil:—** The soils in Jalpaiguri district have developed over the varied parent materials and are broadly classified as coarse loamy to fine loamy types. In the northern Duars area, the soils tend to be more

acidic in reaction with lower organic carbon content. The finer soil texture develops towards the southern plains, along with a rise in pH values nearing neutral levels. The soils along the rivers banks typically have a pH range of 5.8 to 6.5, medium levels of phosphates and nitrogen and approximately 0.5 to 0.75% organic matter. A common distribution is the coarse texture that results in low moisture retention capacities. The porosity facilitates internal drainage, but reduces the water holding abilities that are vital for agriculture. Maintaining organic matter levels is also essential for soil fertility and productivity. The soil properties have significant impacts on the vegetation cover and cropping patterns. [Fig: 7]

**Drainage:—** The major rivers draining Jalpaiguri district originate in the eastern Himalayas and flow in a south or south-easterly direction. Some of the important rivers area Teesta, Jaldhaka, Torsha, Kaljani, Raidak, Diana, Chilakhana etc. As the swift-flowing mountain rivers enter the plains, abrupt decreases in in channel gradients cause braiding and raised beds, often exacerbating floods during heavy monsoon. The river channels are dynamic, exhibiting frequent course changes, meandering and shifts in this zone.

While the fertile alluvium deposited by the rivers has enabled prolific agriculture, recurring floods and erosion pose threats to farms, forests, tea gardens and human habitations in the district. Extensive

embankments have been constructed over the years for flood control, but sudden high floods sometimes breach the structures and inundate large areas. Overall, the complex fluvial dynamics and drainage patterns have profoundly shaped the landscape. [Fig:4]

**Natural Vegetation :-** Jalpaiguri district falls within the sub-moist deciduous forest zone, with sal (Shorea robusta) trees dominating the natural vegetation cover. Sal is found along with associated species like Lagerstroemia parviflora, Terminalia coriacea, Anogeissus latifolia, Dalbergia sissoo etc. forming mixed forests. The quality of sal forests is reported to be among the best in India. [Fig :5]

**Three broad categories of forests are :**

- Riverine forests along river banks and sand beds, with khair, Sissoo, Odal, Sidha etc.
- plain forests with mature standing sal forests, open scrub forests, moist and dry sal mixes.
- Savannah forest in sandy areas, containing Kumbhi, Amla, Sidha, Cutechu trees.

The forests provides habitats for diverse wildlife species including elephants, deer, tigers, leopards, monkeys etc. They are crucial sources of timber, fuelwood, fodder and non-timber forest products for local communities. However, pressures of human use, grazing, fires etc have degraded some forest area.

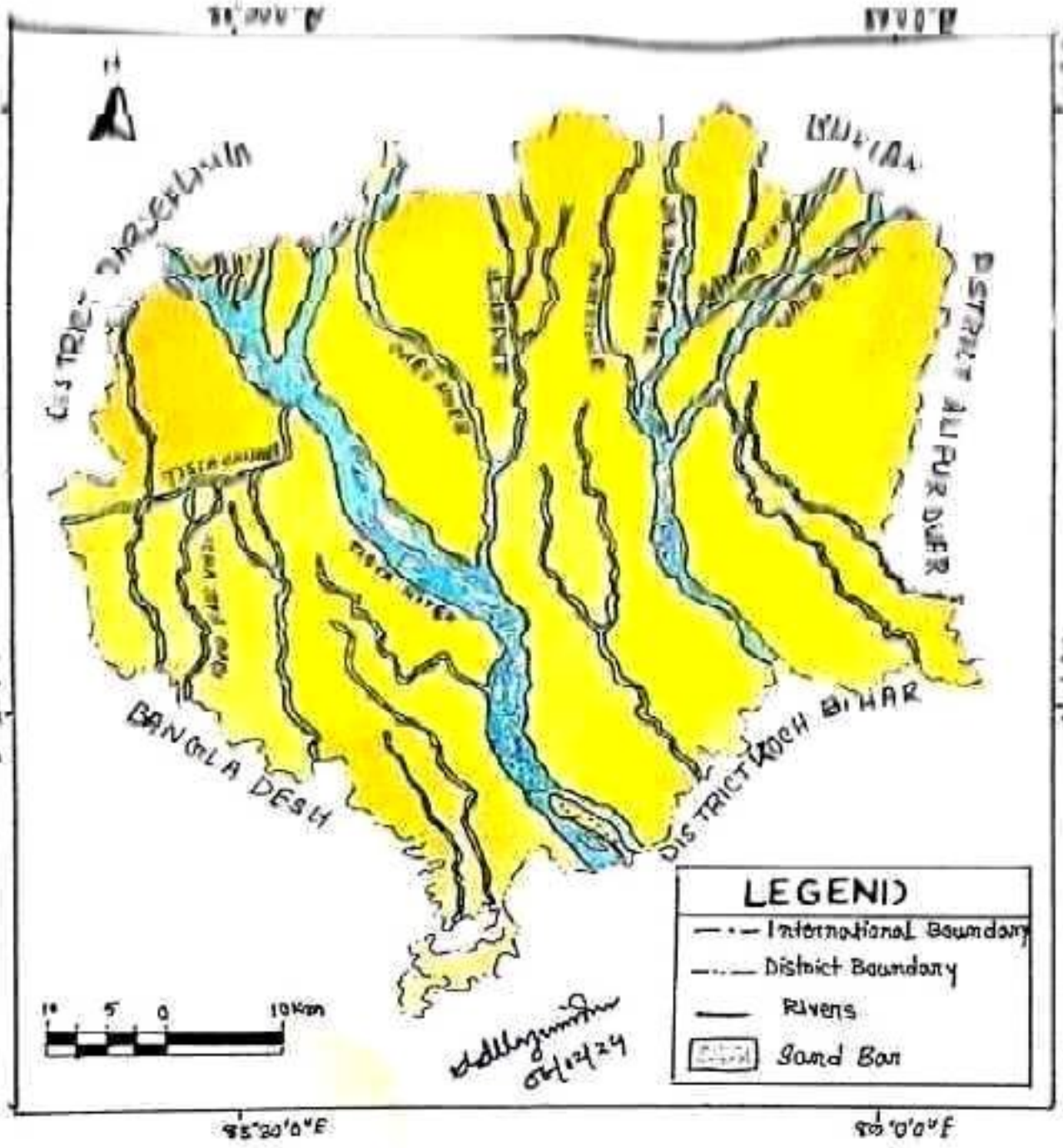


Fig 4 Drainage Map of Jalpaiguri District [Source: NATMO 2011]

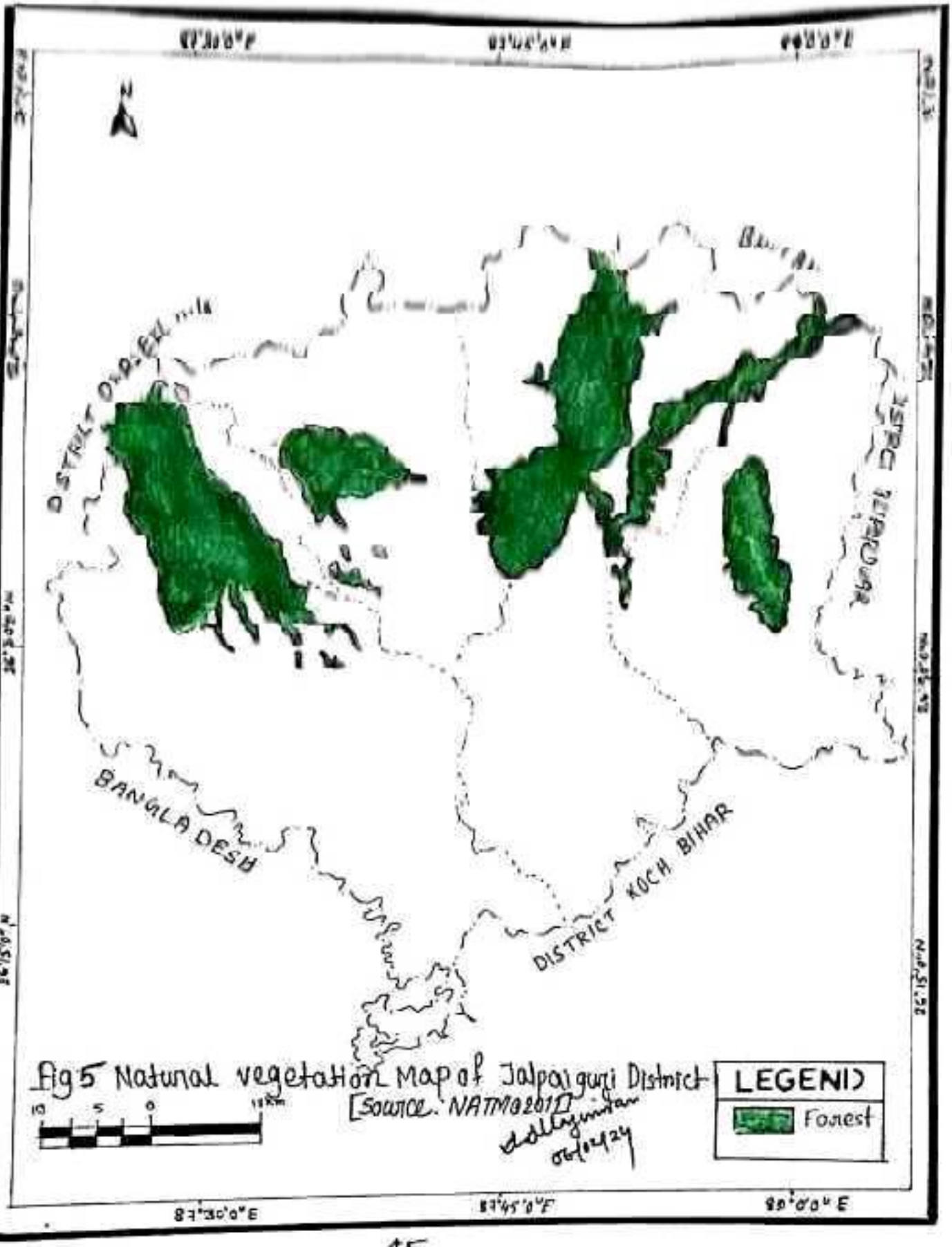


fig 5 Natural vegetation Map of Jalpaiguri District
[Source: NATMO 2011]
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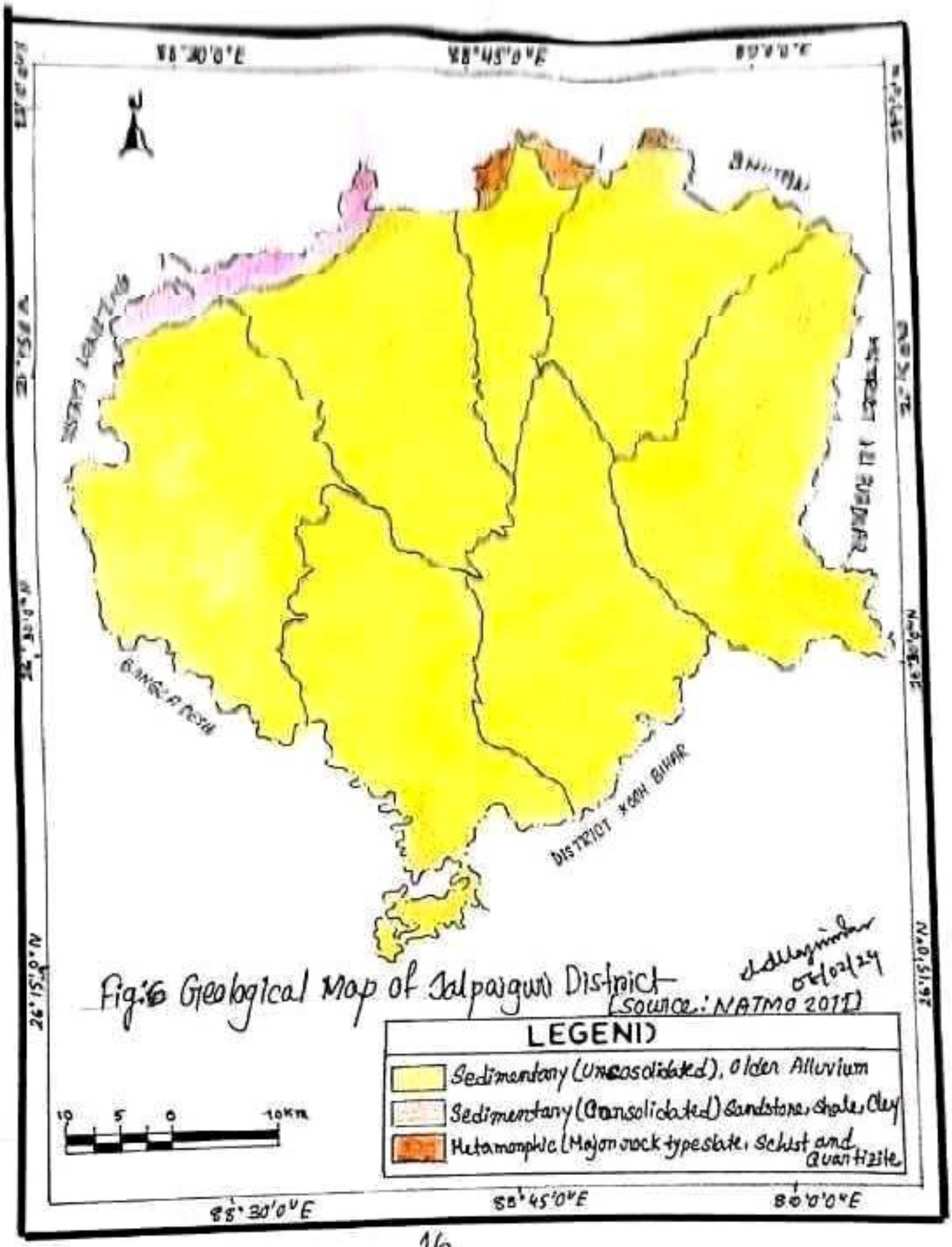



Fig:6 Geological Map of Jalpaiguri District (SOURCE: NATMO 2011)

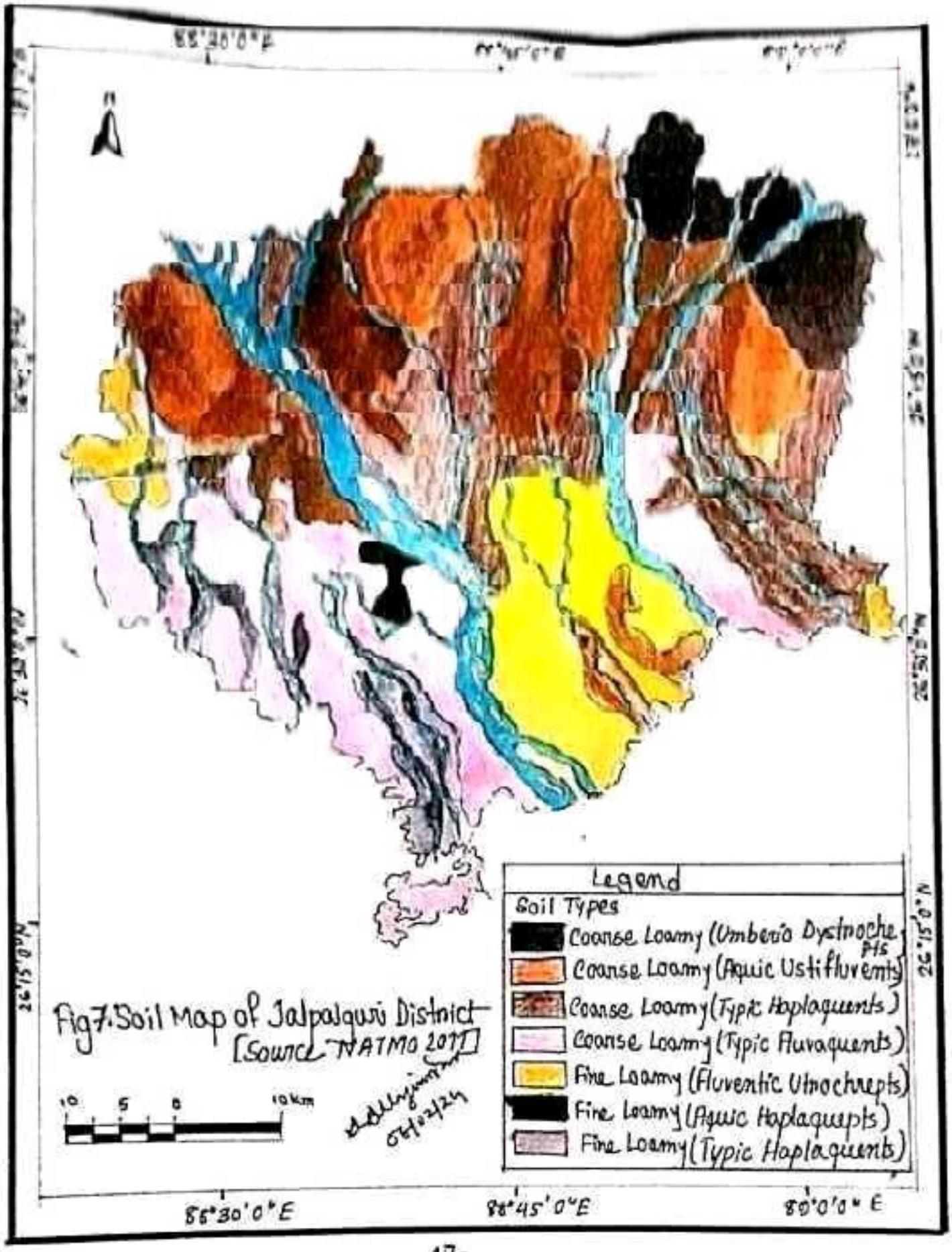



Fig 7. Soil Map of Jalpaiguri District
[Source NATMO 2011]

## Lataguri village as displayed on Google Earth image

Fig 8: Lataguri village as displayed on Google Earth image

0.7 0.35 0 0.7 1.4 Kilometers

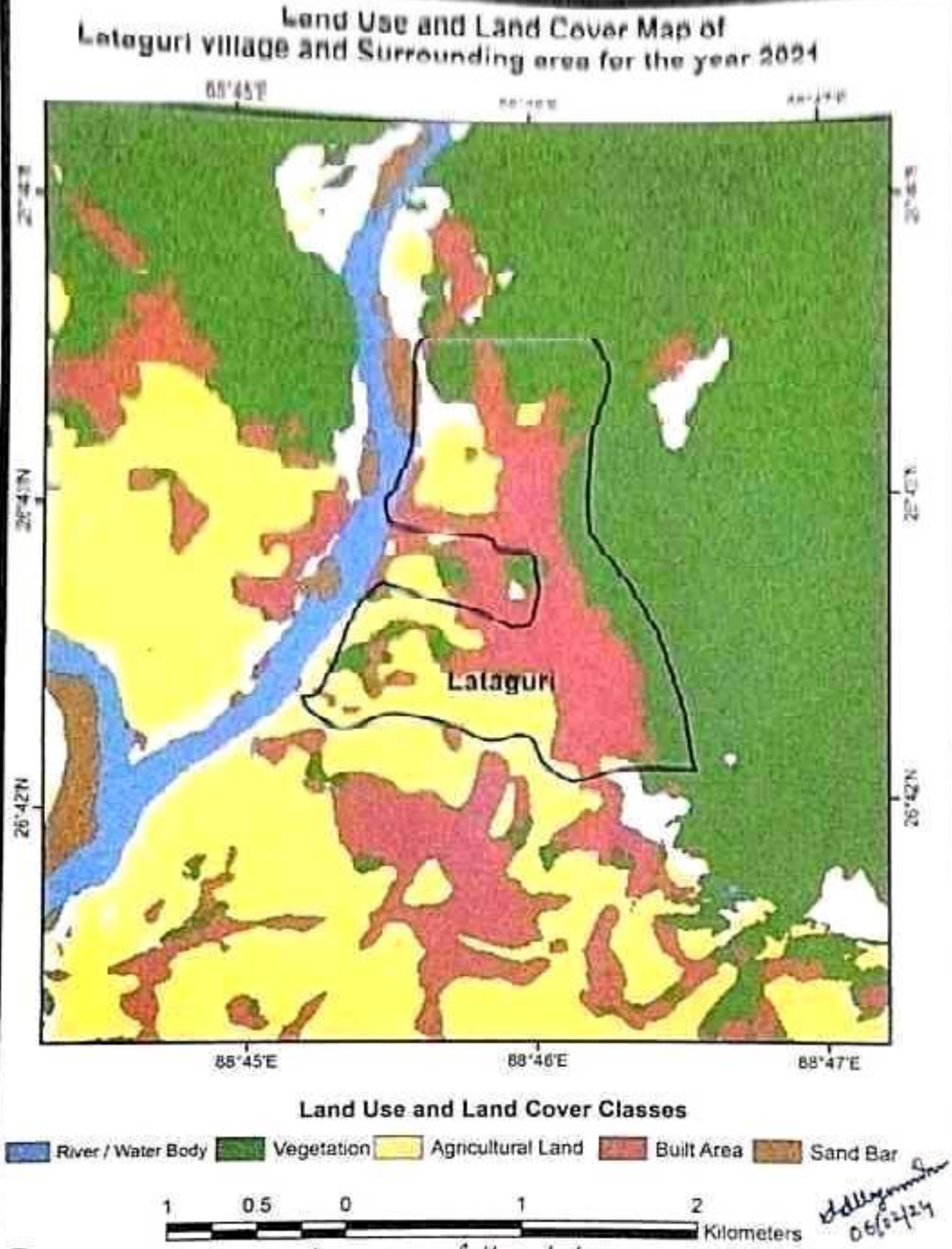



Fig 9: Landuse and Landcover map of the study area

Source- ESRI Global LU/LC Map 202

**Climate:-** Jalpaiguri district has a hot and humid tropical monsoon type of climate, receiving heavy seasonal rainfall. The proximity to the Bay of Bengal, moisture sources, and orographic influence of the Himalayas determine the weather patterns. Four seasons can be distinguished: cold winter, hot summer, rainy monsoon, and the short autumn, and spring transitions.

