



DERABIS COLLEGE

Derabish, Kendrapara, Odisha, 754289

Criterion III

3.3 Research Publication and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

CONTENT

Sl. No.	Number Research Paper published
1	First Page/Full Page of Research paper
2	Journal source-cite
3	UGC Care List



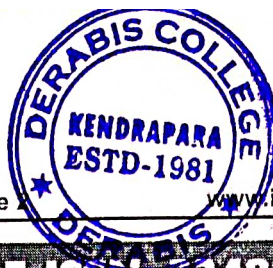

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3.3.1 Number of research papers published per teacher in the Journals notified on UGC CARE list during the last five years								
Title of paper	Name of the author/s	Department of the teacher	Name of journal	Calendar Year of publication	ISSN number	Link to the recognition in UGC enlistment of the Journal /Digital Object Identifier (doi) number		
						Link to website of the Journal	Link to article / paper / abstract of the article	Is it listed in UGC Care list
Role of ICT in Teacher Education	Dr. K.K. Bedanta	Education	IJRAR/IJRAR.ORG	2022-23	E-ISSN-2348-1269, P-ISSN-2349-5138	https://ijrar.org/	https://www.ijrar.org/papers/IJRAR23B3887.pdf	Yes
Developing Rubrics in Assessment tool	Dr. K.K. Bedanta	Education	IRJHIS www.irjhis.com	2022-23	ISSN-2582-8568	https://irjhis.com/	https://irjhis.com/review.aspx?paper=IRJHIS2204012	Yes
Spans of Economic Reforms on Education	Dr. K.K. Bedanta	Education	IRJHIS www.irjhis.com	2021-22	ISSN-2582-8568	https://irjhis.com/	https://irjhis.com/review.aspx?paper=IRJHIS2107031	Yes
Development of value-oriented Education among Children	Dr. K.K. Bedanta	Education	IRJHIS www.irjhis.com	2021-22	ISSN-2582-8568	https://irjhis.com/	https://irjhis.com/review.aspx?paper=IRJHIS2106007	Yes
Creativity Education In Teaching Development	Dr. K.K. Bedanta	Education	IRJHIS www.irjhis.com	2021-22	ISSN-2582-8568	https://irjhis.com/	https://irjhis.com/review.aspx?paper=IRJHIS2105004	Yes
Affecting Quality improvement in Higher Education	Dr. K.K. Bedanta	Education	IJARIE www.ijarie.com	2021-22	ISSN (Online)-2395-4396	https://ijarie.com/	https://ijarie.com/AdminUploadPdf/AFFECTING_QUALITY_IMPROVEMENT_IN_HIGHER_EDUCATION_ijarie14001.pdf	Yes
Women Empowerment: A Study on India Constitution	Dr. S. Bal	Political Science	Scholarly Research journal for Interdisciplinary Studies	2021-22	ISSN-2319-4766	https://www.srjis.com/	https://www.srjis.com/1_Archives	Yes
Tribal Development Through Panchayat Raj System in Odisha	Dr. S. Bal	Political Science	Scholarly Research journal for Interdisciplinary Studies	2021-22	ISSN-2319-4766	https://www.srjis.com/	https://www.srjis.com/1_Archives	Yes

First Report of Hemipenial Variation among Some Genera and Species of Shieldtail Snakes (Serpentes : Uropeltidae) from India and Sri Lanka	Dr. Ashok Kumar Mallik	Zoology	<i>Ichthyology & Herpetology</i>	2021-22	ISSN 2766-1520 / ISSN 2766-1512	https://bioone.org/journals/ichthyology-and-herpetology/volume-110/issue-1#HISTORICALPERSPECTIVES	https://bioone.org/journals/ichthyology-and-herpetology/volume-110/issue-1#HISTORICALPERSPECTIVES	Yes
A new species of Lycodon (Serpentes : Colubridae) from the Deccan Plateau of India, with notes on the range of Lycodon travancoricus (Beddome, 1870) and a revised Key to peninsular Indian forms	Dr. Ashok Kumar Mallik	Zoology	Amphibian-reptile-conservation	2020-21	urn:lsid:zoobank.org:pub:F158FB37-5FE5-48EB-9E01-BDBAEC1DA9C	https://amphibian-reptile-conservation.org	https://amphibian-reptile-conservation.org/pdfs/Volume/Vol_14_no_3/ARC_14_3_[Taxonomy_Section]_74-83_e256.pdf	Yes
A Special Role of Interest in Teaching as a Profession	Dr. K.K. Bedanta	Education	IJRR ijrrjournal.com	2020-21	E-ISSN-2349-9788, P-ISSN-2454-2237	https://www.ijirmf.com/	https://www.ijirmf.com/wp-content/uploads/IJIRMF202003003.pdf	Yes
A Study of primary School Merger Programme in Odisha	Dr. K.K. Bedanta	Education	IJRD www.eprajournals.com	2020-21	ISSN (Online)-2455-7838	https://eprajournals.com/	https://eprajournals.com/IJSR/article/2435/abstract	Yes
A Study on Measure the Level of Academic Stress Among the High School Student of Govt. and Private School	Dr. K.K. Bedanta	Education	IJMR www.eprajournals.com	2020-21	ISSN (Online)-2455-3662	https://eprajournals.com/IJMR/	https://eprajournals.com/IJMR/article/2114/abstract	Yes
ICT Support for Distance Learning	Dr. K.K. Bedanta	Education	IJARW www.ijarw.com	2020-21	ISSN (Online)-2582-1008	http://www.ijarw.com/Users/Web	http://www.ijarw.com/Users/ManuScript/PastIssueDetails/589bc737-0ebb-4370-abe3-9f56d716b4b7#	Yes
A Study on Job Analysis and Job Satisfaction	Dr. K.K. Bedanta	Education	IJIRMF www.ijirmf.com	2020-21	ISSN-2455-0620	https://www.ijirmf.com/	https://www.ijirmf.com/wp-content/uploads/IJIRMF202004054.pdf	Yes
Challenges and Innovations in Teacher Education	Dr. K.K. Bedanta	Education	IJARIIE www.ijariie.com	2020-21	ISSN (Online)-2395-4396	https://ijariie.com/	https://ijariie.com/AdminUploadPdf/CHALLENGES AND INNOVATIONS IN TEACHER EDUCATION ijariie11412.pdf	Yes

Education for Economic Growth in the National Development	Dr. K.K. Bedanta	Education	IJRD www.eprajournals.com	2020-21	ISSN (Online)- 2455-7838	https://eprajournals.com/	https://eprajournals.com/IJSR/article/2096/abstract	Yes
Attitude of Student Towards Personal Contact Programme in Distance Learning	Dr. K.K. Bedanta	Education	IJRIIE www.ijariie.com	2020-21	ISSN (Online)- 2395-4396	http://ijariie.com/Default.aspx	http://ijariie.com/AdminUploadPdf/ROLE_OF_PARENTAL_ATTITUDE_TOWARDS_GIRLS%20%80%99_EDUCATION_in_ijariie11596.pdf	Yes
Leadership Role of School Headmaster	Dr. K.K. Bedanta	Education	IEART	2020-21	E-ISSN:2456-6713	https://iearjc.com/	https://docs.google.com/document/d/1N_c33KfcQYwSt-PdqGz4GDMck-NjORCi/edit	Yes
A Study on Measure the Level of Academic Stress Among the High School Student of Govt. and Private School	Dr. K.K. Bedanta	Education	IJMR www.eprajournals.com	2020-21	ISSN (Online)- 2455-3662	https://eprajournals.com/	https://eprajournals.com/IJMR/article/2114/abstract	Yes
Impact of Webinar During Covid-19	Dr. K.K. Bedanta	Education	AJANTA www.sjifactor.com	2020-21	ISNN-2277-5730	https://sjifactor.com/	ISSN-2277-5730 For Multidisciplinary	Yes
A Special Role of Interest in Teaching as a Profession	Dr. K.K. Bedanta	Education	IJIRMF www.ijirmf.com	2020-21	ISSN-2455-0620	https://www.ijrrjournal.com/	https://www.ijrrjournal.com/IJRR_Vol.7_Issue.3_March2020/IJRR0015.pdf	Yes
A Study of Primry School Merger Programme in Odisha	Dr. K.K. Bedanta	Education	IJRD www.eprajournals.com	2020-21	ISSN-2455-7838	https://eprajournals.com/	https://eprajournals.com/IJSR/article/2435/abstract	Yes
Impact of Parental High Exception in Primary Education	Dr. K.K. Bedanta	Education	IJSRED www.ijsred.com	2020-21	ISSN-2581-7175	https://ijsred.com/	https://ijsred.com/volume3/issue1/IJSRED-V3I1P93.pdf	Yes
Role of Parental Attitude Towards Girl's Education	Dr. K.K. Bedanta	Education	IJARIIE www.ijariie.com	2020-21	ISSN (Online)- 2395-4396	http://ijariie.com/	http://ijariie.com/AdminUploadPdf/ATTITUDE_OF_STUDENT_TOWARDS_PERSONAL_CONTACT_PROGRAMME_IN_DISTANCE_LEARNING_in_ije11790.pdf	Yes

Role of Distance Education System at Secondary Level	Dr. K.K. Bedanta	Education	IJRESM www.ijresm.com	2020-21	ISSN (Online)- 2581-5792	https://www.ijresm.com/	https://www.ijresm.com/Vol.3_2020/Vol3_Iss1_January20/IJRESM_V3_I1_28.pdf	Yes
Issues of Organisation to Assess Guidance Services in School	Dr. K.K. Bedanta	Education	IJRAR www.ijrar.org	2019-20	E-ISSN-2348-1269, P-ISSN-2349-51	https://ijrar.org/	https://www.ijrar.org/papers/IJRAR19K7923.pdf	Yes
Early Temple Endowments in Odisha from 6th to 9th Century CE	Dr. R. Pattanaik	History	The Odisha Historical Research Journal	2018-19	ISSN-0472-7269	https://magazines.odisha.gov.in/Journal/JournalMain.htm	https://odishamuseum.nic.in/sites/default/files/LVII-3-4.pdf	Yes
କବି ନୀଳମଣି ପରିତାଙ୍କ କାବ୍ୟ ଜଗତ	Dr. K.C. Mallick	Odia	ଗୋକର୍ଣ୍ଣିକା	2018-19	ISSN-2455-6041	https://www.odia-bookbazar.com/index.php?route=product/mancufacturer/info&manufacturer_id=161	ISSN-2455-6041	Yes
ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରକୃତି ଚେତନା	Dr. K.C. Mallick	Odia	ଗୌରବ	2018-19	ISSN-2394-3572	https://gauravpublications.com/	ISSN-2394-3572	Yes
ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରତୀକର ପ୍ରୟୋଗ	Dr. K.C. Mallick	Odia	ଗୋକର୍ଣ୍ଣିକା	2018-19	ISSN-2455-6041	https://www.odia-bookbazar.com/index.php?route=product/mancufacturer/info&manufacturer_id=161	ISSN-2455-6041	Yes
ସ୍ଵାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାରେ ଗାନ୍ଧୀଚେତନା	Dr. K.C. Mallick	Odia	ସପ୍ତର୍ଷି	2018-19	ISSN-0973-3264	https://www.suniv.ac.in/library-collection.php	ISSN-0973-3264	Yes



Role of ICT in Teacher Education

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Abstract:

This paper focuses on the concept of ICT in teacher education and attempt to develop a framework for conceptually engaging with education . The current Pandemic of Covid-19 has changed the landscape of the teaching-learning system in India. Therefore role of ICT in imparting in teacher education in the form of online education is not only the most talked about theme recently but also the most explored area. ICT is a part of our lives for last few decades affecting individual life. ICT is broadly used in educational field. Teacher, administrator, student and parents linked with education by ICT. The teachers use ICT for teaching learning process to easy and solve the classroom situation. In the modern age, education demands more knowledge of teacher on skill of ICT. The knowledge of ICT helps for pre-service teacher training. Digital platforms become the necessary and only option to foster and continue formal or informal education. In the era of ICT is transforming the classroom a new look which is based on providing tools for enhancing learning. This is providing to teachers and students more opportunities for feedback. ICT helps teacher, student and parent to come together in a platform. The teachers use of more ICT for qualitative teaching learning of our future generation. It can help the learners for learning more effectively. So, the scope of ICT is very essential gain of knowledge for pre-service and in-service teachers without any comment. It is clear that more study needs to be conducted to understand the complex links between ICTs, learning and achievement. There are some teachers are reluctant to use ICTs because for poor software design, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching in the classroom. The International Labour Organization defines the requirements for education and training in the new global economy simply as “ Basic Education for All” and “ Lifelong Learning for All.”

Keywords:- ICT, pre-service, in-service teacher, students, Internet, Learning Environment

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Introduction:

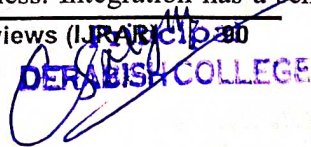
The information society challenges the education system. IT is considered a subset of information and communication technology (ICT). The application of ICT is quite wide-spread. It is also the age of information and technology (IT). Every aspect of life is related with IT. Various tools of information and communication are used in the field of education, which provides a big net-work for IT. This field has been great beneficiary of the advantages made available by new technology time to time. The scope of internet is a craze both youngsters and scholars. Youngsters make use of internet for information and entertainment. It has become an integral part of our life style. The training institutions are going through a revolutionary change in developing the curriculum. Globalization and innovations in technology have led to an increased. The use of ICT in all sectors and education is no exception. Uses of ICT can empower the teachers and students. The most of teachers informed that use of ICT adequately will be extremely effective in students' learning and achievement. ICT has revolutionized the world and set the world at a faster pace of growth in the knowledge. It is defined as diverse set of technological tools. It is used to communicate, create and disseminate, store and manage information. The main purpose of ICT in education is to provide the prospects and trends of integrating in to the educational activities. It has been developing rapidly. So, the whole educational system should be informed and ICT should be integrated into educational activities. The teachers should be the main motivator of the ICT implementation at school. They should be aware of the social change in their teaching activities.

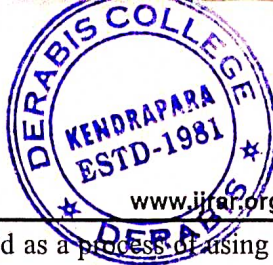
Use of ICT in Teacher Education:

ICT when integrated into the classrooms adds immense value to the quality. This is yet another medium of communication where in students can communicative with other students or instructions online. It makes education student-centred, visual, and time-saving and motivates the young scholars to produce creative assignments. The classroom is now changing its structure from the traditional. Now the teachers and students participate in classroom discussion. So, the teacher should prepare cope with different technology for using them in the classroom. When incorporated into curriculum systematically, it helps the teachers in making the complicated concepts simple to understand. It gives an opportunity to become a part of global IT village enhancing their technical skills. ICT has enabled better communication and presentation of ideas more effective. This is an effective tool to acquire information from multiple sources. So, ICT is very much necessary for teacher education.

Integration of ICT in Teacher Education:

Integrating ICT into teaching is not a new concept. Integration of ICT has increasingly attracted the attention of educators. ICT is basically a tool. It is not particularly reserved for education. It can support new instructional approaches and make hard to implement instructional methods. The educators commonly agree that ICT has the potential to improve student learning outcomes and effectiveness. Integration has a sense of





completeness. ICT integration is broadly defined as a process of using any ICT to enhance student learning. It is more of a process rather than a product. The primary factor that influences the effectiveness of learning is not availability technology, but the pedagogical design for effective use of ICT.