**Interpreting the Climograph for Jalpaiguri:**

1. January to March (Winter-Spring Transition):-

- Relative humidity gradually decreases from January to March, indicating a reduction in moisture content in the air.
- Wet bulb temperature also rises during this period, signifying a gradual increase in temperature as winter transitions to spring.

2. April to June (Pre-Monsoon Season):-

- Relative humidity sees a notable increase from April to June, indicating a rise in moisture levels as the region approaches the monsoon season.
- Wet bulb temperature continues to rise steadily, reaching its peak in June, indicating warmer and more humid conditions.

3. July to September (Monsoon Season):-

- Relative humidity remains consistently high during the monsoon months of July to September, indicating high levels of moisture due to rainfall.

• Wet bulb temperature remains relatively stable during this period, reflecting the consistent moisture content in the air.

• October to December (Post Monsoon to Winter Season):-

• Relative humidity begins to decrease from October onwards as the monsoon withdraws, although it remains relatively high.

• Wet bulb temperature gradually decreases as well, indicating a gradual cooling of the air as winter approaches. (Table 1 and Fig 10)

**Interpreting temperature and precipitation data for the years 2021 and 2022 :-**

Temperature :- Maxium Temperature : The maximum temperature shows seasonal variations throughout the year. Both years exhibit a similar trend, with the highest temperatures recorded during the summer months of April to June. The maximum temperature peaks in April, gradually decreases from June to September, and then declines further towards the end of the year.

**Minimum Temperature :** Similarly, the minimum temperature also demonstrates seasonal fluctuations, with the lowest temperatures from October to February, followed by a gradual increase as the region transitions into the warmer months.

Precipitation :- The precipitation data reveals the amount of rainfall received in millimeters (mm) for each month of the year.

• **Seasonal Variations:**

Both years exhibit distinct seasonal patterns of rainfall. The highest precipitation levels are typically observed during the monsoon months of June to September, with peaks in June and August. This is consistent with the region's monsoon climate, characterized by heavy rainfall during the wet season.

• **Inter-annual Variability:**

While the overall seasonal pattern remains consistent between the two years, there are notable differences in the amount of rainfall recorded for specific months. For instance, in 2022 higher precipitation levels are observed in June and August compared to 2021. Conversely, some months, such as February and December, show higher rainfall in 2021 compared to 2022. These variations may be attribute to inter-annual climatic variability and regional weather patterns.

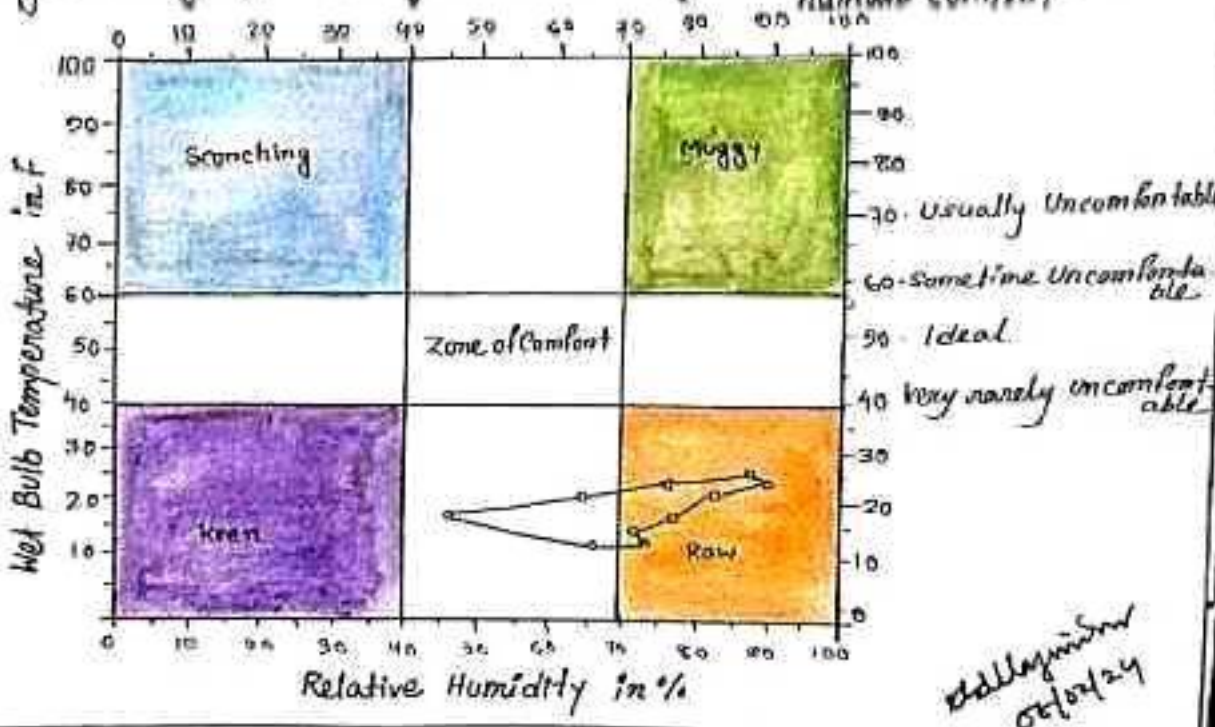
Overall, the temperature and precipitation data provide valuable insights into the climatic conditions of the region, highlighting seasonal variations and inter-annual variability in temperature and rainfall patterns over the course of the year. [Table 2 and Fig-11]

Table 1.1 Month-wise variation of Relative Humidity and Wet Bulb Temperature in Tangmar

| Months | Relative Humidity in % | Wet Bulb Temperature in °F |
|---|---|---|
| JAN | 70.62 | 16.14 |
| FEB | 66.21 | 19.03° |
| MARCH | 70.17 | 18.13 |
| APR | 62.96° | 27.17 |
| MAY | 70.97 | 28.62 |
| JUN | 84.44 | 28.07 |
| JUL | 88.96 | 27.73 |
| AUG | 86.10 | 27.21 |
| SEP | 80.70 | 26.3 |
| OCT | 82.21 | 23.43 |
| NOV | 77.69 | 18.3 |
| DEC | 72.86 | 15.00 |

Source: Indian Meteorological Data Archive (New 2001)

Fig 10 Climograph of Tatagunt area showing the weather condition and human Comfort

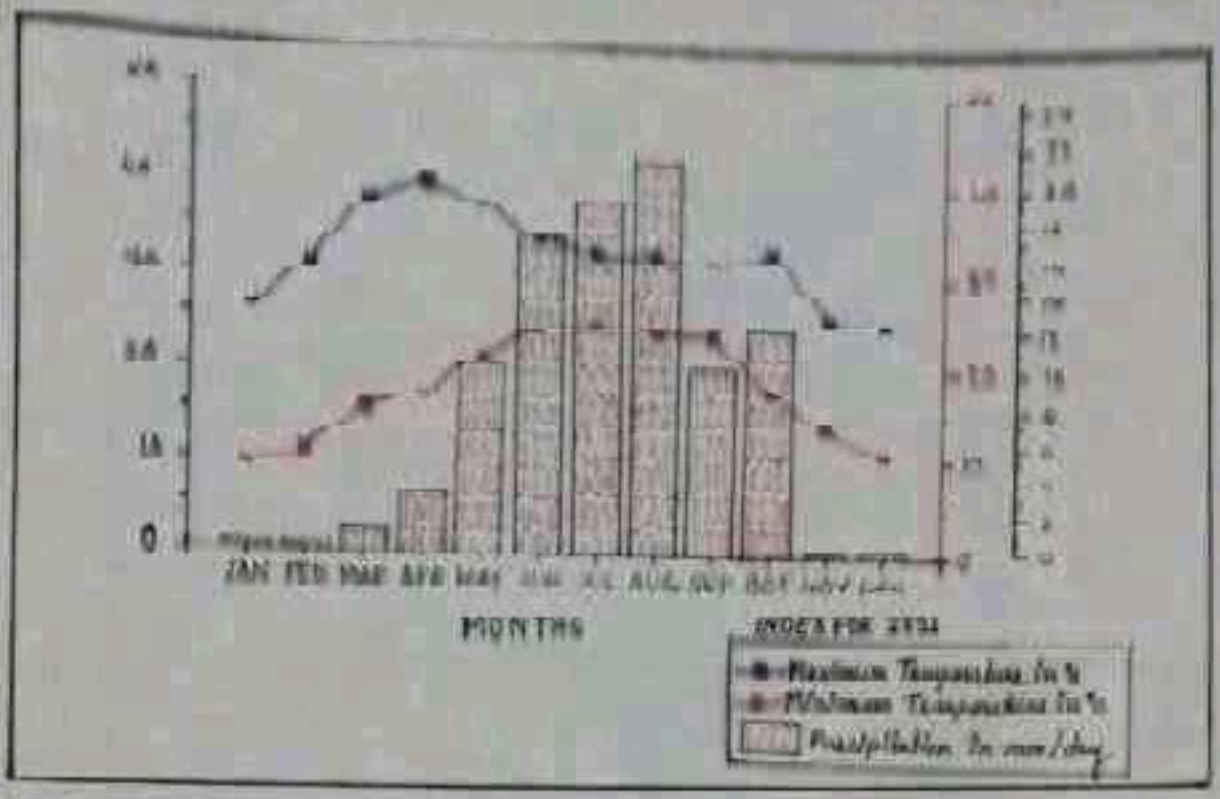



Siddhartha 06/02/24

Table : 2 Showing the monthly statistics of Maximum temperature, Minimum temperature and precipitation in Kalyani for the years 2021 and 2022

| YEAR | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 |
|---|---|---|---|---|---|---|
| Months | Temperature Maximum | Temperature Maximum | Temperature Minimum | Temperature Minimum | Precipitation in mm | Precipitation in mm |
| JAN | 26.14 | 24.00 | 0.30 | 0.75 | 0.12 | 0.32 |
| FEB | 31.18 | 28.88 | 0.91 | 2.73 | 0.19 | 1.0 |
| MAR | 38.30 | 36.76 | 15.62 | 14.65 | 11.19 | 0.89 |
| APR | 39.77 | 37.17 | 17.13 | 20.05 | 3.15 | 7.62 |
| MAY | 37.81 | 34.64 | 21.49 | 22.09 | 10.14 | 12.39 |
| JUN | 34.06 | 32.6 | 24.10 | 23.08 | 17.05 | 31.16 |
| JUL | 32.83 | 32.06 | 25.14 | 24.44 | 10.21 | 12.77 |
| AUG | 32.85 | 33.51 | 24.12 | 24.8 | 21.58 | 14.09 |
| SEP | 31.97 | 32.08 | 23.88 | 23.62 | 10.07 | 11.07 |
| OCT | 33.28 | 32.42 | 17.85 | 17.55 | 12.09 | 5.52 |
| NOV | 25.98 | 28.14 | 13.97 | 14.76 | 0.09 | 0.04 |
| DEC | 25.05 | 26.4 | 11.22 | 9.26 | 0.29 | 0.03 |

Source - Indian Meteorological Data Archive



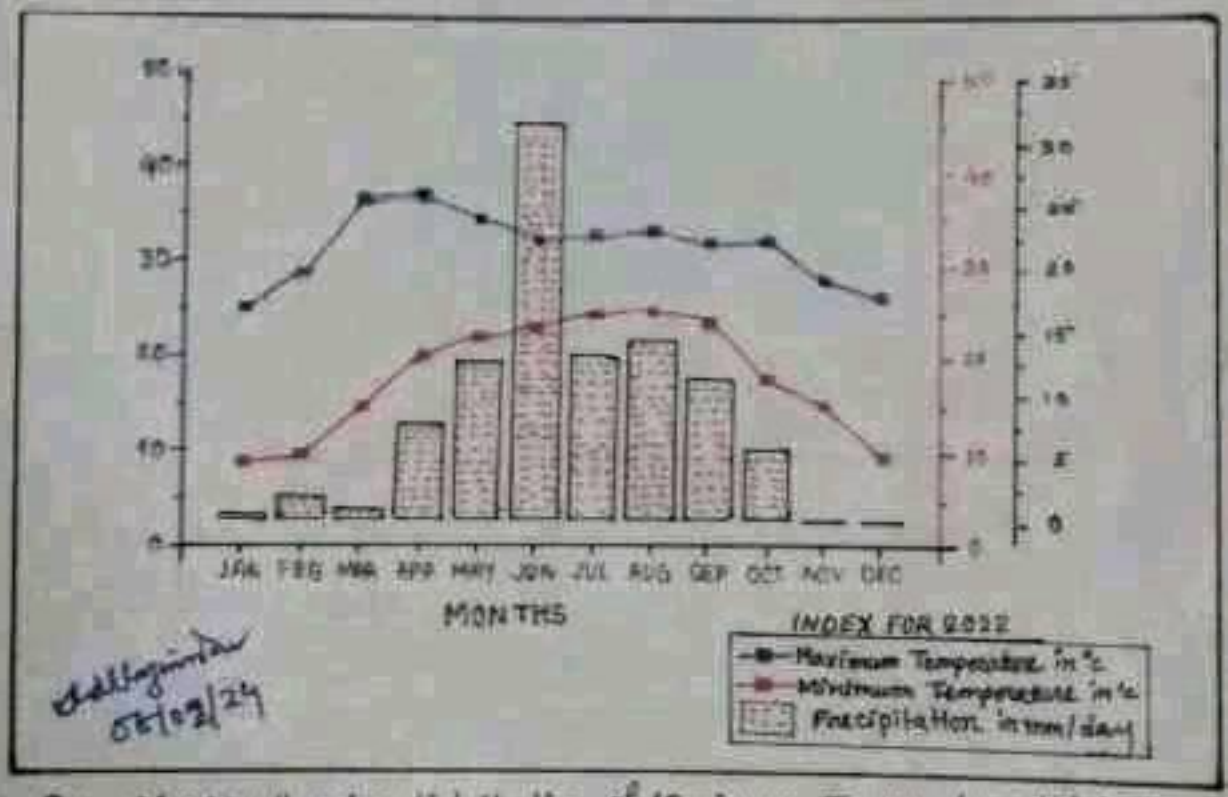




Fig 11 : Month wise distribution of Maximum Temperature, Minimum Temperature and Relative Humidity in Lalaguri for 2021(a) and 2022(b)

Table 3

# LEVELING SURVEY BY DUMPY LEVEL

Place :- Lalaguna

Instrument no :- [illegible]

Date :

Weather : [illegible]

| Station | Distance in (mm) | Node | Staff Reading (m) (mm) | | | RI | RL | Remarks |
|---|---|---|---|---|---|---|---|---|
| | | | B.S | I.S | F.S | | | |
| A | 0 | 0 | 1.41 | | | 102.01 | 101.50 | 101.509 (BM) |
| $A_1$ | 10 | 1 | | 1.44 | | | 101.41 | |
| $A_2$ | 20 | 2 | | 1.45 | | | 101.96 | |
| $A_3$ | 30 | 3 | | 1.56 | | | 101.36 | |
| $A_4$ | 40 | 4 | | 1.84 | | | 101.03 | |
| $A_5$ | 50 | 5 | 0.94 | | 2.6 | 101.25 | 100.31 | C.P |
| $A_6$ | 60 | 6 | | 1.45 | | | 99.8 | |
| $A_7$ | 70 | 7 | | 1.43 | | | 99.82 | |
| $A_8$ | 80 | 8 | | 1.83 | | | 99.42 | |
| B | 90 | 9 | | | 1.73 | | 99.52 | |
| Σ | | | 2.35 | | 4.33 | | | |

• Arithmetic check :-

$\Sigma BS - \Sigma FS$

$= (2.35 - 4.33)$

$= -1.98$

Last RL − First RL

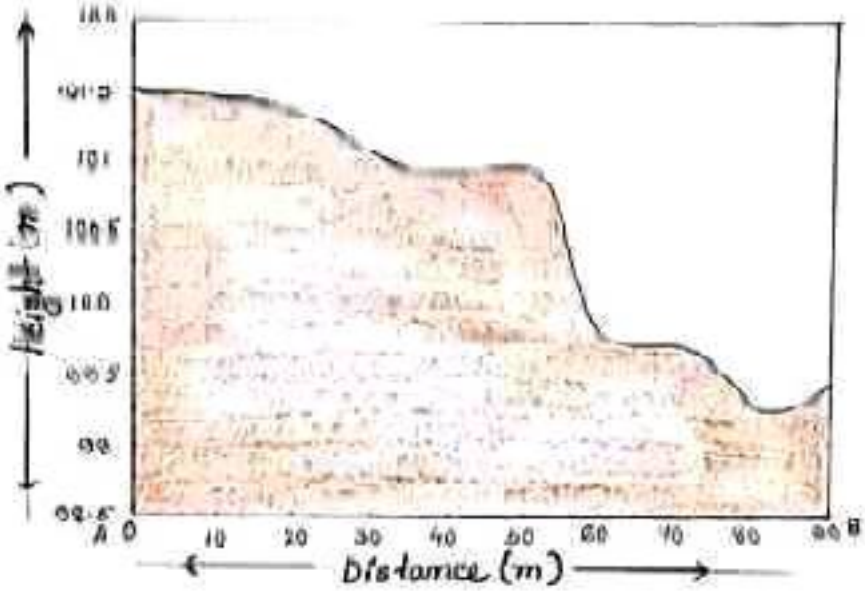
$= (99.52 - 101.50)$

$= -1.98$

# DUMPY LEVEL SURVEY

Place: Lutagwu
Level No: 002408

Date:
Time: 11:00 AM




Vertical Scale: 1cm ≅ 0.5(m)
Horizontal Scale: 1cm ≅ 10(m)

Source: Field Survey
Fig 12: Longitudinal profile along the line $\overleftrightarrow{AB}$ Smith 06.02.24

Table 4

# LEVELING SURVEY BY DUMPY LEVEL

Place :-

Date :-

Time :- 11:20 AM

| Stations | Distance (m) | Rods | Staff Reading (m) | | | CL | RL | Remarks |
|---|---|---|---|---|---|---|---|---|
| | | | B.S | I.S | F.S | | | |
| A | 0 | 0 | 0.7 | | | 1042 | 101.50 | 101.342 (BM) |
| $A_1$ | 10 | 1 | | 3.010 | | | 101.12 | |
| $A_2$ | 20 | 2 | | 3.48 | | | 100.72 | |
| $A_3$ | 30 | 3 | | 3.79 | | | 100.41 | |
| $A_4$ | 40 | 4 | | 4.01 | | | 100.19 | |
| $A_5$ | 50 | 5 | 1.02 | | 3.31 | 102.57 | 100.89 | CP |
| $A_6$ | 60 | 6 | | 3.76 | | | 100.81 | |
| $A_7$ | 70 | 7 | | 3.16 | | | 99.10 | |
| $A_8$ | 80 | 8 | | 3.33 | | | 99.24 | |
| $A_9$ | 90 | 9 | | 3.42 | | | 99.15 | |
| $A_{10}$ | 100 | 10 | | 3.54 | | | 98.64 | |
| $A_{11}$ | 110 | 11 | 2.62 | | 3.43 | 101.26 | 98.62 | CP |
| $A_{12}$ | 120 | 12 | | 2.64 | | | 98.61 | |
| $A_{13}$ | 130 | 13 | | | 2.65 | | | |
| Σ | | | 7 | | 9.80 | | | |