Advantages of ICT

Information Technology in effect has the following advantages: Information Technology enables grater imaginative understanding through increased access to information and new ways of accessing and communication information. It gives the individual the power to take risks and make mistakes that are costly in terms of time/material. It provides new forms and structure for representing knowledge and individuals' relationship with it. It increases the opportunity for interrelation and application of data. It provides opportunity to develop clear logical thinking, sequential understanding and study skills. It changes the nature of composition and authorship because the forms of composition are more numerous than they have been and the facility to combine original and second hand material and integrate different media. Pre-service training for secondary stage is all the more important because secondary education is a link between elementary and higher secondary stage of education and occupies a crucial position in the system of education, as general education terminates here and the students at this level prepare for making choices through appropriate diversification of courses like professional, arts and science courses

Relevance of ICT in Teaching Learning Process:

The needs of every individual learner are different. ICT can guide the learner and teachers by providing feedback. With the advent of ICT, there are different stages of growth in the pedagogical approach since new ways of integrating has to be devised to make it effective and efficient. The use of ICT will change the role of teacher as well as the learner. Literature shows there are different models which have emerged to transform the pedagogy in order to achieve the objectives, such as:

- a. Edgar Dale's Cone Experience
- b. Track Model
- c. ASSURE Model
- d. Samar Model

In the cone of experience, one move from passive learning to active learning. In the passive learning 10% happens by reading, 20% by hearing and 30% by seeing. In the active learning 50% happens by seeing and hearing and 70% by saying and writing. Essentially, in passive learning one reads, hears new knowledge and watch videos and exhibitions. Then it progress to demonstrations, participation, designing and collaboration.

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In the TRACK model, the purpose is to transform teaching into collaborative culture, which will extend to field based teaching-learning environment. Track model is based on computer linguistic approach to track, visualize, compare and cluster knowledge and knowledge integration. It transforms teaching and learning through data driven decision making.

In the ASSURE Model is an instructional design with a purpose to produce more efficient instruction and learning. This is a design to promote active learning based on different activities performed by the teachers which result in several behaviours depending on the students' positive and active engagements in the learning process. This will eventually lead to reach the levels of analyzing, synthesizing, evaluating which are referred to higher thinking skills.

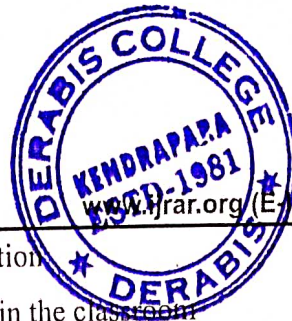
Another model is SAMAR Model, where one thinks of good technology integration and the range of options and packages and the right strategies to adopt. This first stage is called Enhancement which consists two phases such as substitution and augmentation. But the second stage is called transformation stage which consists of modifications and re-definition.

Role of ICT in Teacher Education:

Evaluating technology projects is notoriously difficult in teacher education. Education is one major part which has undergone the influence of innovations in ICT. Starting from providing online content service, platform for organizing learning experiences to managing learning has been changed by ICT. However, the growing emphasis on the need to show concrete benefits has led to more attempts to evaluate the impact of computers in classrooms. But evaluating ICT in teacher education is particularly hard for a number of reasons. If ICTs are used, teachers and school need capacity building to recognize educational videos. At that time, they identified some obstacles in schools and argued that a whole transformation is needed at the grassroots level. There is some relevance of using ICT in teacher education, which have been discussed in below:-

- a. ICT helps teachers in both pre-service and in-service teachers' training.
- b. It helps the teacher to interact with learners.
- c. It can guide the learner and teacher.
- d. It helps to prepare their teaching.
- e. It provides feedback to the teacher.
- f. It helps in improve teaching skills and innovative teaching
- g. It provides an opportunity to the educators to develop new ways and methods for making learning more effective.
- h. It impacts on developing professional development of teacher
- i. It prepares teacher for the use their skills in classroom situation and directly impacts on students for their future occupation.
- j. It is a popular tool for management and organization in institutions.

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- k. It plays an important role in students' evaluation
- l. It helps the teacher to identify creative child in the classroom
- m. It is flexible and it can be adjusted according to the abilities and age of the students.
- n. It will change the role of the teacher as well as the student to a great extent. It will provide students a choice regarding how they approach their study, without the direction of the teacher.

Conclusion:

Good technology integration is not about using the fanciest tool. It is about being aware of the range of options and picking the right strategy for the purpose. The biggest obstacle to teaching online probably is not the technology. In fact, it can have considerable positive impact on students' performance. More financial inputs are needed for the long term and far reaching integration of ICT in education sector. Besides, the cost effective ICT services need to be provided at affordable levels.

This paper clearly presents the important issues that must be addressed by both pre-service teacher education and in-service teacher professional development programme, if the schools are to fully exploit the potential of computers and internet as educational tools. In terms of using internet and other ICT as resource for lesson preparation, but the number of teachers admitted rarely using it, while very few used the internet to gather information. Most teachers were comfortable however, with using computers as an individual than a teacher. A positive attitude finds that those teachers who are not well versed with the computer, they expressed keen interest in undergoing training for the same. They felt that if trained, they would be in a position to make use of resources available in the school. By using and acquire of knowledge of ICT, student teacher will become more effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. In summary, teachers can improve the teaching and engage students with more real world experiences which will promote competency building for the students. .. At this stage, we need a vision to equip our students to meet the emerging trends. The survival of this category of students in the present high-tech and competitive society will only be through the knowledge of ICT. It has influenced all aspects of Teacher Education. It provides the capacity to store, to retrieve and to process e-content both fast as well as accurate. ICT is the scientific and technological discipline, which deals with collection, storing, dissemination of information to the individual or group. ICT involves primarily the storage and communication of information. The world is converted into minute global capsule and anyone desirous of information would find it only a click way. ICT is a technology that aids in storage of data, retrieval as and when required, telecommunication, browsing for information.

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4. Chauhan, S.S. (1992): Innovations in Teaching and Learning Process, Vikash Publications, Pvt.Ltd., New Delhi
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6. Rout, Sagarika (2021): ICT in Education, Kalyani Publishers, New Delhi

A handwritten signature in blue ink is written over a circular purple stamp. The stamp contains the text "DETA BISE" and "DETA BISE" in a circular arrangement.



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.828 (SJIF 2022)

Developing Rubrics as Assessment Tool

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DOI No. 03.2021-11278686

DOI Link :: <https://doi-ds.org/doi/10.2022-17813294/IRJHIS2204012>

Introduction:

Rubrics are an assessment tool. It is commonly used but can be difficult consuming to create. Really rubistar is a tool to help the teacher who wants to use this assessment tool. It provides generic rubrics which can simply be printed and used for research assignments time to time. This is a free, web-based tool which is designed to help the teacher quickly and easily develop the quality rubrics. This is a modeling of different ways to use rubrics which is to engage students in the systematic process. Rubric indicates achievement criteria across the entire component to assess the students' work. It may be written to oral or visual. This can be used for marking assignments, students' participation in the class etc. This is a scoring guide which provides to the students with a clear description of proficient students work, when current or past users of Rubistar were surveyed and found that almost half of the respondents were required to develop or make rubrics.