Arithmetic check :-

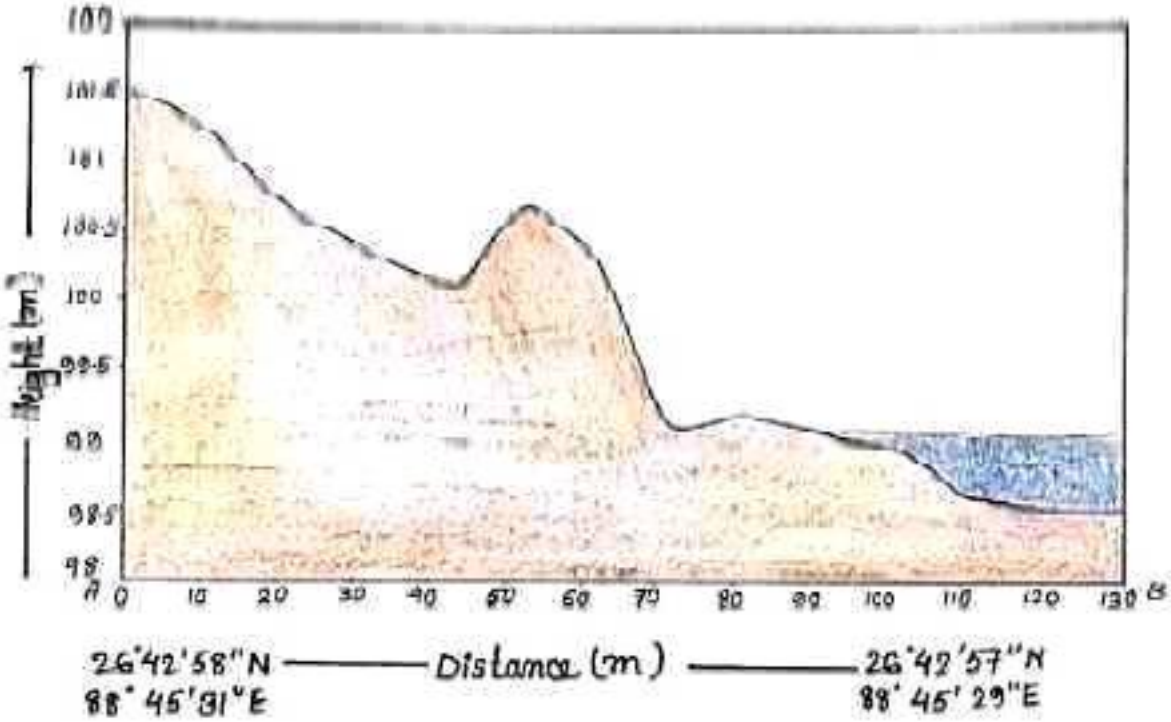
$\Sigma BS - \Sigma FS$
$= (7 - 9.80)$
$= -2.84$

Last RL − First RL
$= (98.61 - 101.50)$
$= -2.89$

# DUMPY LEVEL SURVEY

Place : Latagiri
Tool No: 002766

Date :
Time : 11:30 AM




Vertical Scale : 1cm ≅ 0.5(m)
Horizontal Scale : 1cm ≅ 10(m)

Source: Field Survey
Fig 13: Longitudinal profile survey accross the bank of Murti River Line $\overleftrightarrow{AB}$

Smita 06.02.24

**Market Survey:-** A meticulous market survey conducted using GPS technology on field visit to Jalpaiguri situated in the Jalpaiguri district, has revealed a nuanced understanding of the commercial landscape in the area. Through systematic data collection at various waypoints, a comprehensive overview of the market's composition emerges. The analysis indicates a rich diversity of establishments catering to a wide spectrum of consumer needs and preferences. Notably, the market encompasses a multitude of essentials services and retail outlets, including eateries such as restaurants, coffee houses, and fast food centers, as well as convenience stores offering groceries, kitchen items and stationery. Additionally, the presence of specialty shops like beauty product outlets, garment stores, jewellary shops, and handicraft emporiums adds depth to the market's offerings, catering to specific consumer interests. Moreover, the market exhibits a robust infrastructure to support automotive needs, with establishments ranging from car garages and bike service centers to engine oil and moto parts shops. The inclusion of recreational amenities such as ice cream parlors, tea stalls, and soft drink vendors further enhances the market's appeal as a social and leisure destination. Furthermore, the availability of essentials services like Medicine shops, salons, and mobile shops underscores the market's [Fig:14]

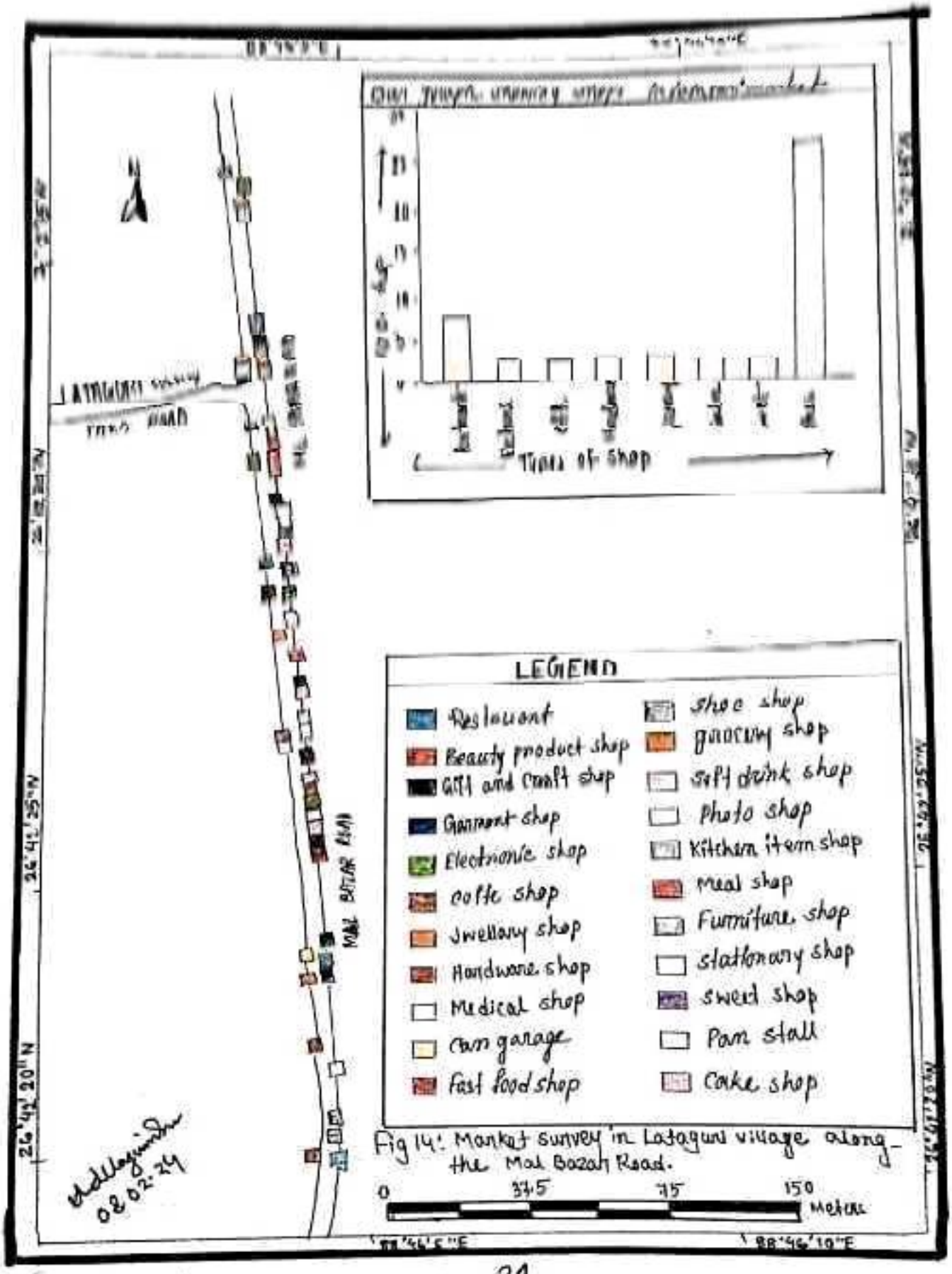



Fig 14: Market survey in Latagurí village along the Mal Bazar Road.

state as a vital economic and social hub for both residents and visitors. The detailed survey offers valuable insights into the commercial dynamics of Lataguri, providing a foundation for strategic planning and informed decision-making in the region's development initiatives.

## Tourism at Lataguri and surrounding area :

Located in the picturesque Jalpaiguri district of West Bengal, Lataguri area is a haven for nature enthusiasts and adventure seekers alike. Surrounded by lush greenery and wildlife conservations, Lataguri offers a plethora of tourism activities that captivate visitors from far and wide. The region is renowned for its proximity to iconic national parks such as Gorumara National park and Chapramari wildlife sanctuary, where visitors can embark on thrilling jungle safaris to witness the majestic bengal tigers, Indian elephants and diverse avain species in their natural habitat. Additionally, Lataguri is a paradise for bird watchers, with its rich biodiversity. Nature walks, elephant rides, and jeep safaris are popular activities that allow tourists to explore the pristine forests. For those seeking cultural immersion, nearby attractions like the Buxa Fort, Jalpesh Temple, and Jaldapara Fort offers glimpses into the rich heritage and history of the area. With its unmatched natural beauty and abundant wildlife, Lataguri stands as a must-visit destination for travelers seeking an unforgettable experience of nature. [Fig 15]

BINDU BARRAGE

SAMSHING VIEW POINT

MURTI RIVER

TEA OUTLET

GIRIBAS VIEW POINT

ROCKY ISLAND

Fig:- 15 Tourist spots nearby study area

# DEMOGRAPHY

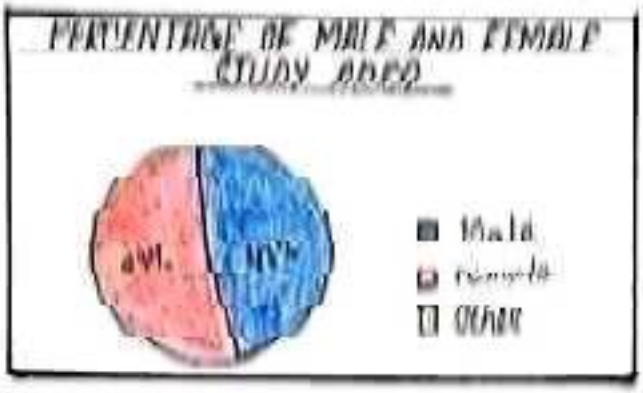
**MALE-FEMALE RATIO:—** According to primary survey, the male population of the study area constitute 48.9% of the population and female and 51.1%. Hindu religion was dominant in the region followed by Muslim religion. Distribution of population over the area is uneven. [Fig 16]

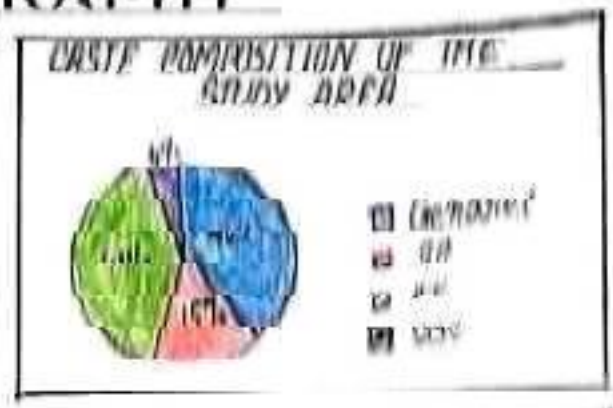
**CASTE COMPOSITION :—** In India, caste plays a significant role in every - economic area - higher caste and untouchables, officially ST made a distinct - strata in the social structure of Hindu society and remains the same for a long period of the history of the development of Hindu society. Tribal population also prefer to live in isolation, now have developed a culture coming contact with the people of advanced - culture and the govt. has been paying more interest to change their social and economic structure of the tribal society.

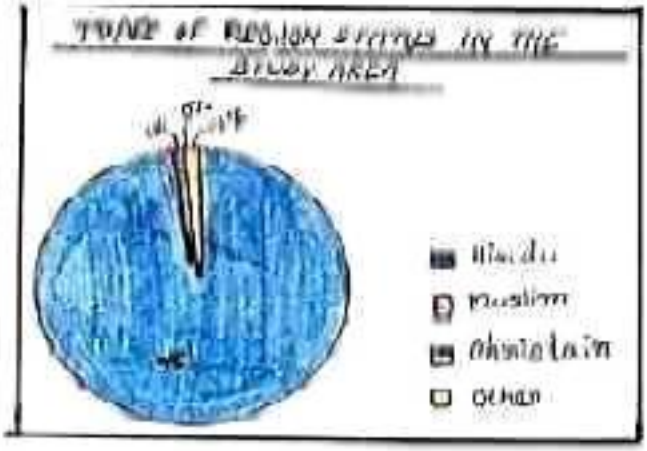
Scheduled tribes (ST) population of the Lataguri village of Lataguri has been distributed unevenly. They constitute 40.15% of total population of the study area. The population composition constitutes around 1% Muslim and around 97% Hindu. The approximate percentage of OBC, SC, ST and General are 3.7%, 15%, 40.15% and 38.6% respectively. [Fig: 16]

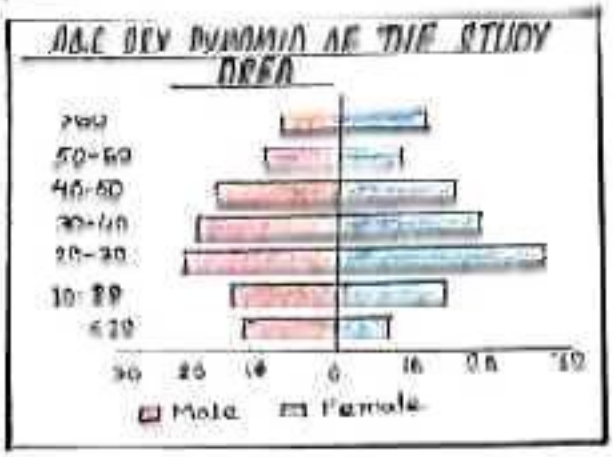
**AGE SEX COMPOSITION :—** Age - sex ratio is one of the basic demographic characteristics which are extremely vital for any meaningful demographic analysis. It is an important social indicator to measure the extent of prevailing equity between males and females. [Fig: 16]

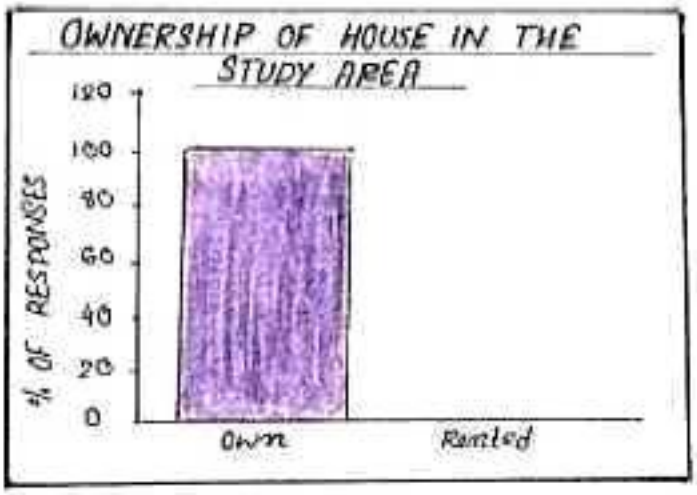
# DEMOGRAPHY




Source: Primary Survey

Fig: 16. Demographic profile of study area 06.02.24

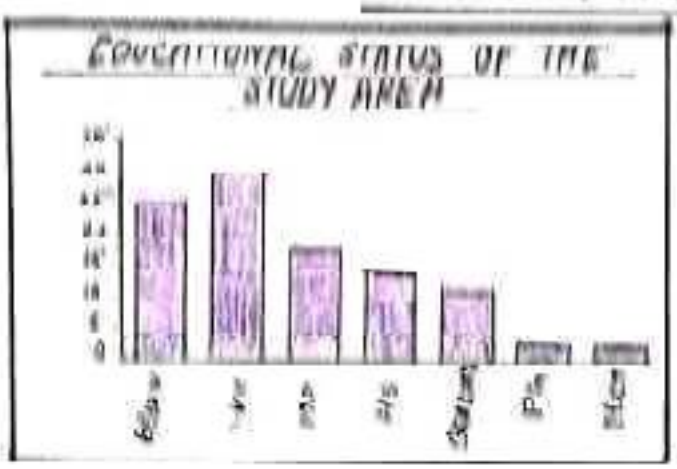
**EDUCATIONAL STATUS:-** The study of literacy and educational level both are different to each other as a region may having higher literacy rate but low level of educational which is not suitable for balance of region and development. So high literacy rate and high level of education is necessary for development, progress, advancement and economic growth of a region. Any society can be achived by the rapid growth rate of literacy. Socio cultural transformation of the region is judged by the level of literacy. [Fig: 17]

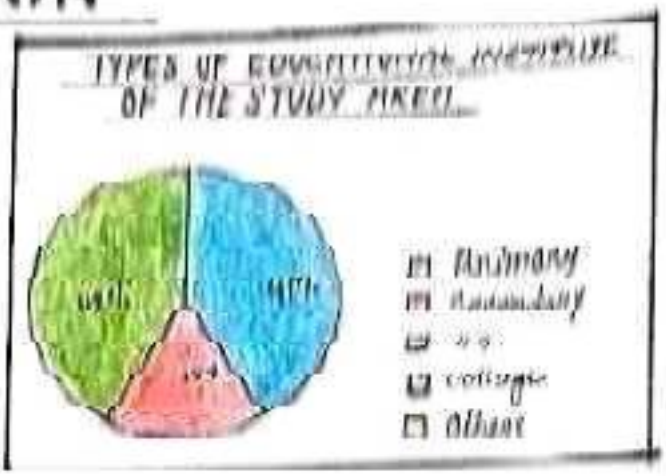
Literacy has been defined as that knowledge of a person which he/she could read and write in any language with understanding. Lotaguri village of Lotaguri enjoyed about 81.4%

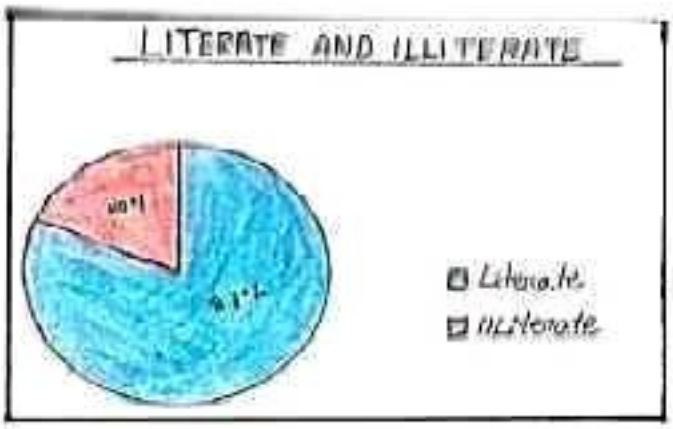
**ECONOMY:-** Population involved in different economic activities made as primary, secondary and tertiary are used to measure the development level of a region and it is also the best indicator to measure the stage of economic development of a region.

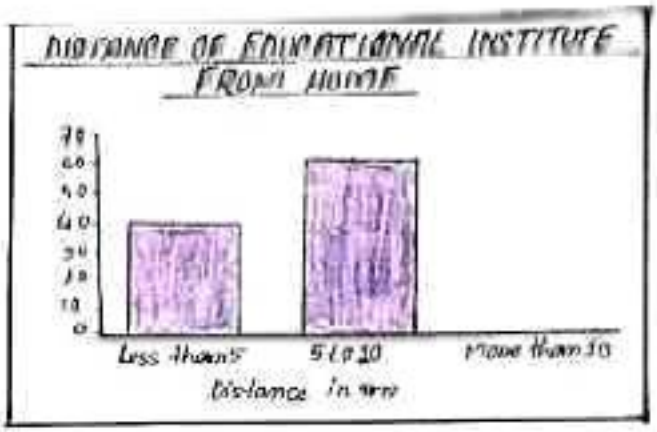
More than 21% of the total population of Lotaguri village of Lotaguri is engaged in agriculture, 6% is engaged in industry, 28% in business, around 13% in service sector and around 32% in other sector. Tertiary sector has the lowest share on its working population and around only 13% people are engaged in government, semi-government, officers, hospitals, school etc. Most of the people are living basically as labourers. The percentage of non-workers is around 18.18%. [Fig: 18]

# EDUCATION




Source: Primary Survey
Fig: 17 Education status of Lataguri village.

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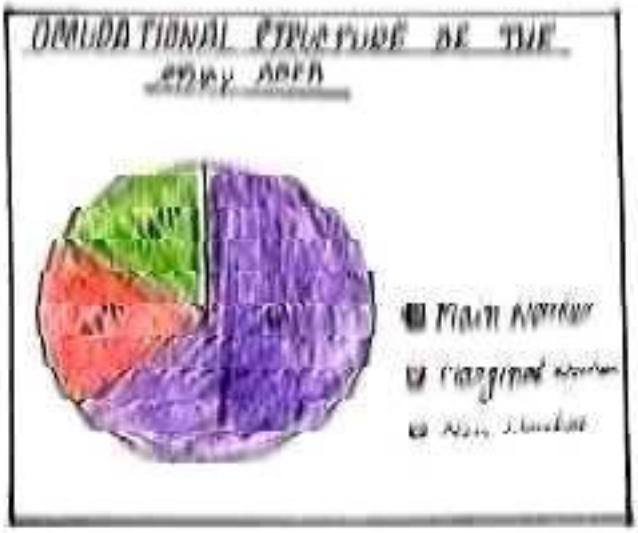
Working people are divided into two categories, which is main and marginal worker. The percentage of main workers in 60-69 Main workers are also engaged in primary or tertiary sector. Marginal workers are mostly engaged in household industries and other activities.