Keywords: Rubrics, assignment, ALTEC

Introduction:

Rubrics are an assessment tool. It is commonly used but can be difficult consuming to create. Really rubistar is a tool to help the teacher who wants to use this assessment tool. It provides generic rubrics which can simply be printed and used for research assignments time to time. This is a free, web-based tool which is designed to help the teacher quickly and easily develop the quality rubrics. This is a modeling of different ways to use rubrics which is to engage students in the systematic process. Rubric indicates achievement criteria across the entire component to assess the students' work. It may be written to oral or visual. This can be used for marking assignments, students' participation in the class etc. This is a scoring guide which provides to the students with a clear description of proficient students work, when current or past users of Rubistar were surveyed and

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found that almost of half of the respondents were required to develop or make rubrics.

How to Use and Apply a Rubric:

Rubrics are not self-explanatory. It needs to be introduced the context of the instructional objectives. Rubrics are also subject to issues of validity, reliability and fairness. Rubrics are not use easily. The learners need to how to use and apply a rubric. It should be devise that align with reasonable standards where the curriculum being taught time to time. Rubrics should be similar when they are used by different instructors. But rating should not be affected by students' gender or economic status. There are some criteria must be placed in the learners' work, which can consider selecting sample of exemplary their work.

Develop the process for Rubrics:

There are some processes to develop rubrics, when we can compare by another teacher to evaluate the students' performance. It can be assigned properly through the different ways. Generally, there are six steps to assess, such as :-

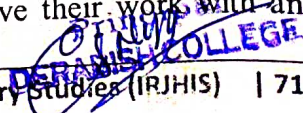
- a) To design the standard examples
- b) To enlist the criteria that matters for quality work
- c) To discuss the different models
- d) To practice implementing the rubrics
- e) To encourage the students for the use of rubrics
- f) To evaluate their work

Rubiser is a Web-based tool designed which is to help the teachers as instructor to develop the features of quality rubrics. This is one of the free assigned tool which is developed by ALTEC. But this tool is funded for ten years by U.S. Department of Education. Other tools also developed by ALTEC such as Trackstar, Quiz star, Note star and Web worksheet wizard.

When PBL (Project-based-Learning) had started in the area of teaching at that time rubistar was designed as a tool. PBL is the use of performance based assessments. At that time rubrics are essential to this process.

Rubuistar can not developed by a single min or one individual. The core of Rubistar is contained in the exemplar rubrics in different area of suggests, which was based on teacher a rubric using the tool, at that time he can print a copy. After that, he can save it for future. There are number of rubrics formed by time to time. These tools are promote a unique type of online learning community. This is an one example of technology which is being used to help teachers to carry out their job. It is a process used reflects how the design of interactive systems has changed over time.

The resources were based on solid content, which were based on curriculum standards. These were easy to implement, adaptable and applicable in the educational levels. The most important factor is that a teacher did not have to login to get results. They could save their work with an



account, but they did not have to register as a tool. They found that make it simple as a development guide. The choose different tools to develop and focused as specific task. They developed their resources which is a community to interact monthly. Others having similar problems or solutions or use resources created by others. A major feature of their tool was the creation of templates that could them be costumised. It was created with the teacher's mindset. This was help to the teachers to create better rubrics. As a result, they find to evaluate the quality of their rubrics. Poor rubrics are only where students find their work falling between the lines that cannot easily categorize themselves based on the descriptions provided. So quister was developed over a period of several years. Where a simple idea was presente and then continuously improved based feedback of teachers. It can easy to demonstrate where the teacher un quickloy tell their friends about the features of this tool. By which, It on be linked to promote with the Wed-site. In this process, it can update continuously and improve the tool time to time.


Findings:

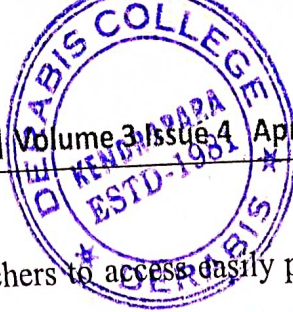
A study has been conducted by the researcher to develop Rubister. This was popular to tool. This study was conducted in three phases. Such as to investigate the history of the tool to participate in a qualitative study and to validate the findings of the study. This study was conducted by random sample on a 5 point scale. The most of the teachers porefer to use Rubistar. The most of the respondents have positive think and strong attitude towards this popular tool. The following points assist to me which is discussed in below –

- To use more rubrics in the class room
- To develop better quality rubrics
- To move affective in duty
- To dasier to develop by the teacher
- To identity difference students' attitude towards learning

The above points, lead the researcher to calculate that what the respondents valued was what the tool could do for them or the results of using the tools and no the specific features of the tool. It revealey that Rubister as a teaching tool. Which can be used differently when it is used to teach others about rubrics rather than simply being used to create a rubric. As a teacher is make likely to use the whole renege of rethres available when they are teaching others about Rubistar.

The power of the tool's fieribility stems from its ability to scale across the user's level of experience with ruprics. It has been used to teach pre-service teachers how to create rubrics and as a result, some teachers learn about rubrics through Rubister. Some respondents learnt about Rubister through a course. The interaction of the tool eniourages one to look and explore. Some users have reported that it's an engaging way to learn something new.


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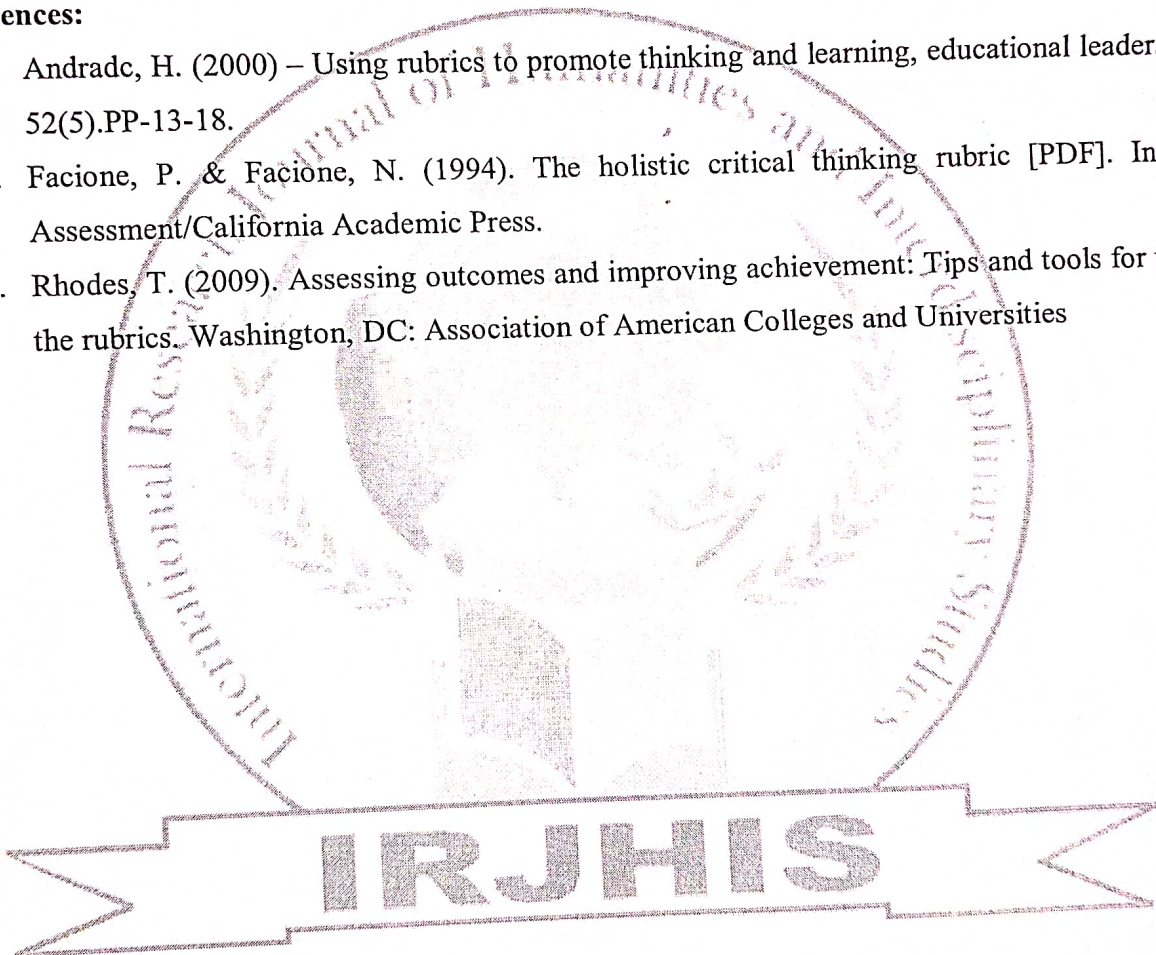