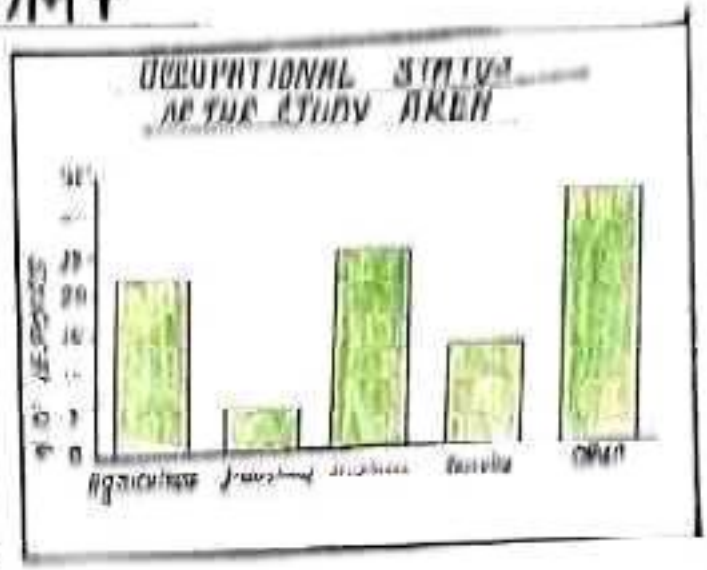
Quality of life depends on income pattern. It varies to primary sector to another sector specially the tertiary sector. Quality of life of Lataguri village of Lataguri of moderate.

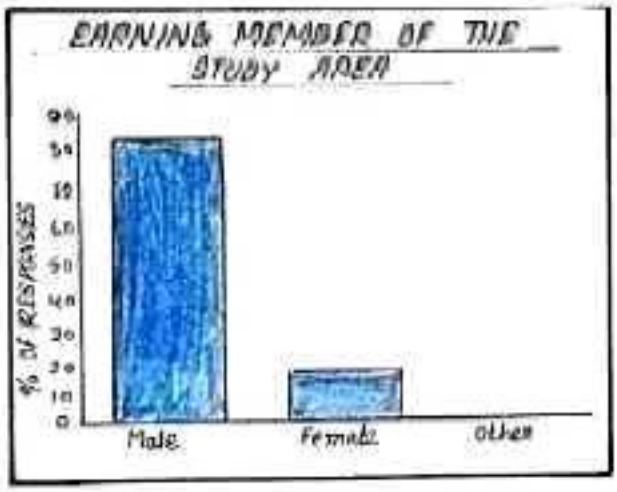
**STANDARD OF LIVING :-** If standard of living is to be taken into account, number of houses, types of houses, consumption of daily needed commodities and their respective availability as well as usage are to be discuss to ascertain the perception of living stand. and on condition of the inhabitants of this particular place.

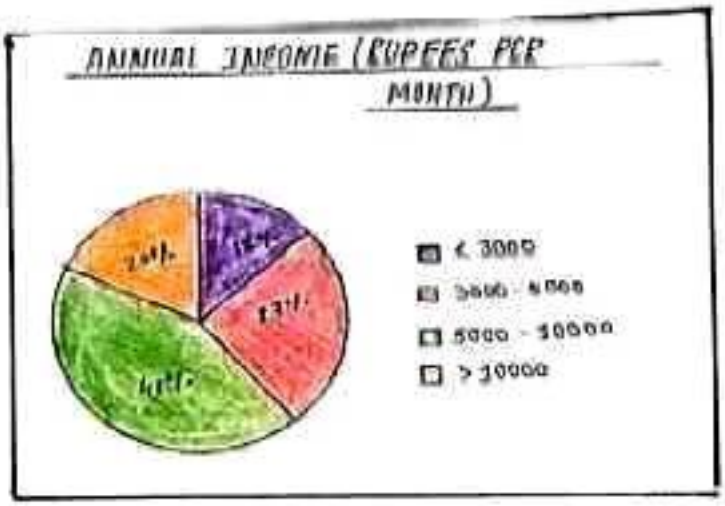
**HOUSEHOLDS :-** Family size is an important indicator of social development. Large size family indicates backwards in education, social and economic aspects and quality of life also low, though which not an ideal indicator in any aspect- is livelihood. It is the evidence of decrease of per capita income (GDP). The different sizes of houses which have been depicted in the picture are quite indicative of the status of socio-economic condition of the place. On the basis of information collected from various authentic sources by making queries the picture as it appears that in Lataguri village of Lataguri, dependency ratio is high and middle aged working population is also increasing. It clearly indicates a convex shape pyramid of a developing country.

# ECONOMY




Source: Primary Survey
Fig: 18 Economic Condition of Latagari village.

Smita 06.02.24

TUBE WELL

QUESTIONNAIRE SURVEY

WELL

DUMPY LEVEL SURVEY

KUTCHA HOUSE

PUCCA HOUSE

Fig: 19a

ART AND CRAFT SHOP

ROAD SURVEY

POND

STATIONARY SHOP

PUCCA VILLEGE ROAD

RURAL SANITATION

Fig: 19b

HIGH SCHOOL

PRIMARY SCHOOL

SANITORY TOILET

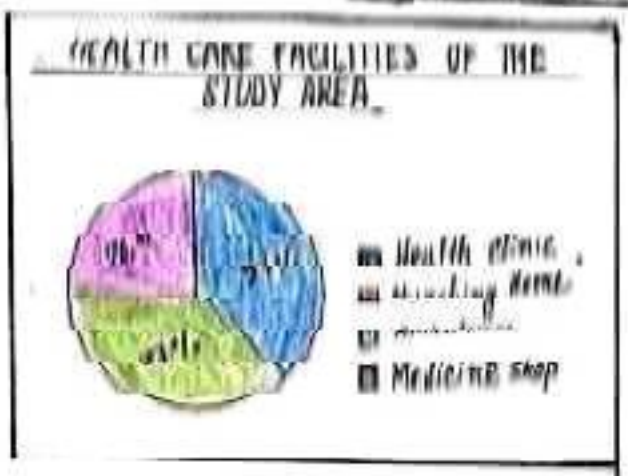
ABANDONED WELL

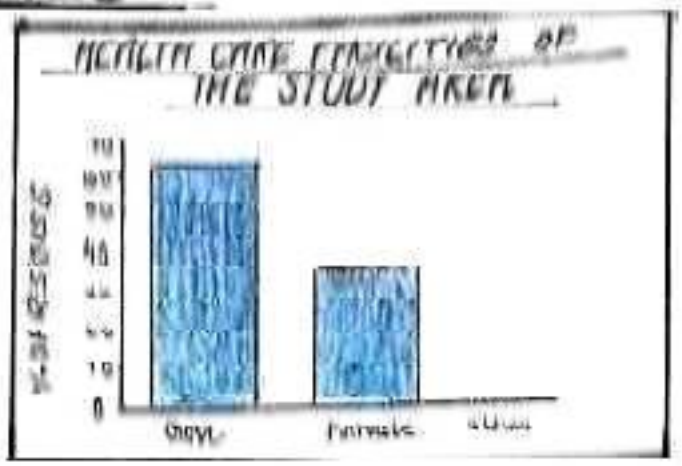
VILLEGE ROAD

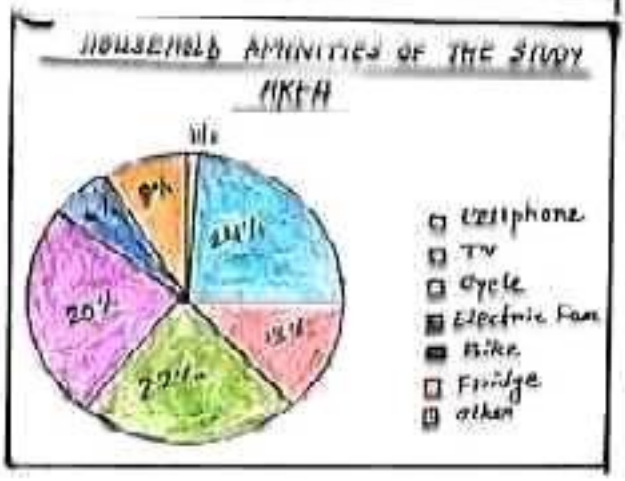
LIVE STOCK AT LATAGURI VILLEGE

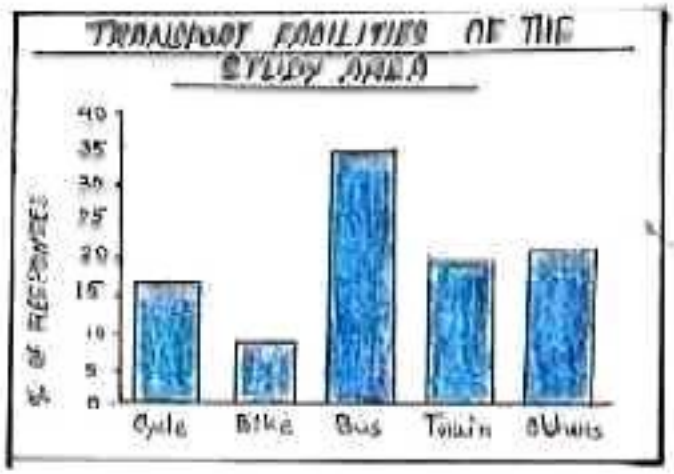
Fig : 19c. Glimpses of field survey in Lataguri village, Mal Tehsil Jalpaiguri district.

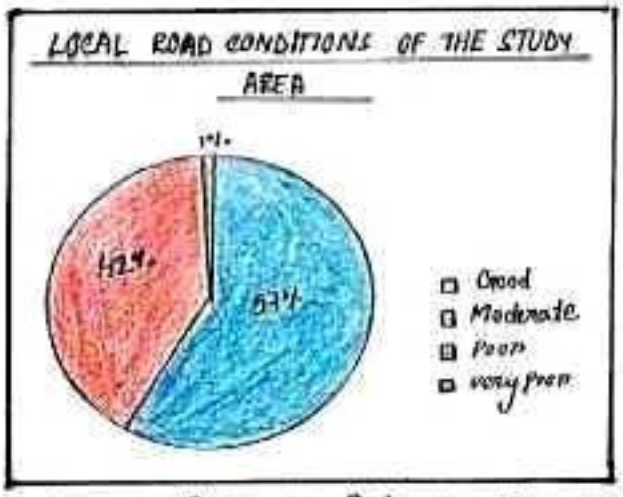
# FACILITIES

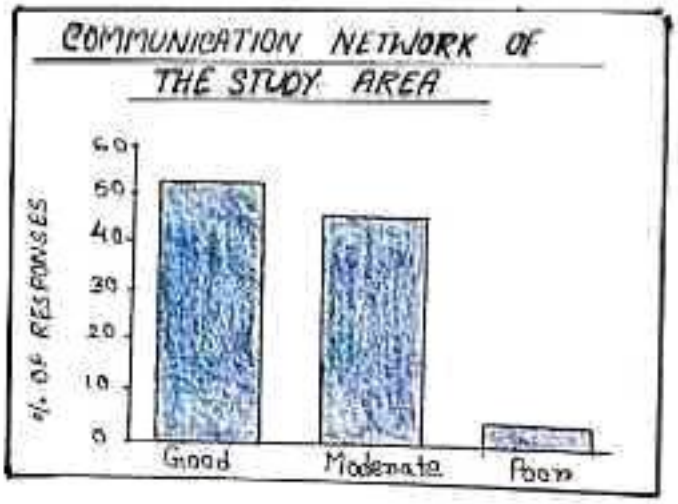


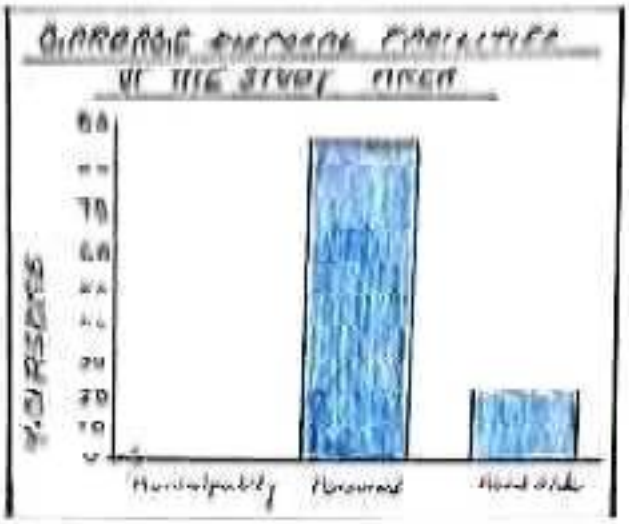



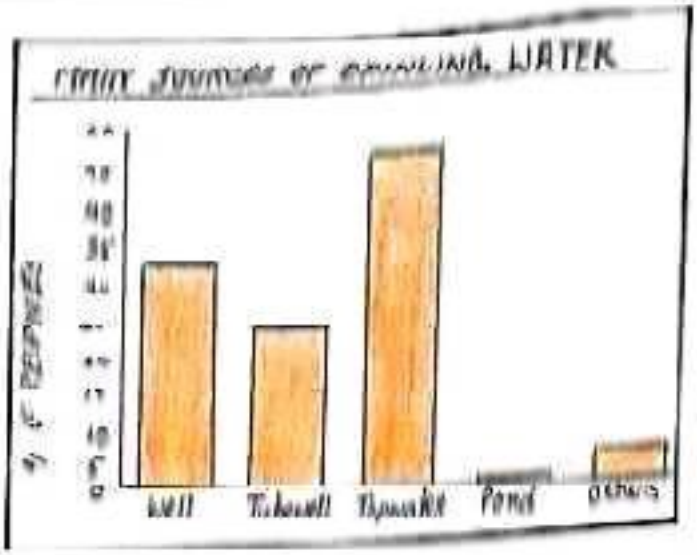



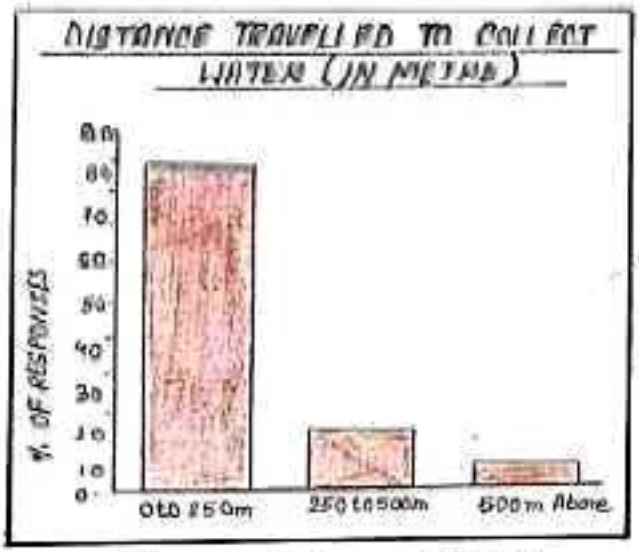



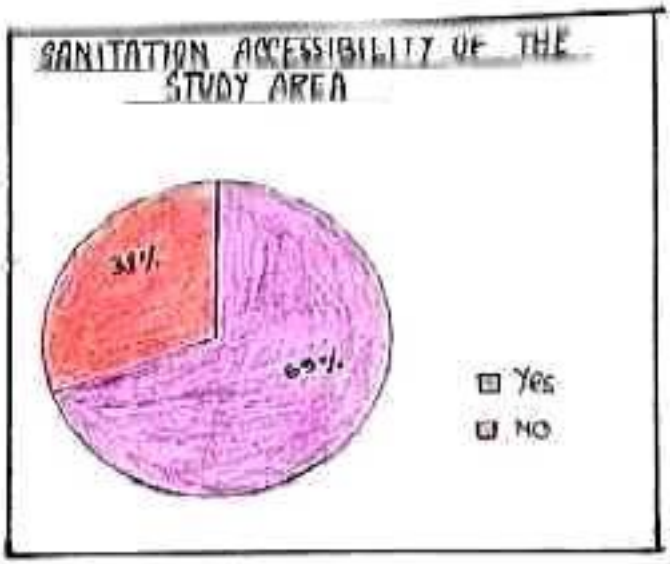

Source: Primary Survey
Fig: 20a

Smitha 06.02.24




Source: Primary Survey

Fig: 20b Various kind of facilities available at Latagunt village

Smita 06.02.24

The educational profile revealed by the survey indicates a high literacy pattern as above 87% of the people are educated according to primary survey.

## SOCIO-ECONOMIC PROFILE OF THE STUDY AREA:-

The socio-economic profile of the study area revealed that around 12% of the family earns below 5000 per month. Only 20 to 11 of the family earns more than 10000. So almost one 50% of the people consist of low income groups. The expenditure pattern reveals that 60% of their earning spends on food and very less amount is considered for education, health and other purpose.

## USES OF COMMODITIES/ELECTRONIC GADGETS:-

In questions of availability of electricity, it has been found that 100% families are having the electricity facilities of enjoying the same at an affordable traiff to meet their needs. But in terms of consumption of daily needed commodities it depends upon the income of individual family which ultimately reflects the lifestyle of that particular family. It is also been found that those who are having electricity they are processing fans, TV etc

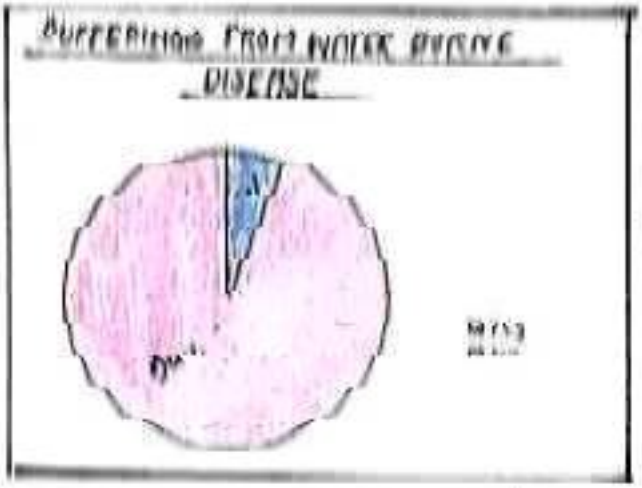
**HOUSE TYPES:-** The houses are mostly owned (around 99%). Around 1% rented houses are found mainly as one stoned in the study area.

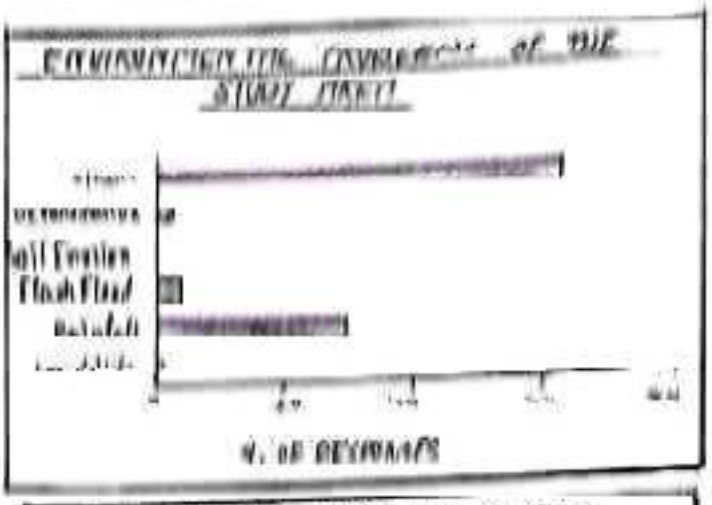
**WATER SUPPLY:-** The source of drinking water tap (44.44%) and there are some wells are also found.

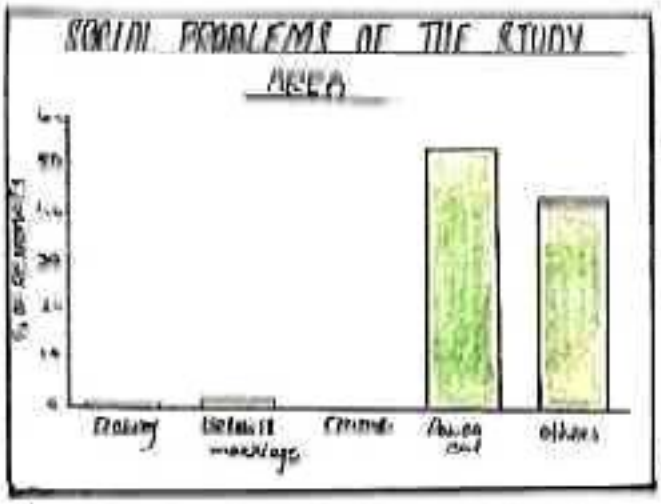
**Traffic Flow :-** In question of survey on traffic flow. It was decided to take up a point on New road near of the Jatagani market. It is surveyed that there has been having traffic flow on New road since. Bus Tata is the main source of public transport system in this village. But there are however other prefer to use for journey from one place to another. [Table: 5a, 5b and Fig: 20, 21]

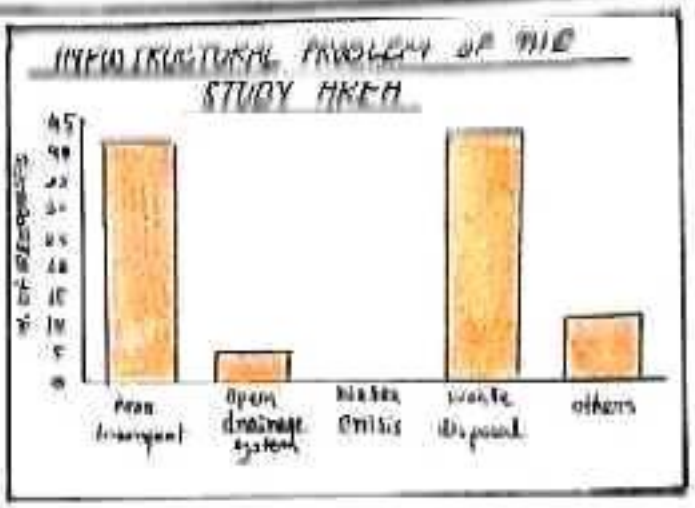
**Problems of the study area:-** Preliminary survey reveals that rainfall is the main environmental problem of the study area. Some respondent faces dowry system during marriage. Still recent time. Poverty, low per capita income, open drainage systems are also the problems of the study area. [Fig: 21]

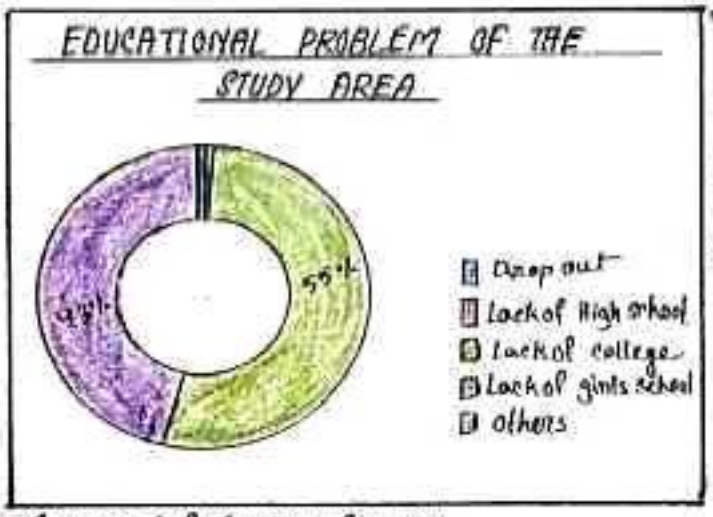
# PROBLEMS

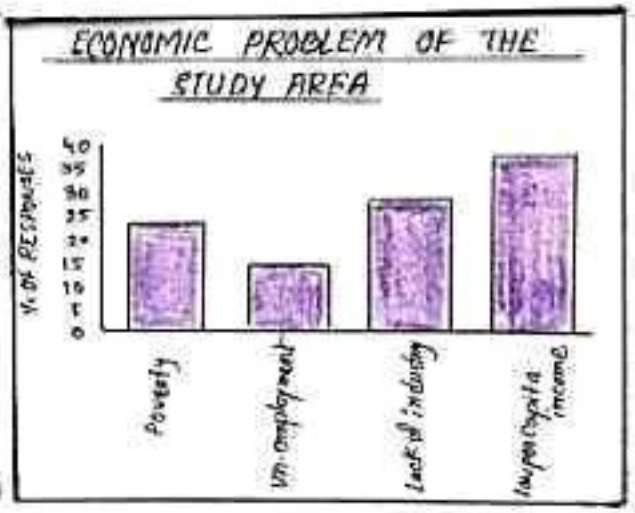



Source: Primary Survey
Fig: 21 Problem faced by the villagers in the study area

Smitha 06.02.24

Table 5a: Lataguri - Maynaguri Road Information

| Road | Direction | Types of Vehicle | Tally | Total |
|---|---|---|---|---|
| | | BUS | II | 0 |
| | | CAR | [illegible] | 48 |
| | | LORRY | [illegible] | 26 |
| Lataguri to Maynaguri | Towards Maynaguri | VAN | [illegible] | 11 |
| | | BIKE | [illegible] | 217 |
| | | BICYCLE | [illegible] | 81 |
| | | TOTO | [illegible] | 95 |
| | | OTHERS | III | 3 |
| | | | | Σ 516 |

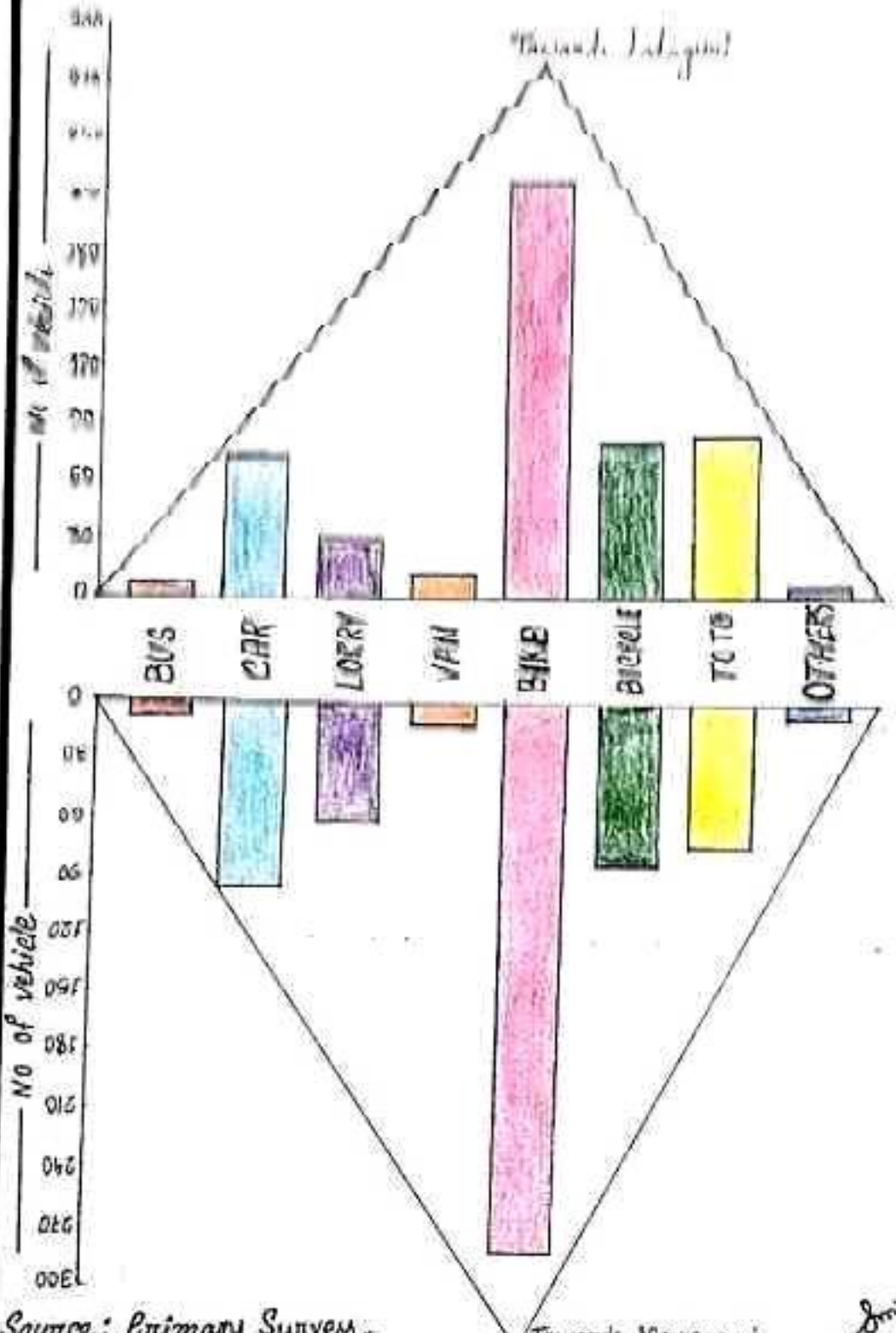
Table 5b: Maynaguri - Lataguri Road Information

| Road | Direction | Types of Vehicle | Tally | Total |
|---|---|---|---|---|
| | | BUS | III | 3 |
| | | CAR | [illegible] | 99 |
| | | LORRY | [illegible] | 57 |
| | | VAN | [illegible] | 6 |
| Maynaguri to Lataguri | Towards Lataguri | BIKE | [illegible] | 278 |
| | | BICYCLE | [illegible] | 86 |
| | | TOTO | [illegible] | 72 |
| | | OTHERS | IIII | 4 |
| | | | | Σ 605 |

# LATAGURI – MAYNAGURI

Time : 1 hour

Information: Lataguri




Source: Primary Survey

Fig-22 Traffic survey along Lataguri – Maynaguri Road

Smita 06.02.24

# FLOW DIAGRAM

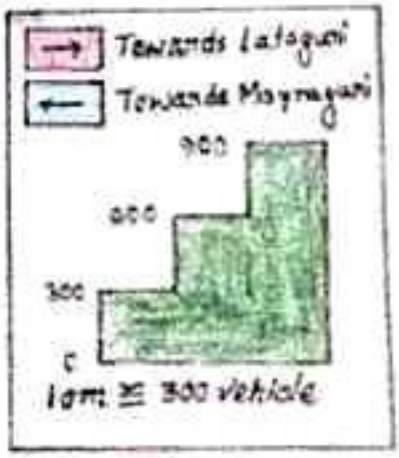



Fig 22: Flow Diagram showing the vehicle mobility
Source: Primary Survey

06.02.24

## Conclusion:- The fieldwork conducted in Lataguri area of Jalpaiguri has unveiled a wealth of novel insights and underscored the significance of on-the-ground observation in understanding the physical and socio-economic dynamics of the region. The diverse geographical features, ranging from lush forests and meandering rivers to vibrant marketplaces and bustling commercial areas, offer a rich tapestry for exploration and analysis. Through meticulous observation and data collection, we have gained valuable insights into the ecological, climatic, and socio-economic aspects of Lataguri. The findings from this fieldwork not only contribute to the academic understanding of the region's geography but also hold practical implications for sustainable development, resource management, and community empowerment. By shedding light on the intricate interplay between natural processes and human activities, this research underscores the importance of holistic approaches to geographical inquiry and underscores the need for continued fieldwork and research in Lataguri and similar regions.

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Appendix-1

Perception Survey using Questionnaire

Field-Work, 2023

| S.No | Name of the respondent | Age | Gender | | | Caste | | | | Religion | | | | No.of Family Member | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | Others | General | SC | ST | OBC | Hindu | Muslim | Christian | Others | F | M |
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| Educational Qualification | | | | | | No. of Items | | Occupation | | | | | Occupational Structure | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Illiterate | V-VIII | X-XI | 12-Graduate | PG | Other | Literate | Illiterate | Agriculture & Allied sector | Industrial sector | Business sector | Service sector | Others | Main Worker | Marginal Worker | Non-worker |
| | | | | | | | | | | | | | | | |
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| No. Of Earning Member | | | Annual Income(per month) | | | | House type | | Electricity | | Other Electricity Source | | Sanitation Accessibility | | Types Of Toilet | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | Yes | No | Solar energy | Others | Yes | No | Own | Common | None |
| | | | | | | | | | | | | | | | | | |
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55

| Main Source Of Drinking Water | | | | | | Distance traveled to collect water (in KM) | | Suffered from water borne disease | |
|---|---|---|---|---|---|---|---|---|---|
| Well | Tubewell | Tap water | Pond | Other | Go to : | 5 to 10 | 10 above | Yes (if yes Type) | No |
| | | | | | | | | | |
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| Healthcare facilities | | | | Types of health care facilities | | | Household amenities | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Health Clinic | Pathological | Ambulance | Medicine Shop | Govt. | Private | Others | Cellphone | T.V | cycle | Electric fan | Bike | Fridge | Others |
| | | | | | | | | | | | | | |
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| Type of transportation | | | | | Road condition | | | | Communication network | | | Garbage disposal | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cycle | Bike | Bus | Taxi | Other | Good | Moderate | Poor | Very poor | Good | Moderate | Poor | Municipality | Personal | Road side |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| Local educational institute | | Nearest educational institute for KM | | Types of Educational Institute | | | | | Environmental problem | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No. | No. | [illegible] | [illegible] | Primary | Secondary | H.S. | College | Others | Landslide | Rainfall | Flash flood | Soil erosion | Deforestation | Others |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| Social problem | | | | | Infrastructural problem | | | | | Educational problem | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dowry | Blood Marriage | Drugs | Power cut | Others | poor transport | Open drainage system | Water crisis | Waste disposal | Others | Drop out | Lack of H.S school | Lack of college | Lack of girls school | Others |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
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| Economic problem | | | |
|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] |
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## Govt Facilities Received

**Yes / No**

If yes, what kinds of government assistance programmes are offered to them?

a)
b)
c)
d)
e)
f)

| Age Group | <10 | 10-20 | 20-30 | 30-40 | 40-50 | 50-60 | >60 | Age Group | <10 | 10-20 | 20-30 | 30-40 | 40-50 | 50-60 | >60 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | | | | | | | | Female | | | | | | | |

62

Appendix - 2

# MASTER TABLE

## MALE - FEMALE POPULATION :-

| Male | Female | Others |
|---|---|---|
| 62 | 70 | 0 |

## CAST COMPOSITION :-

| General | OC | ST | OBC |
|---|---|---|---|
| 81 | 20 | 33 | 0 |

## RELIGION STATUS :-

| Hindu | Muslim | Christian | Others |
|---|---|---|---|
| 129 | 1 | 0 | 2 |

## HOUSE TYPE :-

| Own | Rented |
|---|---|
| 131 | 1 |

## HEALTH CARE FACILITIES :-

| Health Clinic | Nursing home | Ambulance | Medicine Shop |
|---|---|---|---|
| 94 | 0 | 92 | 66 |

## TYPES OF HEALTH CARE FACILITIES :-

| Govt | Private | Others |
|---|---|---|
| 100 | 56 | 0 |

## HOUSEHOLD AMENITIES :-

| Cell phone | TV | Cycle | Electric fan | Bike | Fridge | Others |
|---|---|---|---|---|---|---|
| 199 | 60 | 116 | 191 | 30 | 47 | 0 |

## TYPE OF TRANSPORT UTILITIES :-

| Cycle | Bike | Bus | Train | Others |
|---|---|---|---|---|
| 47 | 00 | 00 | 01 | 00 |

## LOCAL ROAD CONDITION :-

| Good | Moderate | Poor | Very Poor |
|---|---|---|---|
| 76 | 00 | 1 | 0 |

## COMMUNICATION NETWORK :-

| Good | Moderate | Poor |
|---|---|---|
| 68 | 59 | 5 |

## GARBAGE DISPOSAL :-

| Municipality | Personal | Road side |
|---|---|---|
| 0 | 132 | 0 |

## EDUCATIONAL QUALIFICATION :-

| Below-V | V-VIII | MP | H.S | Graduate | PG | Others |
|---|---|---|---|---|---|---|
| 33 | 39 | 23 | 18 | 15 | 2 | 2 |

ELECTRICITY:-

| Yes | No |
|---|---|
| 132 | 0 |

OTHER ELECTRICITY SOURCES:-

| Solar Energy | Other |
|---|---|
| 1 | 131 |

SANITATION ACCESSIBILITY:-

| Yes | NO |
|---|---|
| 41 | 91 |

TYPES OF TOILET:-

| Own | Common | None |
|---|---|---|
| 131 | 1 | 0 |

MAIN SOURCE OF DRINKING WATER:-

| Well | Tubewell | Tapwater | Pond | Others |
|---|---|---|---|---|
| 48 | 34 | 72 | 1 | 7 |

DISTANCE TRAVELLED TO COLLECT WATER (IN KM):-

| 0 to 5 | 5 to 10 | 10 Above |
|---|---|---|
| 132 | 0 | 0 |

SUFFERED FROM WATER BORNE DISEASE:-

| Yes | NO |
|---|---|
| 0 | 132 |

NO. OF LITERACY :-

| Literate | Illiterate |
|---|---|
| 423 | 94 |

NO OF FAMILY MEMBERS :-

| Female | Male |
|---|---|
| 374 | 365 |

OCCUPATION :-

| Agricultural Sector | Industrial Sector | Business Sector | Service Sector | Others |
|---|---|---|---|---|
| 29 | 8 | 34 | 18 | 43 |

OCCUPATIONAL STUCTURE :-

| Main Worker | Marginal Worker | Non-Worker |
|---|---|---|
| 80 | 28 | 24 |

NO OF EARNING MEMBER :-

| Male | Female | Other |
|---|---|---|
| 208 | 37 | 0 |

ANNUAL INCOME (PER MONTH) :-

| Below 3000 | 3000-5000 | 5000-10000 | 10000 Above |
|---|---|---|---|
| 16 | 35 | 54 | 27 |

## DISTANCE OF EDUCATION INSTITUTE (in km) :-

| less than 5 | 5 to 10 | more than 10 |
|---|---|---|
| 51 | 81 | 0 |

## TYPES OF EDUCATIONAL INSTITUTE :-

| Primary | Secondary | HS | College | Others |
|---|---|---|---|---|
| 131 | 53 | 131 | 0 | 0 |

## ENVIRONMENTAL PROBLEM :-

| Landslide | Rainfall | Flash flood | Soil Erosion | Deforestation | Others |
|---|---|---|---|---|---|
| 2 | 48 | 6 | 0 | 4 | 101 |

## SOCIAL PROBLEM :-

| Dowry | Below 18 marriage | Crime | Power cut | Others |
|---|---|---|---|---|
| 2 | 4 | 0 | 106 | 86 |

## INFRASTRUCTURAL PROBLEM :-

| Poor transport | Open drainage system | Water crisis | Waste disposal | Others |
|---|---|---|---|---|
| 102 | 12 | 0 | 103 | 25 |

## EDUCATIONAL PROBLEM :-

| Drop out | Lack of HS school | Lack of college | Lack of girls School | Others |
|---|---|---|---|---|
| 2 | 0 | 131 | 104 | 2 |

## ECONOMIC PROBLEM :-

| Poverty | Un-Employment | Lack of Industry | Low per capita income |
|---|---|---|---|
| 81 | 48 | 86 | 129 |

Appendix - 3

# LATAGURI MARKET SURVEY

| | | | |
|---|---|---|---|
| Wp 4 | Restaurant | Kobil duhaa | Indian veg + nonveg dish |
| Wp5 | [illegible] | Tutan restaurant | [illegible] |
| Wp6 | [illegible] | Jewelry nuo | All type women |
| Wp4 | Ice cream shop | [illegible] | [illegible] |
| Wp7 | Gift and craft shop | Muskan gift center | All type gift item |
| Wp8 | [illegible] | Merina fashion | Fashionable dresses |
| Wp9 | Mobile electronic shop | Bashna shop | [illegible] |
| Wp10 | Restaurant | Roy biryani | Different type biyani |
| Wp9 | Coffee house | Love cafe | Different type coffe |
| Wp10 | Jewelry shop | Nawi das jewelry | Every type jewelry |
| Wp11 | Hardware shop | Indigo shop | House material |
| Wp12 | Medical shop | Chandromohan medical | All medicine |
| Wp13 | Car garage | Moto hub | Different type Car modifying |
| Wp14 | Hardware shop | Hori enterprise | Cement and house material |
| Wp15 | Hardware shop | Putul hardware | house material |
| Wp16 | Iron grill shop | Sarkar engineering | Iron door |
| Wp17 | Fast food center | Fast food hub | Different type fast food |
| Wp18 | Fast food center | Hotel inn | Indian veg + nonveg dish |
| Wp19 | Shoe shop | Shoe corner | Different type |
| Wp20 | Garment shop | Fashion world | Fashionable dresses |
| Wp21 | Grocery shop | No name | Grocery item |
| Wp22 | Restaurant | Robi bar hotel | Indian veg + nonveg dish |
| Wp23 | Hand craft shop | Ram krishna craft | Hand craft item |
| Wp24 | Tea shop | Aaheli tea | Different type tea |
| Wp25 | Electronic shop | No name | Electronic parts |
| Wp26 | Soft drink shop | Saha store | Different type cold drinks |
| Wp27 | Engine oil shop | No name | Different type car engine oil |
| Wp28 | Moto parts shop | Saha moto parts | Moto parts all bikes |
| wp29 | Restaurant | Endro hotel | Indian veg + nonveg dish |

| | | | |
|---|---|---|---|
| Wp10 | Tea shop | No name | Different type of tea |
| Wp11 | Vanity store | No name | |
| Wp12 | Photo shop | Photo studio | Photographs |
| Wp13 | Grocery shop | Nasir store | Different type grocery items |
| Wp14 | Electronic item shop | Dey stores | |
| Wp15 | Handicraft shop | No name | |
| Wp16 | Grocery shop | Nasir store | |
| Wp17 | Gas service center | Gas store | Different type gas |
| Wp18 | Barber shop | Shishir barber | |
| Wp19 | Meat shop | No name | |
| Wp20 | Tea shop | Radharani tea shop | Different type of tea |
| Wp21 | Restaurant | Mathranga hotel | |
| Wp22 | Meat shop | No name | |
| Wp23 | Saloon | No name | |
| Wp24 | Furniture shop | Debnath furniture | Different type of furniture |
| Wp25 | Mobile shop | Debnath mobile shop | |
| Wp26 | Hotel | No name | Veg and nonveg item |
| Wp27 | Hardware and paint shop | Biswas hardware | House material |
| Wp28 | Stationary shop | No name | |
| Wp29 | Cake shop | No name | Different type of cake |
| Wp30 | Sweet shop | ma sweet shop | Different type of cake |
| Wp31 | Soft drink shop | Sreja verity | |
| Wp32 | Sweet shop | Joy hjagonnath sweet | Different type of sweet |
| Wp33 | Pan stall | No name | |
| Wp34 | Pan stall | No name | |
| Wp35 | Restaurant | Dada vai hotel | Veg and nonveg item |
| Wp36 | Furniture shop | Biswas furniture | Different type of furniture |
| Wp37 | Saloon | Soumik saloon | |
| Wp38 | Saloon | No name | |
| Wp39 | Sweet shop | Bonik sweet | Different type of sweet |

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EDUCATIONAL TOUR AT Serampore Mission and Bandel Church

# Department of Education

Course- **B.A. Honours**

Semester- **3RD & 5TH SEM**

Session- 2023-24

**Report on the Educational Excursion to Serampore Mission and**

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# Dandel Church

## Organized by the Department of Education, Netaji Satabarshiki Mahavidyalaya

The Department of Education at Netaji Satabarshiki Mahavidyalaya organized an educational excursion to the Serampore Mission and Dandel Church on January 9, 2024. A group of 7 students and 2 faculty members participated in this thoughtfully curated excursion aimed at fostering practical understanding and appreciation of historical and cultural landmarks.