Conclusion:

Rubister is set up the teachers to access easily put together a rubric on a specific topic. This was not developed by one person or a small team of individual. The experience with this tool, which identifies the role of the teachers, They can administer when new teaching methods are introduced. It can be developed time to time. This tool to support the teacher in the class room teaching. They can properly mark on their teaching in our increasingly technological world, technology based solutions are frequently being adopted. In the past, there was a significant amount of funding directed towards integrating technology into the classroom. Technology can be used to prepare their jobs easier and to make their efforts more effective. Now, this can be multiplied by the hundreds of teachers who use Rubister every year, the impact on teachers overall is dramatic.

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ISSN : 2582-8568
Impact Factor : 5.71



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

Volume 2, Issue 7, July 2021



SHREYAS PUBLICATION, AURANGABAD

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INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

ISSN 2582-8568

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INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)



SPANS ON ECONOMIC REFORMS ON EDUCATION

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DOI No. 03.2021-11278686 DOI Link :: <https://doi-ds.org/doi/10.2021-71482221/IRJHIS2107031>

Abstract:

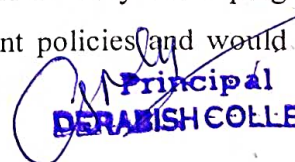
This paper reflects the economic reforms in the major field of financing education. The adverse macroeconomic conditions which initiated the economic reforms in many developing countries. At the same time, the potential contributions of households are limited by the current financing arrangements. During the recent period of economic reforms, the process of Liberalisation, Privatisation and Globalisation (LPG) is found to have significant implications for the growth of the social sector. The research analysing alternative mixes of public and private financing of education does not suggest any theory of optimum mix of these resources of financing. This paper is modest attempt to present some policy options in context of economic reforms for developing countries. It is specially affected during COVID-19.

Keywords: Economic Reform, Fiscal Resources, LPG

Introduction:

Education is an economically and socially productive investment. The concept of education being a function of state has recent origin, both in the western and eastern. In many developing countries, education is financed and provided predominantly by the state. The expansion of education depends on fiscal resources. In the early period a major economic crisis surfaced in many developing countries. As a result the govt of various developing economies have followed a policy of macroeconomic stabilisation and have introduced certain structural reforms. The policy of sustainable fiscal position through reduction in the fiscal deficit-GDP ratio to be brought about by containing public expenditure seems to be the only way-out.

The conditions of macroeconomic which initiated the economic reforms in many developing countries envisage short term stabilization and long term structural adjustment policies and would


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definitely result in cuts in public financing for education. At the same time, the potential contributions of households are limited by the current financing arrangements. There are some studies revealed that, the per capita household expenditure on education in developing countries has not shown any significant increase. There are number of times, the arrangements of financing result in the misallocation of public spending on education. There is evidence, derived from various studies that returns to primary education are higher than returns to secondary education

Significance:

There are many educationists have informed that the role of state in education because externality effects of education are significant. Social benefits are far greater than benefits perceived by different individuals time to time. The private markets fail to provide optimum education relative to its social merits. Secondly, to ensure equality of opportunity in education, state funding of education becomes necessary. Thirdly, education is subject to technical economics of scale and it is more convenient for government than private individuals to provide it. But the adverse macroeconomic conditions and the new economic policy indicate containment of public expenditure in most of the developing countries.

Education systems are simply performing as needed; not as economies demand and not as parents' desire. Yet it's important to celebrate and recognize the success of countries that have made significant advances. Every sector is reforming to meet the changing demands of the global economy. Except one, Education remains a predominantly public service. This is fine except that it means that this is also mainly public-provided, public-financed and regulated. No public service agency is expected of education. Education systems are not providing workers with the skills necessary to compete in today's job markets in most countries.

As the recent data show, there is an urgent need for education system improvements in most countries. This obvious in low performing countries, as well as in middle income countries trying to catch up. But it is also true for high performers because the nature of the economy is changing and with it so too are the demands for skills propelled by what the World Economic Forum has coined as the Fourth Industrial Revolution. Not only are education outcomes poor in many countries, but the gaps are high and increasing. This is now being reflected in increasing returns to schooling and rising income inequality. Education systems are simply not performing as needed; not as economic demand and not as parents' desire.

Policy Issues of Concern:

Various policy issues and options have been suggested by various academicians. Here, we discuss some of the options that can be widely used by developing countries:

- (i) Recovering the public costs of higher education and allocating the state spending on the basis of social returns hierarchy;

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- (ii) Establishing a credit market for education, especially higher education and
- (iii) Encouraging the growth of private schools as well as decentralizing the management of public education.

Recovering Public Costs and Reallocating Resources:

Where students receive tuition free higher education or pay partial tuition fee, an important step would be to charge tuition fee to receive at least part of the cost of providing higher education. The concept of tuition fee and partial tuition fee should be confined to low income students. These charges would bring in substantial income without reducing enrolments. A similar policy with less horizon of implementation could be introduced at the secondary level too.

But this concept cannot be brought in at primary level. The role of government has to be vital. Two reasons for state action are the imperfections of the capital market and the belief that there is social benefit from education not captured by the student. The first of these would suggest loans to parents as the appropriate remedy, but there are two difficulties. First, the education is of primary benefit to the child, who cannot enter into a legally binding contract to repay. Secondly, the child can have only a limited influence over educational choices made by those related to social benefits, then the form of subsidization and state financing becomes more appropriate.

Credit Market in Education:

With the fiscal containment especially visible in higher education, it would be feasible to give greater role to private sector in financing with the introduction of widely available student loans and a limited number of selective scholarships. The available loans would enable the student to finance the current education against future income. Thus the problem for lower income students would also be solved and education would not be limited to applicants with necessary funds at the time of enrolment. Along with this, the government could provide scholarships to low income students to finance tuition as well as living expenses.

The concept of education is not much popular in the developing countries. No doubt, the fiscal constraints will bring this concept to light during the course of time. In implementation of these schemes, the collection costs are likely to be high, at least initially and default rates may be too large for financial institutions to absorb without prohibitive interest charge, the provision of government guarantee becomes necessary. The extent of this scheme at secondary level is complex because the cost recovery is difficult. In this way, the state can meet the required investment in education.

Decentralization and Privatisation in Management:

In the administration of primary and secondary schools, the govt seek a highly centralized management and restrict the operation of trust and private schools in development countries. Complex centralization implies an excessive amount of bureaucratic delay in making decisions and it

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also entails, probably incapacity to take proper account of changes in local needs and desired practices. The levied restrictions range from outright prohibition to strict control over fees, curricular, teachers' qualification and salaries. Among these restrictions, some of the restrictions like fees etc need to be relaxed and some need to be continued to control fraudulent operators and to maintain the standard as well as efficiency. Some academicians oppose decentralization on the ground that, "decentralization destroys the capacity of the central government to direct local authorities to meet long range national needs for training personnel. It prevents progressive administration from imposing high standards of public morality and efficiency on backward local authorities." But this cannot be thought of largely with adverse macroeconomic conditions. If competition increases, better educational services are available, the costs fall, leading to wider choices of schools for parent and students. This in turn increases the efficiency of the school.