### Objectives of the Excursion

The primary objective of the excursion was to bridge the gap between theoretical knowledge and practical exposure by visiting sites of historical, cultural, and educational significance. Both the Serampore Mission and Dandel Church are pivotal landmarks in the region's colonial and Christian heritage, making them ideal for a deeper exploration of historical and cultural studies.

### Places Visited

### Serampore Mission

The excursion began with a visit to the Serampore Mission, established in 1799 by William Carey, Joshua Marshman, and William Ward as a hub for education, literature, and social reform. The students explored the mission's library, where ancient texts and manuscripts are preserved, and learned about the pioneering contributions of Carey and his associates in areas such as translation, printing, and education.

A guided tour highlighted the mission's significance in introducing modern education and publishing in India. However, it was observed that some sections of the mission lacked adequate maintenance, which affected the preservation of its historical integrity. Students reflected on how colonial-era initiatives were instrumental in shaping India's educational landscape.

The visit to Serampore Mission began with an exploration of key landmarks that reflect the enduring legacy of William Carey and his associates:

1. Carey's House: Students explored the residence of William Carey, which provided a glimpse into the lifestyle of one of the pioneers of modern education and social reform in India.

2. Library: The mission's library, containing rare manuscripts, books, and translations, captivated the students. It showcased the intellectual rigor and linguistic expertise of Carey and his team.

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3. Herbal Garden: The herbal garden at the mission highlighted Carey's interest in botany and natural sciences, demonstrating his interdisciplinary contributions.

4. Prayer Hall: The serene prayer hall served as a reminder of the spiritual dedication of the missionaries. Students reflected on the integration of education and spirituality in Carey's vision.

5. Hostel: The group visited the hostel, which historically provided accommodation to students and scholars associated with the mission.

## Bandel Church

The second part of the excursion included a visit to Bandel Church, a symbol of India's Christian heritage and Portuguese influence. Key highlights of the visit were:

The second part of the excursion was a visit to Bandel Church, one of the oldest Christian churches in India, built in 1599. The serene environment and architectural grandeur of the church left a lasting impression on the students. The group explored the interiors, including the iconic bell tower and the altar, which reflect a blend of Portuguese and local architectural styles.

The visit provided insights into the religious and cultural interactions between the Portuguese and local communities during the colonial period. While the church remains well-maintained, some areas seemed overly commercialized, slightly detracting from the spiritual and historical ambiance.

## Educational Implications of the Tour:

The educational excursion provided the students with several valuable learning experiences, including:

1. Historical Awareness: By visiting Carey's house, library, and other landmarks, students gained insights into the pioneering role of missionaries in introducing modern education, printing, and social reforms in India.

2. Interdisciplinary Learning: The herbal garden demonstrated the interdisciplinary contributions of Carey, connecting botany with education and social development.

3. Preservation of Heritage: The visit emphasized the importance of preserving historical sites, inspiring students to value and contributes to cultural and historical conservation efforts.

4. Cultural Understanding: Exploring Bandel Church highlighted the rich cultural and religious interactions during the colonial period, fostering respect for diversity and history.

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5. Practical Exposure: Students were able to connect theoretical concepts from their curriculum, such as educational reforms, with real-world applications observed during the visit.

## Conclusion

The educational excursion to Serampore Mission and Bandel Church was an enlightening experience that combined history, culture, and education. The visit successfully enriched students' understanding of the contributions of historical figures like William Carey and the significance of landmarks like Bandel Church. Beyond academic learning, the tour fostered cultural appreciation and critical thinking, leaving a lasting impact on the participants.

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# Tour Report
## Department of Journalism and Mass Communication

An educational tour was organized on 05/03/2024 by the Department of Journalism and Mass Communication of Netaji Satabarshiki Mahavidyalaya and IQAC. Students of semesters two, four and six were taken to Kolkata's Victoria Memorial, St. Paul's Cathedral Church and Nandan. This tour was supervised by Head of Department Mrs. Moumita Sarkar and Departmental Teacher Ms. Rusuna Khatun. A total of 24 students participated in it. During this tour, students took pictures of Kolkata and later presented them to the department as posters.

# Netaji Satabarshiki Mahavidyalaya

## Department of Bengali

## Unish-Bish Sataker Banglay Annapurna Mandir O Gandhi Ghat

## Field Tour Report 2023-24

Educational tour is an important aspect of teaching-learning process. Beyond the classroom learning educational tours involve students to visit different places. It enhances student knowledge. So for the experiential learning of the students, the department of Bengali, Netaji Satabarshiki Mahavidyalaya organized their study tour in 2023-24 session by including both honours and General students. On two consequent days dated 19.02.2024 and 20.02.2024 the teachers of the department of Bangali in collaboration with the department of Literary Club both the Honours and General students to celebrate the rich cultural history of the Barrackpore sub division under North 24 Parganas.

On 20.02.2024, four teachers from the Bengali Department Dr. Hena Biswas, Basudha Biswas, Dr. Antara Chowdhury & Dr. Bidisha Mahato guided the honours students to Annapurna Temple & Gandhi Ghat. Annapurna Temple was established by the younger daughter of Rani Rasmoni, Jagadamba Devi in the year of 1875. The Temple was inaugurated by the famous yogi Sri Ramakrishna Paramhanshadev on 12th April, 1875. The sculpture of lion on the entrance gate of the temple created a controversy between the trustee of the temple and the then British Government. The dispute was finally settled in court and the sculpture remained there intact. This family had a great impact in the Bengal renaissance of the nineteenth century. A number of literary works have been produced in Bengal in respect of this family.

The Gandhi Ghat is a memorial developed in memory of Mahatma Gandhi inaugurated by the 1st Prime Minister of India Pandit Jawaharlal Nehru in the year 1948. It is said that the ash immersion of Late Gandhi was done here. Students gathered valuable informative knowledge regarding 19th-20th century Barrackpore Town during this trip by visiting these places.

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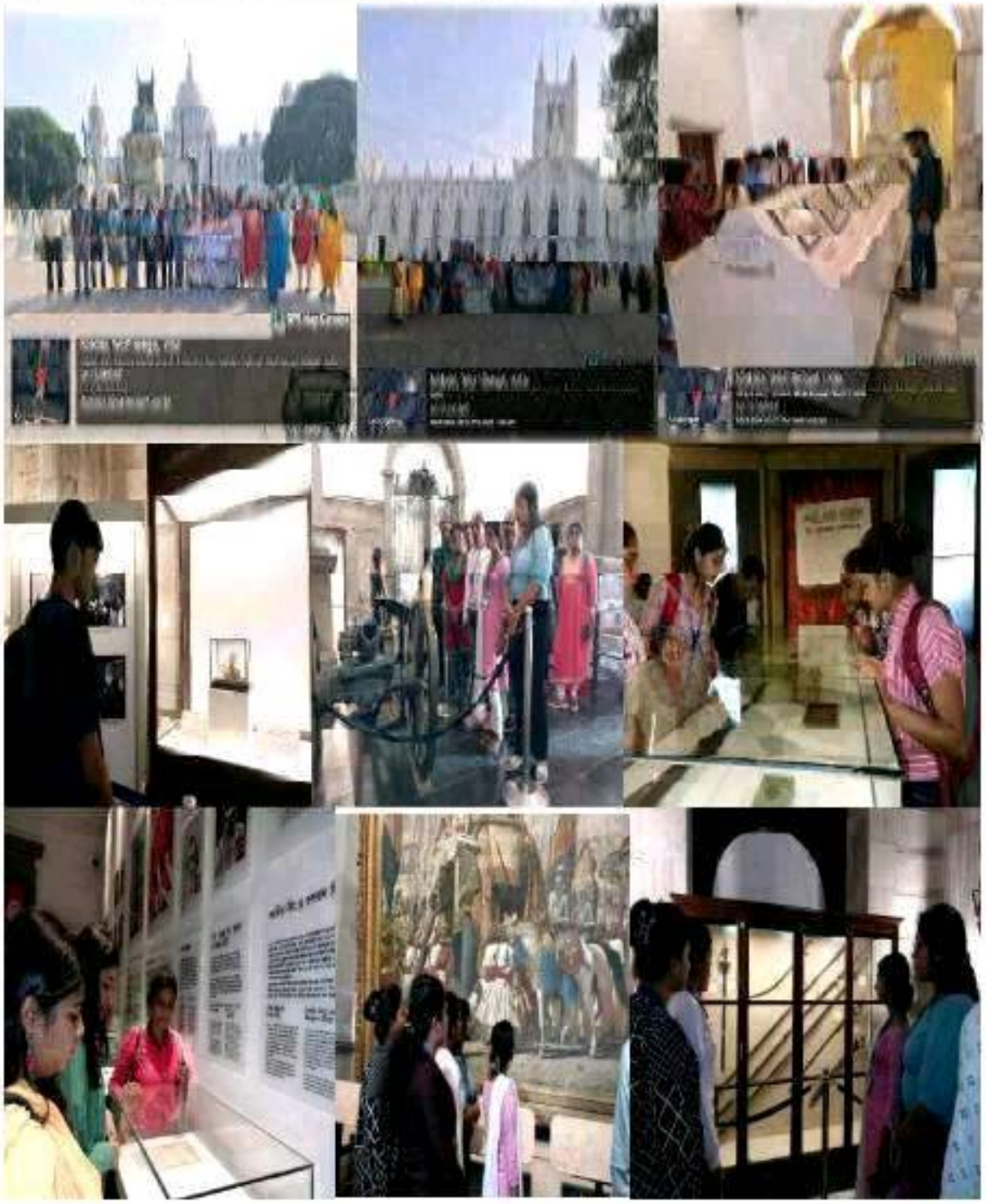
**Report of educational tour of English Department on 5th March**

**Department of English**

**Kotali Satabarshiki Mahaviddyalaya**

On 5th March, 2024 the students and teachers of the English department went on an educational tour to Victoria Memorial Hall and St. Paul's Cathedral Mission Church. 21 students from the department travelled from the college by bus and reached the front gate of Victoria around 11 [illegible] guided by the teachers and [illegible] walking [illegible]. There was provision for lunch and refreshments for the students and teachers. The grand architecture left an indelible mark on the minds of the students and witnessing a structure like thatwith their own eyes supplemented their textual knowledge about colonial art and architecture. The students studied the history of its construction, the different portraits and various important rooms in the museum at Victoria. They had a good time inside the lush greenery of the lawn outside. After that, they headed to St. Paul's Cathedral Church. The serenity and peace of the premises calmed their minds and prepared them for a deliberation on Christian faith, spirituality and the ecclesiastical order which they read in their graduation course. Not only the decorated places but the urban space of the city with its heterogeneity is something to be aware of and the teachers were alert to point that out to the students present. They also enjoyed the long bus ride from the college to Kolkata with their fellow mates and this companionship fosters healthy community building. They were told that an excursion is about the overall learning experience along with enjoyment and collecting memories to be cherished in the years to come. At the end of the tiring but pleasing day, all concerned returned home safely and with satisfaction in heart

**Selective photos from educational tour of English Department (8th March, 2024)**



# Netaji Satabarshiki Mahavidyalaya
## Department of History
### A Detour into the past: Barrackpore
### Field visit report 2023-24

Beyond the classroom teaching-learning field visit encourages students to gather knowledge practically. So the department of history, Netaji Satabarshiki Mahavidyalaya organized their field visit with the history honours students on 20.02.2024 in 2023-24 session. On 20.02.2024 two teachers from the history department -HoD Sukanya Som and Swastika Biswas along with Basudha Biswas, Dr. Ridisha Mahato, Dr. Antara Chowdhury & Dr. Hena Biswas of the Department of Bengali guided eighteen honours students to visit different places of Barrackpore which are enriched with colonial ethos.

Twelve honours Students of department of history first visited the burial ground of Charlotte Canning, the wife of Lord Canning who was the first Viceroy of India. The spot where she was cremated was part of the 'Barrackpore park' in the nineteenth century. Beside the Hooghly river, this was her favorite place to stroll. Lord Canning was heartbroken and used to mourn at the graveyard for his beloved wife. The statue of lord Canning was shifted from Kolkata to Barrackpore in the post independence era and was placed facing the tomb of Lady Canning. Students read only about lord Canning in their history book, but they were mesmerized after knowing the emotional saga of lord Canning and lady Canning.

The next spot was the Annapurna temple, which was built in 1875 by Jagadamba Devi, the daughter of famous social reformer Rani Rashmoni on the Rani Rashmoni ghat of Barrackpore. Built following the same constructional design of Dakshineswar Kali temple, the temple was dedicated to Devi Annapurna. Students came to know about the eminent Mother- daughter duo who had an iconic impact on the socio-cultural life of Bengal in the nineteenth century. In the spiritual history of India they enacted an important milestone by establishing temples and patronizing religious sensibilities following the path of great religious mystic Sri Ramakrishna Paramahansa.

Later we visited the heritage site of Gandhi Ghat which was founded in memory of the father of the nation Mahatma Gandhi in 1948. Situated On the bank of the river Hooghly this was the first memorial structure dedicated to him. This white aesthetic tower reflected the idea of religious syncretism in India by symbolizing three religions in India - Hinduism, Islam and Christianity. The architect Rahman Habib received the Padma Shri award for this magnificent design.

The three sites where students were guided by teachers represents three different themes. The graveyard of lady Canning & the statue of lord Canning is symbol of colonial architecture and the nineteenth century colonial aura. the Annapurna temple is the symbol of Hindu spiritualism in Bengal in the same era. The Gandhi Ghat is a post-independence memorial structure that spread the idea of Gandhian philosophy of peace and non-violence. Students came to know about the importance of these places in the history of India. They learned that our country represents religious harmony, peace and spiritualism. They understood that Barrackpore has a rich

colonial legacy which contributed immensely in the modernization of the city. The a study tour thus became a journey into the epoch of history.

## Some glimpses of the field visit program of the department of History

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NETAJI SATABARSHIKI MAHAVIDYALAYA
Programme
Resource Person
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Venue
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## DEPARTMENT OF MUSIC

### REPORT ON EDUCATIONAL TOUR FOR THE SESSION 2023-24

The Department of Music Hooghly Mohsin Mahavidyalaya arranged an educational tour to Sahagarpara Bolgachi Ward No.22 Ashoknagar on 05.03.2024. Sahagarpara is a tribal village of Ashoknagar. The tribal inhabitants of this area bears a long and enriched cultural history of nearly over 50 years. Some of them had a lineage of tribal Culture from Bihar and Orisha whereas others were from different parts of Bengal. Their vibrant cultural practices, have immense impact over the cultural background of Ashoknagar area. In order to explore the cultural scene of Ashoknagar our students were taken up to this tribal village for the area studies. It was a fantastic experience to the students and the teachers to spend a whole day with the tribal Community, to observe their enriched cultural performances, to interact with them and to make a feast together. The students enjoyed to their fullest as they shared ideas on cultural aspects and they took part in their cultural performances spontaneously. The students asked questions on their lifestyles, social rituals, music, dance and drama to their representatives and on behalf of the tribal Community we were accepted with heartiest warmth. We also came to know that their community now has started to step forward with the modern days. They are an integral part of the locality. It is our pride that some of them are the students of our college. Now the Department of Music is very much interested to launch a project on this tribal village to glorify the cultural pathway of Ashoknagar.

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# Netaji Satabarshiki Mahavidyalaya
## Department of Political Science

### A Visit to Alipore Jail Museum and Netaji Bhawan (Report of educational tour 2023-24)

Experiential learning is an engaged learning process wherein students "learn by doing" and by reflecting on the experience. This gives an opportunity for students to engage intellectually, creatively, emotionally and socially to develop critical analysis and synthesis. It designed learning experience that includes the possibility to learn from natural consequences, social interactions and environment. Political science is a dynamic subject that renders the integration of class room teaching with social interactions and the faculties of this department unanimously promotes the idea of experiential learning through educational visits.

At college gate: Leaving for the educational tour

Infront of Alipore Jail Museum

For the academic session 2023-24, the students were taken to visit two important historical and political landmarks of Kolkata. The Alipore Central Correctional Home is a national historic landmark located in the heart of Kolkata. This 116-year-old building, along with the Presidency Jail, is on the Grade I list of heritage sites of Kolkata. Constructed in 1906, and spread over 15.2 acres, this colonial era institution held notable freedom fighters who were incarcerated here, this includes Jawaharlal Nehru, Subhash Chandra Bose, Chittaranjan Das, Dinesh Gupta, Dr Bidhan Chandra Roy to name a few. From being a silent witness to the brutalities inflicted on the freedom fighters of the country, the Alipore Central Correctional Home is now transformed as a memorial and museum to honour the sacrifice of those who fought for the independence of India. The students saw the gallows and various prison cells of notable inmates have been curated for visitors to preserve the memory of individuals who lost their lives fighting for India's independence. The museum project can broadly be categorised into ten parts: gallows, watchtowers, special cells, general cells, detention cells, jail canteen, jail hospital, hospital building exhibition, segregation ward, and an art studio. There is also provision for QR voice guide that provides information as we proceeded in the museum. The students were enthralled by the inherent historical presence and the political implication of the place. They

took photos and recorded relevant information to map the struggle for independence as etched in the brick red walls of the erstwhile central jail.

We then visited Netaji Bhawan, the ancestral house of Subhas Chandra Bose. The Netaji Museum established here in 1961 under the aegis of Netaji research Bureau which has transformed it into a state-of-the-art biographical museum organised on the basis of large number of photographic, documentary and video materials on Netaji's journey collected by NRB from across the world.

**Inside Alipore Jail Museum**

**Infront of Netaji Bhawan**

The students were taken for a guided tour of the place where they started with the 'political testament' written by Netaji in 1940 and then were shown the famous 'Wanderer car' which Sisir Kumar Bose drove Netaji to his first leg of 'Great Escape' in 1941. The museum has an impressive collection of photographs, documents and hand written letters which has been meticulously divided into the Central gallery, the European room and the Asia room to give further semblance to the great journey Netaji took to secure India's independence. The videos and documentaries of Netaji enthralled the students. The students were intrigued and they asked questions to concerned museum personnel for relevant information or clarifications. They were also asked to prepare a report on how the visit to Netaji Bhawan contributed to their understanding of Netaji. They were then taken to the Freedom library which stores valuable and rare books and periodicals.

The educational tour helped the students to understand the historical and political nuances that marked the India's struggle for independence. They gained an in-depth knowledge about various notable people who were fundamental to this struggle and shaped the formation of new India. The students also got a chance to learn about world politics or the great power struggle amidst which India was striving for its independence. This understanding of the past will assist them in critically examine the present Indian politics and help them develop holistic perspective.

Field visit Report (2023-24)

# Department of Sociology

## Netaji Satabarshiki Mahavidyalaya

The department of Sociology of Netaji Satabarshiki Mahavidyalaya organized an educational excursion in collaboration with the department of Political Science on 7th March 2024. It was aimed at enriching students' understanding of the lives of freedom fighters who dedicated themselves to free the motherland from the chains of British colonialism. Thus the students with their teachers visited Alipore jail museum and Netaji Bhawan.

The excursion was planned to align with the syllabus so that the students get a glimpse of the real historical side of the socio-political scenario apart from bookish knowledge. The Alipore Jail Museum is an amazing place to know about Indian martyrs and freedom fighters. There was a separate cell for each person. Everybody present saw a map of Andaman Cellular jail. Indian women played a centric role in the Indian freedom movement against British rule. They participated in various forms of protest including civil disobedience, non violence resistance and boycotts. These incidents are presented in an organised and sequential way through maps, pictures, audios, video etc. There were many places of visit like INA themed Cafe, light and sound Souvenir shop, watch Tower, exhibition hall, Netaji exhibition room etc.

Netaji Bhavan is a Heritage building in Kolkata, West Bengal, maintained as a memorial and Research Centre dedicated to the life of the Indian Nationalist Netaji Subhash Chandra Bose. The house of Netaji is a typical Bengali household. It is built with traditional pillars. A number of documents, photographs and articles related to the life and work of Netaji are arranged in a chronological and systematic order. The pictures here show Bose's training of Azad Hind Fauz and his meeting with European diplomats and statesmen. There are also auditoriums which host lectures, seminars etc. We saw his own dress, shoe, coat, books, bed etc. He wrote many letters to his family members like his mother, sister in law etc. Those are very precious and amazed us.

The educational excursion to Alipore jail and Netaji Bhawan was an enriching experience for the students of the department of Sociology. It was a memorable day for the students.

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ALIPORE JAIL
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# NETAJI SATABARSHIKI MAHAVIDYALAYA
# DEPARTMENT OF SANSKRIT
## REPORT ON EDUCATIONAL TOUR
## SESSION: 2023 – 2024

On 5th March, 2024 (Tuesday), the Department of Sanskrit of Netaji Satabarshiki Mahavidyalaya organised an educational tour to The Asiatic Society of Kolkata in collaboration with the Department of Mathematics and Economics who went to the Asiatic Society as well as other related places of their study. Eight students of Sanskrit participated in this field visit tour under the guidance of the departmental teachers- Gouranga Sahu, Himadri Sekhar Ghosh and Arindam Mukherjee. We first went to the Asiatic Society located in Park Street, Kolkata. The institution is an heritage research organization founded by Sir William Jones on 15th January,1784. The naming of the house also has a long history. At the time of its foundation, it was named as "Asiatick Society". In 1825, the society was renamed as "The Asiatic Society". In 1832 the name was again changed to "The Asiatic Society of Bengal" and once more in 1936 it was renamed as "The Royal Asiatic Society of Bengal". Finally, on 1st July 1951, the name of the society was settled to its present one. It regularly published journals which adorned research of Indologists in the colonial era. The society has four wings named, Library, Museum, Reprographic Section and Conversation of Books and Journals Section.

Especially, to show our students the world of manuscripts, discovered by the orientalist Englishmen and Indian scholars, we went to the Reprographic Section. Manuscript Collection of the society is very rich and covers most of the Indian languages and Scripts like Bengali, Marathi, Urdu, Tamil, Telegu, Gujrati, Arabic Persian, Chinese, Tibetan etc. This section is divided into 4 parts for the convenience of visitors.

SANSKRITIC SECTION:

This section comprises of Manuscripts in Sanskrit and other modern Indian Languages. These are dated over the period of 7th c. A.D to the 19th Century. The original manuscripts are useful source materials to illustrate the development of Indian Language like Bengali, Nagari etc. Some of the rare Sanskrit Manuscripts that must be mentioned here are: Brihati, Amrita Vindu (11th c.), Ramayana (Bengali) of Ramananda Yati, Mahabharata, A text on Buddhist Nyaya, Rigveda etc. The Manuscript of Rigveda Padapatha, copied in 1362 A.D. is perhaps "the oldest manuscript of Rigveda".

ISLAMIC SECTION:

The collection of the Islamic texts are also large in number. They are extremely rare and unique. The collection includes "Tarikhu ahari ashaab" al Mutaqat (early 12th c. Arabic), Qalaid al-Iquran wa Manasin al-Ayan (12th c.), Tafsir-i-Quran (Persian, 13th c.important also for calligraphy), Tuhfat al-Akhbar fi usal al Hadith wa'l Akhar (15th c.), Saha' if-i-shara'if or Burarat Mansur (Persian, 16th c., an astronomical work), and Adab i Alamgir(18th c.) etc.

SINO TIBETAN AND BURMESE SECTION:

This section comprises of manuscripts and lithographs in non Indian languages like Chinese, Tibetan, Burmese, Siamese and Chinese manuscripts are related to the Chinese translation of the Indian Buddhist texts, while the Tibetan group includes the entire set of the Kangyur and the Bstangyur. Not only that, there is also a collection of individual Xylographs and manuscripts. Manuscripts written in Burmese, Siamese & Javanese are interesting sources for higher studies as well as for research scholars in the history and culture of these countries and also for study of Buddhism.

ENGLISH SECTION:

This section comprises of English manuscripts in the society. These are of famous Orientalists- Nathaniel Halhed, James Prinsep, Buchanan Hamilton, Alexander Csoma de koros and others who contributed immensely for discovering India's historical legacy and the glorious past of our country.

Our students had the scope to visit the historical institution which played a big role in exploring the history of this country. The number of manuscripts, classical texts, commentaries that were collected from different parts of the country were preserved properly here from 1784 onwards and it laid the foundation of scientific research in India. Students were overwhelmed to see the original source materials they read about, were inspired to know about the process of preservation and cataloguing. Thus the field visit goal was successful.

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# Netaji Satabarshiki Mahavidyalaya
## Dept of Economics, Field survey report 2023-24

The Economics Department of Netaji Satabarshiki Mahavidyalaya organized an educational tour with 29 students on March 9, 2024. The trip encouraged students to do basic research. They were taken to the Boi Para near College Square in Kolkata. It is Asia's second largest book market. Everyday a lot of people buy old and new books and close different kinds of ideas and knowledge circulates strangely through these book sandals. A questionnaire was prepared, and various booksellers were asked questions to find out their socio-economic status. Through this research, we have gathered knowledge and get a picture about what kind of books students read more in today's society. Moreover, it has also been seen that what kind of book is relatively more profitable for the booksellers to sell.

The program was fruitfully organized with the cooperation of faculty members, IQAC, and TIC at Netaji Satabarshiki Mahavidyalaya. Students benefit because they have gathered research knowledge.

There are some pictures to enlighten us.

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## Netaji Satabarshiki Mahavidyalaya

## Department of History & Bengali

## A visit to the Barrackpore 'Old Governor General's House' Museum

### Field Tour Report 2023-24

Educational tour is an important aspect of teaching-learning process. Beyond the classroom learning educational tours play a pivotal role in enhancing knowledge. So for the experiential learning of the students, the department of history in collaboration with the department of Bengali took both the General and Honours students respectively on study tour to cultivate the colonial history of the Barrackpore on two successive days dated 19.03.24 and 20.03.24 in 2023-24 session.

On 19.03.2024 two teachers from the history department Dr. Pradip Kumar Mondal and Debabrata Ghosh along with Krishna Mitra of the Department of Bengali guided thirty General Seven students to visit the Barrackpore old Governor General's house Museum.

After the teachers and students reached the Museum, one officer guided them from the entrance to the main hall of the museum. The building is a heritage house which is a grand colonial structure. Here they saw the list of twenty-four Governor-Generals and Viceroys of India who used it as 'country-residence' at different times till 1912. It was at first planned by Lord Wellesley in 1801. Then from 1813 onwards (from the time of Lord Hastings) it was a "double-storied classical mansion" which was called the Governor House, Barrackpore. After independence it was adopted by the State Government for the use of the State Police Training Academy. Now It has been transformed into a Police Museum which houses different types of arms and weapons displayed by the Bengal police in pre and post independence era. These arms were used by the Indian freedom fighters at different stages of the anti-British movement. Students visited those period wise nicely maintained arms displays, list of prominent freedom strugglers & other artefacts. They experienced the vigor and courage of the Indian freedom fighters who became martyrs for the freedom of our country. The anti-colonial struggle also gave birth to a vast literary creations in Bengali language during the nineteenth century. Thus they enjoyed a mesmerizing episode of history through experiential learning which helped them to realize the growth of Nationalism in India.

Barrackpore, West Bengal, India

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# Report on Darjeeling Tour - Physical Education Department (2023-24)

Darjeeling, often referred to as the "Queen of the Hills," is a charming hill station in the Indian state of West Bengal. Nestled in the lap of the eastern Himalayas, Darjeeling is renowned for its scenic beauty, colonial charm, lush tea gardens, and the majestic view of the Kanchenjunga peak. This report chronicles a recent tour of Darjeeling by the department of Physical Education, Netaji Subhashchandra Mahavidyalaya, highlighting its key attractions, experiences, and overall significance. Two teachers & one college staff guided the students in this study tour.

**Tour Itinerary**

1. **Day 1: Arrival and Local Sightseeing**
   - Arrived in Darjeeling via Bagdogra Airport and proceeded to the hotel.
   - Explored the Mall Road, Chowrasta, and local markets.
   - Enjoyed the first glimpse of the majestic Kanchenjunga mountain.
2. **Day 2: Sunrise at Tiger Hill and Sightseeing**
   - Early morning visit to Tiger Hill to witness the breath-taking sunrise over Kanchenjunga.
   - En route back, visited the Ghoom Monastery and the Batasia Loop, a war memorial set amidst a spiral railway track.
   - Post breakfast, explored the Himalayan Mountaineering Institute, Padmaja Naidu Himalayan Zoological Park, and Tenzing Park.
3. **Day 3: Tea Garden Visit and Peace Pagoda**
   - Visited the Ketola tea gardens, where sprawling green landscapes and workers plucking tea leaves provided a picturesque experience.
   - Explored the Japanese Peace Pagoda, which offers panoramic views of Darjeeling and promotes peace and harmony.
4. **Day 4: Darjeeling Himalayan Railway**
   - Took a ride on the Darjeeling Himalayan Railway (Toy Train), a UNESCO World Heritage Site.
   - Enjoyed the slow-paced journey through tunnels, sharp bends, and quaint stations.
   - Evening spent shopping for souvenirs, tea, and local handicrafts.
5. **Day 5: Departure**
   - Bid farewell to Darjeeling with fond memories and picturesque views etched in the mind.

**Key Attractions and Highlights**

- **Tiger Hill:** Witnessing the sunrise over Kanchenjunga was an awe-inspiring experience. On clear days, a glimpse of Mount Everest is also possible.
- **Tea Gardens:** The sprawling tea estates are not only visually stunning but also provide insight into the tea-making process.
- **Toy Train:** A nostalgic journey through scenic landscapes that showcases the engineering marvel of the British era.
- **Himalayan Zoological Park:** Home to rare species like the red panda and snow leopard, making it a must-visit for wildlife enthusiasts.
- **Cultural Richness:** The local food, handicrafts, and traditional attire of the Gurkhas and Lepchas add to Darjeeling's charm.

**Overall Experience**

Darjeeling is a perfect blend of natural beauty, cultural heritage, and serene tranquility. The hospitality of the locals, the cool climate, and the stunning vistas make it a paradise for tourists. From adventure enthusiasts, fitness lovers to peace seekers, Darjeeling offers something for everyone. This field visit tour gave students the joys of community living. They learned how to make Collective

decisions, mutually support each other and arranging resources for the benefit of the whole group. This Physical education department induced human values & moral ethics among the students.

LIBRARY

# STUDY TOUR REPORT, SESSION 2023-24

## PRESERVING THE PAST: A RARE BOOK TOUR OF ART AND SCIENCE

On Tuesday, March 5, 2024, the Central Library of Netaji Subhas Chandra Bose Mahavidyalaya arranged an educational visit to the Asiatic Society and the Central Library, University of Calcutta. Six students from several departments (Science and Humanities) have joined this study excursion under the guidance of Dr. Moutusi Basak, Librarian accompanied by some faculty members. At first we visited The Manuscript Library of Asiatic Society, located on Park Street in Kolkata, which is the most significant learning. Sir William Jones established the Institute on January 15, 1784, as a research organization. Actually, the society's current name was adopted on July 1st, 1951. The society now has four wings: the Museum, the Library, the Reprographic Section, and the Conservation of Books and Journals Section. We toured the other three wings after the manuscript library. With the help of several real-world examples, the committed staff of the Asiatic Society's central Library has taught our students about the complete rare book conservation and preservation process. The majority of Indian languages and scripts are represented in the society's extensive manuscript collection. With a sizable collection of paintings, manuscripts, sculptures, bronzes, coins, and inscriptions, the Museum of the Asiatic Society is a significant sector. Our students have received detailed instruction regarding the Museum's collection from a dedicated individual. Additionally, our college team visited the Conversation of Books and Journals Section and the Reprographic Section.

Our team also spent the second half of the day at the Central Library, College Street campus of the University of Calcutta. A dedicated team is also in place to oversee the preservation procedures and policies, as well as the rare documents. The various areas of the central Library, including the computer lab, circulation section, reference section, digital repository, Braille section, stack and study area, books for competitive examinations, new arrivals display, theses and dissertations section, and user training sections, have also been visited by our students.

Our student team had an amazing time on this study excursion, and they learned a lot of useful knowledge.

# NETAJI SATABARSHIKI MAHAVIDYALAYA

## SUBJECT - ENGLISH (SEC)

NAME - SOHANA PARVIN

SEMESTER - 1st

COLLAGE Roll - 230014

REG.No.- 1282320240000045

# LESSON PLAN - 2

SUBJECT - ENGLISH
CLASS - VII
TOPIC - Adjective (Grammar)

DATE - [illegible]
PERIOD - [illegible]
DURATION - 40 min

## GENERAL OBJECTIVE :-

- To enable students to speak and write English correctly
- To develop interest in English
- To enable student to learn grammar rule.

## SPECIAL OBJECTIVE :-

- The students will be understand the definition of Adjective.
- The students will be able to understand type of Adjective

**PREVIOUS KNOWLEDGE** :- Some students have some knowledge about Adjective.

**TEACHING AIDS** :- Black Board, chalk, duster, model, etc.

**Introduction** :-

| Teacher | Student's |
|---|---|
| i) Example :- 'Ram is a good boy', who is 'Ram' in this sentence? | → NOUN |
| ii) What quality of 'Ram' given in this sentences? | → He is a good boy. Quality is good |
| iii) What will we call quality 'good' in the sentence | → Problematic Answers. |

ACTATEMENT of Topic :-

Dear Student's, today we are going to understand the topic 'Adjective'.

• PRESENTATION :

| Presenting Item | Teacher's Activity | Students Activity | Method |
|---|---|---|---|
| meaning of Adjective | An adjective is word that adds something to the meaning of a noun or pronoun. he is describes a noun or pronoun. Example : i) Ram is a good boy. ii) Mount Everest is the highest mountain peak in the world. | Students are listening carefully and trying to understand. Students are able to know about the topic. | Lecture method. |
| Classification of Adjective | There are three types of Adjective :- i) Descriptive Adjective - Example : He is Indian. A green field. ii) Adjective Denoting Amount and Number :- I have no Pen. five fingers of a hand. iii) Indicative Adjectives :- This book | Trying to understand the concept & noting it down. | Lecture method. |

• RECAPITULATIONS :- Question :-

i) What is an 'Adjective' ?

ii) Give 3 examples of adjective ?

iii) What is adjective quantity ?

• Home Work :- Questions.

i) Define Adjective ?

ii) Classify different types of 'Adjective' ?

# Lesson Plan - 3

SUBJECT - ENGLISH DATE - 15.04.2021

CLASS VI PERIOD - 2nd

TOPIC - GENDER (Grammar) DURATION 40 min

## GENERAL OBJECTIVES :-

i) To enable the student's to speak and write correct English.

ii) To enable the student's to read the lesson with correct Pronoun

iii) To develop their imagination.

iv) To develop their Power of logical thinking.

## SPECIAL OBJECTIVES :-

i) To teach the student about the grammar "Gender".

ii) After reading this topic the student will be able to define the "Gender"

iii) To develop their knowledge about the "Gender".

**PREVIOUS KNOWLEDGE** :- The student's has some knowledge about "Gender".

**TEACHING AIDS** :- Black Board, chalk, Duster, Chart, etc.

## OPENING STATEMENT :-

Dear Students, today we will discuss about 'Gender'.

## PRESENTATION :-

| Teaching Point | Teacher's Activity | Student's Activity | Method |
|---|---|---|---|
| Meaning of Gender | Teacher will tell the teacher and write it on B.B. Then teacher will explain what Gender say | — | — |
| Definition of Gender. | (1) The word 'Gender' come from latin word 'Genus' which means kind. (2) Gender is a grammatical classification of sexes (Group) | Students listen carefully and trying to understand the concept. | Lecture method |
| Types of Gender. | There are four types of Gender — (i) Masculine Gender (ii) Feminine Gender (iii) common Gender (iv) Neuter Gender | Student's listen carefully | Lecture Method |
| Example | She is my sister. He is my brother. Q. In this first sentence 'Sister' come from angle to gender. Q. In the second sentences 'brother' come form angle to gender. | Ans → Feminine Gender. Ans → Masculine Gender | Lecture Method |

## RECAPITULATIONS :-

i) Define 'Gender'.

ii) How many types of 'Gender'.

## Home Work :- Question

1. Write the definition of 'Gender'?
2. What is the meaning of Masculine Gender?
3. Write 5 example each masculine and Feminine Gender?

# নেতাজী শতবার্ষিকী মহাবিদ্যালয়

## প্রকল্প নির্মাণ

নাম- সায়নী মন্ডল.

শ্রেণী - চতুর্থ সেমিস্টার.

বিভাগ - সাধারন.

রোল - 220770

বিষয় - বাংলা (BNGL)

# সূচিপত্র

(1)


(1) বাংলা নাটকে বিজন ভট্টাচার্যের অবদান (Page = 1 - 2)

(2) নূরুলদীনের চরিত্রের স্বাতন্ত্র্যের দিকগুলি আলোচনা কর (Page - 3-4)

(3) উপন্যাসিক সতীনাথ বন্দ্যোপাধ্যায়ের বাংলা উপন্যাস সাহিত্যে অবদান (Page = 5-7)

(4) 'কবি' উপন্যাসে টাকুরঝির চরিত্র (Page = 8-9)


(2)


ক - ঙ পর্যন্ত (Page - 10)

চ - ঝ " (Page - 11)

# BNGL
## প্রকল্প নির্মান

১/ ক/ বাংলা নাটকে বিজন ভট্টাচার্যের অবদান আলোচনা কর।

→ " পুরনো ড্রামাটিক্স এই পোড়ার দুঃখটাকে তো ঘুচিয়ে দেবার নয়। দুঃখটাকে নিতান্ত তোমার খুঁজতে আসে, সেইটাকে কিছুতেই আর্টের মধ্যে ঘেঁষতে দিইনা। আগুনের মধ্যে হাত বাড়িয়ে দিয়ে তোমরা যারা পুড়ছে, তাদের দেখাই উত্তপ্ত আকিদুরের উপাদানে মেশে বাংলা নাটকের অনেকটা বলিষ্ঠরূপে নির্মানের কৃতিত্ব দেখিয়েছিলেন, তিনি তাঁর প্রখ্যাত নট ও নাট্যকার বিজন ভট্টাচার্য। মুখোমুখোর বিক্রম আবার অভিজ্ঞতার ব্যক্তি ও সত্যিকার আয়।

ভারতীয় গণনাট্য সংঘের প্রতিষ্ঠাকালে ১৯৪৩ ভারতের কমিউনিস্ট পার্টির ডাকে ফ্যাসি বিরোধী জনযুদ্ধে আহ্বানের সাড়া দিয়ে নাট্যকাররূপে ঘটে তার আত্মপ্রকাশ, যুদ্ধ, মন্বন্তর ও দাঙ্গা বিধ্বস্ত সারা দেশ তখন অগ্নিগর্ভ। বিজন ভট্টাচার্য গণনাট্য সঙ্ঘে নিজেকে যুক্ত করে নাটক লিখে অভিনেতা দিয়ে এবং স্বয়ং অভিনয় করে তার বৈপ্লবিক সত্তাকে প্রকাশ করেন।

নাটকসমূহ :—

(i) পূর্নাঙ্গ নাটক :- আগুন, নবান্ন, মরাচাঁদ, সোনার বাংলা, জলসাঘর।

(ii) একাঙ্ক নাটক :- কলঙ্ক, জননেতা, চুন্নী, হাঁসখালির হাঁস।

(iii) রূপক নাট্য :- স্বর্নকুম্ভ।

(iv) গীতিনাট্য :- জীয়ন কন্যা।

গণনাট্য সংঘের উদ্যোগে অভিনিত হয় প্রথম বিজন ভট্টাচার্যের আগুন নামটি। আগুন নবান্নাবলী রচনা কাহিনীর মধ্যে ধারাবাহিকতা অনুপস্থিত।

খাদ্যসংকটের প্রাক্কালে খাদ্যের তথা চালের সংকটের সমস্যায় এই নাটকের মূল বক্তব্য। কৃষক, শ্রমিক, মজুরে মধ্যবিত্ত, উড়িষ্যা থেকের প্রভৃতি চরিত্রগুলি যেমনটাই হোক না কেন, দুরাবস্থা একটি দরিদ্র কৃষক পরিবারের দুঃখময় কাহিনী, এই নাটকের বিষয়বস্তু নাট্যকারের ভাষায় :- 'সেও এক সোনার বাংলার দুঃখু মাটির রাজা পরান মন্ডল (নাটকের নায়ক) কে শুধু দেখতে দেখতে কলকাতার মুষ্টিমেয় না খেতে পেয়ে মুমূর্ষু হয়ে পড়েছিল। গণনাট্য সংঘের সকল প্রযোজনা সফল। দুর্ভিক্ষের পটভূমিতে নাটকটি রচিত।