To make all these policies more effective, the following issues should be taken into account:

1. The current major sources of inefficiency in the education, in terms of provision and financing and an analysis of various ways to eradicate it through various policies.
2. Various possibilities for recovering costs. The willingness of the household to pay for education along with the magnitude of extra revenue,
3. The extent of improvement in efficiency and equity through various policies.

Conclusions:

Thus we find that these policy options in context of economic reforms do not suggest complete implementation of various policies at one go. In fact, in view of the present stage of development in the country, there is a strong case for increasing the public outlay for higher education instead of contemplating any cut back in its amount. Any reversal of the constitutionally committed State policy of education in India will not only harm the interest of education but it will retard the development process of the country. The suggested reforms need to be carried gradually in different phases. The time period of each phase may vary from one to other developing country according to its social, political and economic conditions.

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INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

CREATIVITY EDUCATION IN TEACHING DEVELOPMENT

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DOI No. 03.2021-11278686 DOI Link :: <http://doi-ds.org/doi/10.2021-75815481/IRJHIS2105004>

Abstract:

Creativity is precious human resources. This research involves the study of creativity in education, specifically through the training of teachers and future teachers to use theories of creativity in instructional design. Teacher Education students were exposed to creativity theory and conditioned to use theory in developing learner creativity in lesson and project design. It refers to the ability of and individual to create, discover or produce something that is unique. Participants studied and applied creativity frameworks in instruction and learning design within the sort of lessons and projects. Lesson Designs were full-length lessons with applications of creativity theory. Project Designs were group projects incorporating creativity theory into an educational resource. Uses of creativity theory in lessons and projects were analyzed for understanding and application of theory.

Keywords: Creativity, Instructional & Project Design, Teacher Training, Online Education

Introduction:

Man's journey from the ancient period to modern time is a saga development and story of creativity. It is necessary to inventive thinking in any domain, and underappreciated in many formal educational environments. All solution making and construction require creative thinking. Yet, almost no schools teach for creativity or train teachers to show for creativity. The following study explores the worth of creativity in educational design in teacher training, and is a component of a sequence of studies investigating critical thinking in education. The research was embedded in an online course in critical thinking in teaching and learning in a Odisha school of education. Creativity theories were examined for his or her utility in education and applied within the design of creation activities integrated into the course. The learning outcomes include critiquing creativity theories in teaching and learning and applying theories in education.



While there are incredible signs of remarkable creation, there is also evidence everywhere we are in need of creativity development. It refers to the ability to produce work that is moved and useful for the society.

The overarching objective of this research is to encourage and evaluate creativity in education, specifically through the training of teachers and educators to include creativity within the practice of developing learners and learning environments. A further objective is to develop the web instructional technologies to support creativity development. This paper describes the participants, instruments and procedure, analysis and results of applying creativity in education in teacher training.

Design:

Participants:

Participants were students enrolled in online critical thinking in teaching and learning courses at a Odisha school of education over the course of several terms. Twenty-one of sixty students volunteered to incorporate their add the study, five male and 16 female. The participant body was composed of teachers and teachers in training of multiple ethnicities on intern and student teaching tracks in education , single subject in varying subject areas, multiple subject credentials, and Teaching English as a Second Language (TESOL). Participants included two Multiple Subject candidates, fourteen Single Subject candidates including two in Math, two in English, three in education , two in Science, two in Language, two Educational Specialists, two undeclared, and one TESOL candidate. Selection decided by required participation within the course and volunteering for the study. The volunteers were representative of the course participants and teacher candidates within the school.

Instruments and Procedure:

This study was inside a sequence of readings and assignments and primarily consisted of two assignments: a weekly module focused on creativity and intelligence in the 7th module & 8th module term, and a final project incorporating all theory covered throughout the course, including creativity application. The study instruments were part of an online course in critical thinking in an Intelligence and Creativity Module. Instruments included creativity readings and assignments made up of lesson design and project activities. Lesson designs required selection of a subject to show based upon State Standards with a design incorporating the reading. Project designs were culminating group or individual work incorporating creativity theory into projects. Participants completed activities individually and in groups during the course of the week of the module and submitted their assignments online. Project and

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lesson designs were received through online submissions in digital word or web format. Participant designs were analyzed for content.

Analysis:

Student constructions were analyzed for creativity theory understanding and referencing and application of creativity theory in education. Referencing to theory and application of theory in lesson design were counted and analyzed for quality of design. Projects were analyzed for theory referencing and application in project design. Types of application of theory were reviewed in lessons and projects.

Intelligence and Creativity Module:

Creativity research, resources, and assignments were designed into Module 7 of an 8 Module Term. Module 7 may be a unit on intelligence, emotional intelligence, and creativity in critical thinking. The goal of the module is to provide an overview of intelligence, emotional intelligence, and creativity theories. Learning objectives include analyzing ideologies of intelligence and determining how to effectively apply the ideologies of intelligence in lesson plans and project designs. Readings present foundational theories in Intelligence, Emotion, and Creativity. Assignments include brainstorming in project groups over the way to incorporate intelligence and creativity theories into project design, researching technology for project, selecting insights from intelligence and creativity theorists and incorporating into lessons designed in previous assignments, and providing meaningful feedback to classmates' lesson designs. The Module 7 lesson prompt is described within the Instrument and Procedure section as is the final project prompt.

Applications in Project Designs:

Participants included creativity in project designs in a range of applications. One project design involved designing a bar chart during a math lesson. A project on decoding messages within the media involved exploration of political activism through media and art. An adjective game for secondary school students engaged students in identifying adjectives that describe images. One project on healthy eating asked students to make nutrition labels on healthy food. In a project on world travel, networking, and communication in learning, creativity is taken into account in the design by applying Suchismita's suggestion of creativity to be enhanced by bringing past knowledge to new experiences in learning about language food and travel online. In a project focused on money investment and banking in 12th

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Grade economics, creativity is incorporated into activity by including song writing about the economy.

In a unit designed to show high school students research, independent learning activities activate creativity in pattern observation and analysis. In a project based learning unit to show parents and teachers about problem based learning, a student unit has students choosing their own adventure and make a presentation of their adventure story. In a project to support students in math test taking and learning, creativity was considered to scale back emotional anxiety by having students create schedules for studying and learning aids. In a project on relationship development intervention with children with autism for teachers, teachers are recommended to consider keeping lessons more open ended with more dynamic thinking with problem solving through varying sorts of scenarios, and experiences and showcasing of quite a method toward an answer with multiple perspectives. In an emergency in training unit, designed to understand the way to save an athlete's life, creativity is usually recommended to be applied by providing information during a different way and new options for student expression. In a unit plan designed for alternative assessment, creativity is considered in encouraging creative assessments with more creative ways to show mastery. In a project on physical fitness, creative intelligence is exercised by encouraging students to make exercise plans.

Conclusion:

Creativity is prime to human thought development and survival. Creativity theories are important in supporting instruction and learning, and elevation of teacher understanding and learning design. It is the capacity of a person to produce composition, products or ideas which are essentially new or novel and previously unknown to the producer. It can be imaginative activity. This course was successful in inspiring teacher candidates to research and apply creativity theory to instruction. A potentially creative person may wither in environment that does not foster creativity. Upon reading theories in creativity, teacher education candidates referenced and applied theories in creative ways to develop creativity in study and learning in lesson designs and final projects. Some applications of creativity theory which arose as beneficial to teaching, included employing open assignments, building upon past knowledge within the development of latest experiences, creating and/or investigating an artefact, such as creating study skills resources, presentations, media messages, and cultural artefacts, encouraging dynamic thinking through varying scenarios, showcasing multiple solutions, and considering mind expand concepts.