বিজন ভট্টাচার্যের অন্যান্য নাটকগুলির বিষয়বস্তুর মধ্যেও বৈচিত্র্য দেখা যায়, দেবীগর্জন নাটকে সাম্রাজ্যবাদ প্রাধান্য পেয়েছে, 'মরাচাঁদ' এক সত্যান্বেষী রাজনৈতিক কর্মী অন্ধ হওয়া সত্ত্বেও সামন্তকে উচ্ছেদ করার কাহিনী। 'কলঙ্ক', বাঁকুড়ার সাঁওতাল আদিবাসীদের জীবন নিয়ে লেখা নাটক। 'অবরোধ' দেখা যায় মিল মালিকের মুনাফা লোভ ও শ্রমিক শোষণের নগ্নরূপ। 'জীয়নকন্যা' মনসার ভাষা নিয়ে সৃষ্টি, গর্ভবতী জননী বাঘা অঞ্চলের মতো বেঁচে থাকার জন্য যৌবন, বসন্তকবির প্রকাশ দুই মেলামেশার জীবন অবলম্বনে দেখানো হয়েছে অকালবসন্ত নাটকে। বিভিন্ন ধরনের নাটক রচনার মধ্য দিয়ে বিজন-ভট্টাচার্যের নাটকে দেখা গেছে,

(i) একশ্রেণী নির্যাতন ও শোষণ ও জনগণের সংঘবদ্ধ বিদ্রোহ ও সংগ্রামের চিত্র।

(ii) বিষয় অনুযায়ী গণনাট্যের সাথে তার সম্পর্ক, কৃষকের সাথে বন্ধুত্ব এবং শোষণে দুরত্ব, সত্তরের দশকের রাজনৈতিক আন্দোলনের প্রভাবে নাট্যরচনার পরিবর্তন ধারা ইত্যাদি প্রসঙ্গগুলি নিয়ে পরিপূর্ণতাময় বিবরণ দিয়ে একখন্ড ইতিহাস লেখা যেতে পারে, তবে বাংলা গণনাট্যের তার প্রতিষ্ঠাতার ভূমিকা কোনমতেই বিস্মৃত হওয়ার নয়।

খ) নূরজাহান চরিত্রের স্বাতন্ত্র্যের দিকগুলি আলোচনা কর।

→ নাট্যকার দ্বিজেন্দ্রলাল রায়ের ঐতিহাসিক নাটকগুলির মধ্যে শ্রেষ্ঠ নাটকের মর্যাদা লাভ করেছে 'নূরজাহান' নাটকটি। নূরজাহান নাটকের প্রধান চরিত্র নূরজাহান। তাকে কেন্দ্র করেই নাটকের অন্যান্য চরিত্রগুলি আবর্তিত হয়েছে। প্রথম থেকেই নাট্যকারের লক্ষ্য ছিল এক অন্যা অবিচল নারী চরিত্রে ট্রাজেডি রূপায়ণ। আর সেই কারণেই প্রথম থেকেই নূরজাহান তার অনিয়ন্ত্রিত আকাঙ্ক্ষা নিয়ে উপস্থিত যা তার প্রধান কারণ। এদিক থেকে নাট্যকার ঐতিহাসিক চরিত্রকে অন্তঃসারের স্বতন্ত্রতায় এক মানবিক চরিত্র রূপে চিত্রিত করেছেন।

নূরজাহান প্রথম অঙ্ক থেকে প্রবৃত্তি চালিত মানব মধ্যে তার সুপ্ত, উচ্চাভিলাষ নিহিত রয়েছে। এই উচ্চাভিলাষ নাটকের প্রথম থেকে শেষ পর্যন্ত নূরজাহান চরিত্রে লক্ষ্য করা যায়, ইতিহাসের পাতায় নূরজাহানের যে চরিত্র পায় তাহল তিনি বর্ধমান জেলার জাহাঙ্গিরদার শের খাঁ রূপবতী স্ত্রী মেহেরুন্নেসা। শের খাঁ তার একমাত্র মেয়ে লাইলাকে নিয়ে সুখী জীবনযাপন করেছিলেন।

জাহাঙ্গিরের ভিন্ন চক্রান্তে শের খাঁ-র মৃত্যু হলে মেহেরুন্নেসার জীবনে শুরু হয় গুরুতর দ্বন্দ্ব। একদিকে পিতৃহারা কন্যার জননীর কর্তব্যবোধ ও স্বামী-হত্যার প্রতি ক্রোধ, ক্ষোভ; অন্যদিকে অবচেতন মনে ভারত সাম্রাজ্ঞী হওয়ার ক্ষমতার নেশা অবশেষে দ্বন্দ্ব সঙ্কুলমন ভারত সাম্রাজ্ঞীর ক্ষমতাকেই হস্তগত করে। আর এখানেই তার "Error of Judgement" বা ভ্রান্তি।

তৃতীয় অংকে খসরু হত্যার পর জাহাঙ্গীরের উপর হত্যার ষড়যন্ত্রের জালানো এবং একই সাথে নিজ কন্যা লাইলা, জাহাঙ্গীর ও মহবৎ খাঁর সঙ্গেও পরিচিত হয়, নূরজাহান সমস্ত আপনজনদের সামনে বেগমসাহেব নিজের আসল রূপ নিজে বিবৃত হতে থাকেন।

চতুর্থ অংক থেকে ভেতরে ও বাইরে নূরজাহানের পরাজয় শুরু হল। সমালিক নৃত্যগীতের পরে সম্রাটের উত্তরে সে জানায় 'আমি নিরাশ', এবং মহবৎ খাঁ এর শাস্তি বিধান করতে গিয়ে সম্রাট-সহ নূরজাহান বন্দি ও লাঞ্ছিত হন। নিজের আচরণের অধ্যাত্মাত্মিকতা বুঝতে পেরে নিজের থেকে নিজের অন্তরালে উপলব্ধি করেন। 'আমি ছুটে চলেছি নিজের থেকে নিজের পালাবার জন্য, পতনমুখে এই নারী আবার ফিরতে চায়। 'নূরজাহান! আর কেন! মেরে! এখানে মেরে!'

পঞ্চম অংকে সম্রাট জাহাঙ্গীরের মৃত্যুতে নূরজাহানের মনের সমস্তানি শক্তিগুলি নিঃশেষ হয়ে পড়ে। জীবনের শূন্যতা, একাকিত্ব, নিরাশ্রয়হীনতা ক্ষমতা ও বুদ্ধির খেলায় তাকে পরাজয় করে তোলে, ফলস্বরূপ শেরখানের মতো ক্ষমতা হস্তগত করতে গিয়ে ব্যর্থতা আসে যা তার মানসিক ভারসাম্য নষ্ট করে দেয়। শেষদৃশ্যে উন্মাদ অবস্থায় তার পূর্বস্মৃতি স্মরণে আসে, যা তাকে আরোও বেশি ট্রাজিক করে তোলে।

শেরশিকারের ট্রাজিক চরিত্রের আদলে গড়া নূরজাহান চরিত্রটি দ্বিজেন্দ্রলাল রায়ের সার্থক সৃষ্টি।

৯/ ঔপন্যাসিক মানিক বন্দ্যোপাধ্যায়ের বাংলা উপন্যাস সাহিত্যে অবদান আলোচনা কর।

→ মানিক বন্দ্যোপাধ্যায়ের বাংলা কথাসাহিত্যের একজন বাস্তববাদী লেখক। তাঁর চিন্তাচেতনা, লেখার রীতিপদ্ধতি সবকিছু স্বতন্ত্র। তাঁর প্রথমদিকের উপন্যাস ও গোটাকয়েক গল্পগ্রন্থে (প্রাগৈতিহাসিক, দিবারাত্রির কাব্য এবং পরবর্তীকালের সাহিত্য সংস্কারগুলিতে) কাব্যধর্মী ফ্যান্টাসির প্রভাবের ফলে তাঁর সাহিত্যে প্রসঙ্গে তীব্র রসিকতা, চরিত্রগুলি সৃষ্টি হয়েছে সার্থক জীবনজিজ্ঞাসা নিয়ে তাঁর সাথে যুক্ত হয়েছে সার্থক জীবনজিজ্ঞাসা। চলিত ভাষায় - যা তাঁর সাহিত্যকে তীব্রগতি সম্পন্ন করে তুলেছে, ফলে তাঁর কথাসাহিত্যগুলি শিল্পগুণে সার্থক হয়ে উঠেছে। বাস্তববাদী মানিক বন্দ্যোপাধ্যায়ের এই সাহিত্যের সবচেয়ে বড়ো বৈশিষ্ট্য আর এই বাস্তববাদী মানিক বন্দ্যোপাধ্যায় রচিত গল্পউপন্যাসকে আর অন্যগল্পকারদের গল্প-উপন্যাস থেকে আলাদা করে দিয়েছে।

মানিক বন্দ্যোপাধ্যায়ের কথাসাহিত্যকে দুই ভাগে ভাগ করা যায় -

A. প্রথম পর্ব :- প্রথম পর্বের উপন্যাসগুলিতে ফ্রয়েডিয় তত্ত্বের বহিঃপ্রকাশ ঘটেছে, এই পর্বের উপন্যাসগুলি হল -
(i) দিবারাত্রির কাব্য (১৯৩৫) (ii) পুতুলনাচের ইতিকথা (১৯৩৬)
(iii) পদ্মানদীর মাঝি।

উপরিউক্ত তিনটি উপন্যাসে যে মানবিক সত্তা প্রকাশ পেয়েছে তা নিম্নরূপ :-

(i) দিবারাত্রির কাব্য :-

আলোচ্য উপন্যাসে প্রথম পর্বে হেমন্ত এসেছে সুস্মিতার বাড়ি। সুস্মিতা হেমন্তকে ভালোবাসত কিন্তু, হেমন্ত তাতে সাড়া দেয়নি। সুস্মিতার আগে পুতুলের অমিয়ার আলোকের বিয়ে হয়, যাকে হেমন্ত বিয়ে করার ইচ্ছা ছিল, কারণ, হেমন্তর স্ত্রী গঙ্গাম গতি দিয়ে আত্মহত্যা করে।

যেমন পুরীতে এসে সেখানে অনাথ ও মালতির সাথে দেখা হয়। অনাথের সাথে মালতি পালিয়ে যায়। অপরদিকে সন্ত্রিয়া আক্রোশবশে নিম্ন পুরীতে আসে সেখানে অটিল সমস্যার সৃষ্টি হয়।

অন্তর্নিহিত ভাবনা :—

সুপ্রিয়ার জীবনের ইতিহাসকে রায়ের নিঃসঙ্গতা ও তাদের জীবনের চেতনা ও ভাবনার সার্থক বহিঃপ্রকাশ ঘটেছে এই উপন্যাসে।

(ii) পুতুলনাচের ইতিকথা :—

আলোচ্য উপন্যাসের নায়ক শশীর মন ব্যাকুল উদ্ভ্রান্ত অনেক গ্রামজীবন এবং আকৃষ্ট করে। শশীর বিবিধ মানবিকসত্তা, চেতন এবং অচেতন মনের দ্বন্দ্ব, অথবের কুসুমের প্রতিভার আকর্ষণ, হুমুদ, মতী, নন্দ, বিনু, গোপাল, সেজদিদি প্রমুখ ব্যক্তির বর্গের বিকৃতবোধের প্রতিফলন ঘটেছে এখানে।

অন্তর্নিহিত ভাবনা :—

শশী — কুসুমের অবচেতন মনের ভাবনা, নন্দ, বিনু, গোপাল, সেজদিদি প্রমুখদের বিকৃত জীবনবোধ ইত্যাদি ঘটনাকে মানিক বন্দ্যোপাধ্যায় তিনি সাহিত্যের বিচিত্র রং এ উপন্যাসের পর্দায় ধ্যানকল্পের মুটিয়ে তুলেছেন।

(iii) পদ্মানদীর মাঝি :—

পদ্মাকে কেন্দ্রকে পদ্মানদীর বীররসের বিচিত্র জীবনধারা উপন্যাসে ধরা পড়েছে। ঈর্ষা, বিদ্বেষ, কলহ, সংঘাত, প্রেম, প্রতিত আরও রচনা করেছে যার মাঝে জীবনতরী অনিবার্য পরিণতির দিকে এগিয়ে চলে। উপন্যাসটির অন্যতম বৈশিষ্ট্য হল নিম্নবর্গের অবহেলিত গ্রামজীবনের চিত্র অঙ্কনে সূক্ষ্ম ও নিখুঁত পরিমিতি বোধ সনাতন মানব প্রবৃত্তিগুলির ক্ষুদ্র সংঘাত ও মৃদু উচ্ছ্বাসের নিদর্শনা।

## দ্বিতীয় পর্ব :— B

অনিল বন্দ্যোপাধ্যায়ের দ্বিতীয় পর্বের উপন্যাসগুলিকে আঙ্গিক তত্ত্বের আলোকে ব্যাখ্যা করেছেন।

(i) কাহুবাসের ঘুঁটিরামা :—

আঙ্গিক তত্ত্বের আলোকে অনিল বন্দ্যোপাধ্যায় গ্রাম ও শহরের অসাম্যের বিক্ষুব্ধতা ধরেছেন।

(ii) সহযাত্রী :—

কারখানার মালিক ও শ্রমিকদের দ্বন্দ্বসংঘাত তথা শোষণ করে উপন্যাসগুলি আবর্তিত।

এই পর্বের অন্যদুটি উপন্যাস হল—

(i) স্বাধীনতার আর্তি (১৯৪৭) ও হলুদ নদীর সবুজ বন (১৯৪৭)।

পরিশেষে বলা যায় এই বিষ্ণুপ্রসাদ বৈচিত্র্যময়। তিনি বিষ্ণুপ্রকৃতির বিচিত্র তার অন্তরঙ্গ বিরার চেষ্টা করেছেন তা বলার অপেক্ষা রাখে না।

খ/ 'কবি' উপন্যাসে ঠাকুরঝির চরিত্র আলোচনা কর।

→ তারাশঙ্কর বন্দ্যোপাধ্যায়ের উপন্যাসে যে দুটি নারী চরিত্র নিতাই এর জীবনের সামনে নিবীড়ভাবে জড়িয়ে আছে, একটি হল ঠাকুরঝি অন্যটি হল রমণ। ঠাকুরঝি মেয়েটিকে ঔপন্যাসিক অনন্যা যুবতী রূপে চিত্রিত করেছেন।

ঔপন্যাসিক লিখেছেন — "ঠাকুরঝির অতীত আছে সে গোমস্তাপুরে বংশীদাস বেহুলার মেয়ে ... চোখে ভিজে ঢলঢল হরিণীর দৃষ্টি, তাতে বোধ হয় ঠাঁটো কানের খানি আটিসাটো বেণী মাথায় যুবির খোঁটা নিয়ে এ গ্রামে যুবের সোহাগ দিতে আসত ...",

15-16 বছরের কিশোরী মেয়েটির রূপ বর্ণনায় লেখকের প্রমত্ত প্রসঙ্গ লক্ষণীয়। "দীঘল দেহভঙ্গিতে উঁচু চালার সরুজ সরল ডাঁটার মতো একটি তালরূপে শ্রী", ঠাকুরঝির চোখ দুটির বর্ণনায় লিখেছেন — মেয়েটির সরল, তীক্ষ্ণ দৃষ্টিতে, বিস্ময় যেন কালো জলের মতো সহজাত"।

বন্ধু রাজারের বাড়ীতে নিতাই ও ঠাকুরঝির প্রথম আলাপ তরুণের ঘনিষ্ঠতা ও প্রেম। কবিগানের আসরে নিতাই-এর উপস্থিত জবাব। সমবয়ী কণ্ঠস্বর, ঠাকুরঝির মনে একটা বিস্ময় ও মুগ্ধতা সৃষ্টি করে। দুধ দেওয়ার সূত্রে প্রতিদিনের সাক্ষাতের মধ্যদিয়ে ঠাকুরঝি ও নিতাই এর প্রেম ক্রমশ পরিণতির দিকে এগিয়ে যায়। রাজেন তার শালীকে কালো আলকাতরার মতো রং বলে ঠাট্টা করলে সদাহাস্যময়ী এই মেয়েটি বোলায় দুঃখ হয়েছে, মেয়েটির মন থেকে এই দুঃখ যন্ত্রণা মুছে দেওয়ার জন্য নিতাই গান বাঁধে - "কালো যদি মন্দ, তবে কেন পাখিরে কান্দ কেন? এর দ্বারা ঠাকুরঝির সরলতা পাওয়া যায়।

নিতাই এর সামে চা খেতে খেতে ঠাকুরঝির মাথায় খোমটা পড়ে গেল তার মাথায় এক খোকা ইম্পুচুতা ফুল দেখে নিতাই উচ্ছ্বসিত হয়ে ওঠে। ঠাকুরঝি স্নিগ্ধহাতে মাথায় খোমটা টেনে দিতে গেলে নিতাই এর হাত ধরে ফেলল নিতাই এর হাতের স্পর্শে সে লজ্জা পায় যদিও এই লজ্জার মধ্যে এক অপূর্ব সৌন্দর্য তার মনকে ভরিয়ে দেয়।

আমিষ দোষের জন্য নিতাই দুতকেলার অক্ষমতা জানালে ঠাকুরঝি বালুচরে হরিণীর মতো তৃষ্ণার্ত হয়ে নিতাইকে বিনা পয়সায় দুধ লেওয়ার অনুরোধ জানায়। প্রেমের সমুদ্রের বিচিত্র প্রকাশ ঘটে এইভাবে।

এই পবিত্র তীর্থ নিকুঞ্জম প্রেমে মেশে আসে অভিশাপ, ঘুঙুরদালের নায়িকা বসন্তকে নিয়ে নিতাই এর গানগাওয়া দেখে ঠাকুরঝির জীবনে সৃষ্টি হয় গভীর সংকট, তিলে তিলে প্রেমের স্বর্গ রচনা করেছিল তা এক মুহূর্তে ধূলিস্মাৎ হয়ে যায়। ফুলের মতো নরম হৃদয় এই কঠিন আঘাতে ছিন্নভিন্ন হয়ে গেল হৃদয়মন্দিরে অকীর্তি অবস্থায় অকাল মৃত্যু বরণ করে সে প্রেমের চরমমূল্য ছিল।

2।

ক। দ্বিজেন্দ্রলাল রায়ের চারটি ঐতিহাসিক নাটকের নাম লেখ।

→ প্রতাপ সিংহ (১৯০৫), নূরজাহান (১৯০৮), সোরাব-রুস্তম (১৯০৮), সাজাহান (১৯০৯), চন্দ্রগুপ্ত (১৯১১)

খ। রবীন্দ্রনাথ ঠাকুরের চারটি আনুষ্ঠানিক নাটকের নাম লেখ।

→ রাজা (১৯১০), অচলায়তন (১৯১২), ফাল্গুনী (১৯১৪), অরূপ রতন (১৯১৬), মুক্তধারা (১৯১৮)।

গ। 'নূরজাহানের' নাটকে দুটি পুরুষ চরিত্রের নাম লেখ।

→ নূরজাহান নাটকে দুটি পুরুষচরিত্রের নাম - জাহাঙ্গীর, সের খাঁ, মহাবত খাঁ।

ঘ। 'নূরজাহান' নাটকটি কবে প্রকাশিত হয়? নাটকে কতগুলি সংগীত রয়েছে?

→ নূরজাহান নাটকটি ১৯০৮ সালে প্রকাশিত হয়। নাটকে নয়টি সংগীত রয়েছে।

ঙ। 'পথের পাঁচালি' উপন্যাসটি কার লেখা? এটি কোন পত্রিকায় প্রকাশিত হয়?

→ উপন্যাসটি বিভূতিভূষণ বন্দ্যোপাধ্যায়ের লেখা। এটি উপেন্দ্রকিশোর বন্দ্যোপাধ্যায়ের সম্পাদিত মাসিক পত্র 'বিচিত্রা'য় প্রকাশিত হয়।

চ/ তারাশঙ্কর বন্দ্যোপাধ্যায়ের চারটি আঞ্চলিক উপন্যাসের নাম লেখ।

→ চারটি আঞ্চলিক উপন্যাসের নাম রাত্রি দেবতা, কবি, বিচারক, সন্তানী।

ছ/ 'কবি' কোন শ্রেণীর উপন্যাস? এটি কত সালে প্রকাশিত হয়?

→ 'কবি' আঞ্চলিক উপন্যাস,
এটি ১৯৪৪ সালে প্রবাসী পত্রিকায় প্রকাশিত হয়।

জ/ রবীন্দ্রনাথ ঠাকুরের ছোটগল্পে চারটি নারী চরিত্রের নাম লেখ।

→ দুটি গল্পে ফটিকের মা, কাবুলিওয়ালা গল্পে মিনির মা, দেনাপাওনা গল্পে নিরুপমা, মণিহারা গল্পের ধনীজনের স্ত্রী মণিমালিকা।

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# Netaji Satabarshiki Mahavidyalaya, Ashoknagar

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