The results of this study suggest creativity theories should be included within the teaching of teachers in developing their knowledge and skills needed to shape student development, particularly creativity development. Teacher and teacher candidate designs resulted in inspiring learning circumstances for advancing creation and thinking through expansive and transcending ideas and action.

The course was successful in cultivating creativity in educational design. The course developed participant brooding about creativity and participant designs. Participants understood and applied theory during a range of creative designs intended to support creativity. A future study could assign the experience differentially with an impact group to form a causal claim about course efficacy. The current study doesn't measure learning from the creativity design in K-12 students for whom the teachings and projects are designed, though does in course participant creations. Another future study could investigate how the teacher constructed designs influence learning in the classroom. Broader work might consider how creativity training and thought are often incorporated into all institutions. Care and consideration should tend to cultural norms and conventions in expanding creatively by investigating and using caution with boundaries.

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DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

Development of Value - Oriented Education Among Children

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DOI No. 03.2021-11278686 DOI Link :: <http://doi-ds.org/doi/10.2021-11522413/IRJHIS2106007>

Abstract:

This study emphasis towards developing value- oriented education among different categories of children. Values norms of behaviour which have been evolved during the course of time in the social, moral and spiritual values. Values refer to the ideals in various fields of behaviour during COVID-19, which impacts on the school going children. Values point towards the best choices, the right type of choice. In the process of education, the first thing is to determine the aim of education. Human behaviour is governed by his values. It should be socially approved desires or goals, conceptions or standards by which things are approve or disapproved. It focuses on traditional values vs modern values, which has the four purusharthas or doctrines governing man's life activities. All good education is a process of developing the human personality. Value-oriented of modern educational practice is the need of the moment. It creates a strong based learning environment which enhances academic achievement and develops students' social and relationship skills that last throughout their lives.

Keywords: Approaches, Development of Values, Process, Product, VOE

Introduction:

Values are closely related with aims of education. Education formulates its aims in accordance with the prevailing philosophies of life. A 'value' is a desirable concept. Values go on developing from infancy to adulthood. Due to degeneration of socially desirable values in every sphere of field such as social, economic, moral, political, educational etc. has made it imperative for us to take stock of the values be imbibed by the growing generation of young men & women. Children learn values not only from what they see adults doing. The interaction of the child in the school constitutes what is known as the school's hidden curriculum from which the child



unknowingly learns numerous values. The educational system and institutions devoid of values are not only hollow in its content but unsustainable also. The curriculum which does not facilitate activities and experience, needs modification so as to make it befitting to the national and local concern, In this regard, teachers can play a vital role through their positive efforts during the lock down and short down period. Every student self-motivated towards education because the scenario of the school has been locked during the impact of COVID-19. They should have self-analysed by themselves.

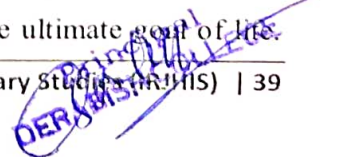
Concept:

Value-orientation of modern educational practice is the need of the moment. One of the major crises facing education in India is that of value-orientation. It has been usually argued that the main focus during the last three decades has been on quantitative expansion and consequently adequate attention could not be paid to maintain standards and quality of education. Value-oriented education is essentially education for self-realisation. Mahatma Gandhi wanted education should be for hand, head and heart. Education for the heart was the spiritual training for him. Values are like pearls in the character and personality of an individual.

A value just like other developments is a state of human mind, a mental disposition, an attitude or an emotionalized state of the mind towards some idea or tradition carrying charges of positive and negative within itself. Its information involves a deeper layer of personality. It is always a result of one's own experience. Literally, value means something that an individual considers important. Values are transmitted from father to son and gradually permeate into the other members of family. Every individual has got certain hierarchy of values in his mind. It is the duty of parents and teacher so enable the children develop proper priorities of values suited to the needs of Indian democracy. Truth, Beauty and Goodness are the fundamentals values of the child which are eternal unchanging. They are real ideas which possess universal character. This is one set of values which always affect the development of men. The children should self-evaluate time to time in every stages. In this way, they are developed by themselves to receive the values. As a result, they will success to achieve their goal. Those fundamental values which always affect the development of men. It is from this standpoint, we see that education helps in reaching self-realization. There is always need of valuing because the process of valuing is a sort of prerequisite to accepting and abiding by values. But valuing being a process is not an end point. It is the starting point which is implicit or followed by judgement and agreement.

Traditional Values Vs Modern Values:

Traditional thoughts in India prescribed artha, kama, dharma and moksha as the four purusharthas or doctrines governing man's life activities. The first two are acceptable and valuable only in so far as they serve the third, which is instrumental to the fourth, the ultimate goal of life.



Dharma, with emphasis on right action and conduct in all situations and the proper discharge of one's duties in life, is the central doctrine of the moral code in society. It is comprehensive and flexible to suit the demands of a changing but well conceived social order.

Karma is considered an important doctrine governing life. It concerns the individual's responsibility for his actions. It should help to encourage good action and right conduct, consistent with the doctrine of dharma to make amends for past misdeeds, to accept responsibility for one's actions and to create a readiness to expect and accept the consequences of one's action. It is believed that every kind of life has its own contribution to make to human welfare. This attitude helps to develop a universal outlook. For the last forty centuries or so, we have adopted ahimsa as one of the important values in our life pattern. The Indian child is brought up to respect life in every form and not to use violence towards other human beings or even animal forms.

These values have a wide range of opinions as some show this to be many different things. One shows how Modern values represent motivations to pursue one's own success and dominance over others or gratification for oneself, but this is at a personal level. Some other call modern values to be the ethical preferences of modernist groups. Modernists speak as if their values are New and replace purportedly outdated, backward values to fit in with today's society. The way that traditional values are disappearing are because of a rapidly changing society that we live in. This rapidly changing society is making it so traditional values are being pushed away by people as they are too busy to value them and therefore change value to fit it with their daily lives.

This study shows the values that people are having within their culture and how different cultures are able to have different values that are considered to be modern. The influence of cultural factors on mental health is not disputed in general – but elaborated research approaches are still lacking. We investigate cultural influences not only by nationality but also by value orientation (modern vs. traditional). Many of the traditional values are vital and dynamic as also the new values. What is needed at present is to have a selective synthesis of traditional and modern social values. This means abolishing a few traditional values as irrelevant or reinterpreting some of them and giving them acceptable content or compromising the old and the new and assimilating some new values into the total outlook.

Education as a Process and Product:

The researcher defines that education is both a process and a product. A process is a series of steps designed to lead to a particular outcome or goal. It is exploration, a journey, it is fluid, dynamic. A product is the outcome or goal of a process. ... In terms of education, you could say that process is how learning happens and product is what has been learned. Product is the final production of the project. While process is a set of sequence steps that have to be followed to create a

project. A product focuses on the final result. Whereas the process is focused on completing each step being developed.

As a product, "education" is the sum total of what is received through learning i.e. the knowledge, skills, ideals, values that are the outcomes of learning as a process. Thus 'education' implies that something worthwhile is being transmitted and in a way that is morally acceptable, i.e. is the content of education should be worthwhile and even the good content must be passed on in ways that cannot be objected to on moral grounds. Clearly not all learning is educational. We want our children to learn good things and things that we consider useful for the individual and the society. However, what is considered worthwhile or valuable may differ with societies and individuals. The manner of transmission of whatever is considered worthwhile must be morally unobjectionable. We cannot appreciate methods, however efficient they might otherwise be, that do not accept the dignity, individuality and autonomy of the persons that do not value the readiness, purposiveness and activation of the learners.

Education and Development of Values:

Education is a process of developing the human personality in all its dimensions such as intellectual, physical, social, moral and spiritual. But the effective dimension of personality has in recent times been seriously neglected in our education. Education today has degenerated into a process of information transmission. When we talk of developing values among our children, we wish to draw attention to the effective objectives of education i.e. the development of the social, moral aesthetic and spiritual sides of man's personality. Education has to integrate all the dimensions of an individual's personality by development of human values. Therefore education needs to be geared to play a variety of roles effectively such as the acculturating role combating role, liberating role, integrative role and creative role. Education is expected to (i) refine perceptions and sensitivities so as to promote cohesion among people (ii) educate learners to fight against certain destructive tendencies within the individual and within the society, (iii) liberate children from ignorance, superstitions (iv) enable children to place themselves in befitting positions in the society.

Approaches to Value Development:

The value initiative breaks new ground by basing its assessment of student learning achievement on the actual work that students produce in response to assignments from the formal instructional and co-curricular curriculum in whatever institution(s) the student attended. Rather than a standardized test divorced from the curriculum, it draws evidence from the actual courses and teachers at an institution, assessing the learning papers and assignments produced by students to demonstrate their achievement of specific learning outcomes. Finally, the value initiative utilizes the expertise of trained higher education faculty and other educators from the participating institutions to judge the quality of the student work in relation to widely accepted standards for each of the learning

outcomes.

The value approach to assessment is the only formative and summative assessment approach based on faculty and other educational professional judgment and evaluation of quality of student work against broadly shared standards of achievement. It provides robust and actionable assessment evidence that can be used by students, faculty, programs, institutions, states and consortia to enhance student learning achievement, as well as reporting for accountability and accreditation. There are some different approaches to value development, which is discussed in below:-

A) Philosophical Approaches:

Universal principles according to the idealists exist in the nature of things and they should make the same appeal to different minds. Kant suggested the test of universality as applied to oral law when he proclaimed his categorical imperative: "so act that maxim of thy will may always hold as a principle of universal legislation". John Dewey and William James do not accept any prior scheme of values as a goal towards which educational effort is to be directed. The most important approach of education according to these pragmatists is just to help man to seek or create new values and the main task of the educator is to provide such an environment for the educand so that he would develop values for himself. Thus the pragmatists contend that education should help develop intellectual, aesthetic, moral, religious and physical aspects and through various activities accomplished at school and outside, values are to be created or discovered by the educands themselves. John Dewey advocated a rational way of teaching values to children which emphasises providing them with factual knowledge of values issues through discussions without telling what is right and what is wrong. Children alone should draw conclusions about what is right and what is wrong using their own minds and reasoning. They should then be allowed to test these generalizations by public criteria of rationality rather than their own personal criteria.

B) Psychoanalytic approach:

Value development, according to Freud, may be considered as the process and product of the formation of 'ego-ideal'. This development takes place as a result of child's interaction with his environment. Freud considers this as development of 'conscience', the bag of child's values which is the result of his identification with his parents and internalization of their values by him. When the child grows up and goes out of his home, he identifies with the significant people in the society and internalizes their values which when stabilized begin to control and direct behaviour even in the absence of the parents and the significant others in society. This is how values are picked up by people according to Freud's theory of value development deals with emotional aspects of value development.

C) Cognitive development approach:

Cognitive - developmental approaches to remedial instruction are outlined. It assesses the adult

strategy for accomplishing a task and compares it with the child's strategy. One then constructs a set of curriculum units to bridge the gap between them, while keeping the working memory load to a minimum. It also assesses the conceptual understanding that children display in a particular task domain, at different stages of their intellectual development. Both two psychologists Piaget and Kohlberg held that learning of a value depends on the thought process of the child, on child's understanding of the situation to which that value relates. The value education should be based on the promotion of the pupil's ability to think for him rather than to tell him what to think and how to behave. This emphasises reason-based procedures for teaching values and ignores the role of emotional factors.

D) Learning theories approach:

According to this approach values are not ideas or mental stages. Values are acts, behaviours, responses that are considered desirable. Children absorb values from the society, the parents, the peers, mass media and other social institutions. According to learning theorists, there are three mechanisms which underlie the development of values such as reinforcement & reward, punishment & the threat and modelling or imitation. Thus all values are learned behaviours. Children learn values not only from what they are told to do by adults, but also from what they see adults doing. Symbolic models on films, television or in books or magazines have similar effects. Thus children learn values as they are observed around in the home and society as they are rewarded or punished in the society.

Conclusion:

The teachers should be oriented towards value development process. Equally important function or role is expected from parents, who really can foster value development. The various subjects of curriculum need to be viewed as the repository of values. Every subject has to be understood as a set of values, attitudes and dispositions. This calls for a correct teaching of subject and correct learning of subject, which involves not only transmission of knowledge from initiator to learner but inducing in the learner the qualities of mind and heart; that every subject is integral part of the values. Teacher's guidance should be conducive to pupils' value development as they are to think for themselves. Teachers ultimate aim should be to help pupils attain value autonomy. To ensure inculcation of values in children, teachers and parents are to play role model of living examples of high ideals of life. Parents and teachers have got primary role to shape young people's values by what they say and what they do. The school has secondary responsibility in this area. It was also reported in the study that the rise in crime during the last thirty years is primarily the fault of the home. It was also reported in the study that the rise in crime during the last thirty years is primarily the fault of the home.

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The logo for IRJHIS is a stylized banner with the letters 'IRJHIS' in a bold, sans-serif font. The banner has a decorative, slightly wavy border.A blue ink signature of the Principal is written over a circular stamp. The stamp contains the text 'Principal' and 'DERABISH COLLEGE' around the perimeter.

AFFECTING QUALITY IMPROVEMENT IN HIGHER EDUCATION

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ABSTRACT

This study is related with the overall scenario of Higher Education in India does not match with the global quality standards. India has entered the global employment market place with a self-imposed handicap of an acute shortage of quality institutions of Higher Education. Although there are still a few pockets of excellence, the average quality of India's Higher Education has been falling steadily behind the world average. Basically this chapter discuss the concepts of quality in Higher Education expectations from educational institutions, implementing quality assessment, consider different perceptions, role of faculty and administrator. It reflects total picture of the implementing quality improvement in Higher Education.

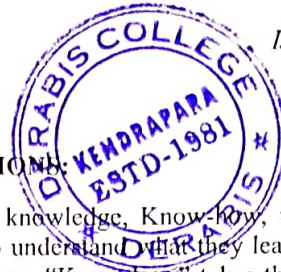
Keywords: *Quality Improvement, Educational Institutions, Quality Assessment, Perceptions.*

INTRODUCTION

The Higher Education System in India faces many challenges. These include: the fall out of large scale expansion in terms of quality and standards; resource constraints in the face of budget cuts and freeze; academic implications of national policy on reservations in admission and appointments to promote quality; concerns about access, accountability, autonomy, discipline etc. the overall picture of Higher Education in India does not match with the global quality standards. Hence, there is enough justification for an increased assessment of the quality of educational institution. Basically, these institutions assumed that quality could be determined by their internal resources such as faculty with an impressive set of degrees and detailed admission brochure of institution, number of books and journals in the library or e-library system of the institution, an ultra-modern campus. This view of determining quality in Higher Education, popularly termed as the "value-addition" approach, which does not measure the competencies students develop through the courses offered. The competencies are recall, understanding and problem solving.

CONCEPTS OF QUALITY IN HIGHER EDUCATION

The concepts of quality can be defined as an outcome, a property or a process. Looking back at the past fifty years, the Higher Education system in India has shown remarkable resilience and growth. It is indeed creditable that, through our education system, we have been able to meet the human resource needs to implement a wide range of development projects and programmes. Quality management concept in business and in education remain same, there are certain limitations in adopting of quality management because educational institutions cannot be considered as industry and the products are not their students but it is the education imparted to the students. In quality management, the customer is defined as the next person in line. In an educational institutions, students directly receive the teaching services and hence are the customers of the teacher there whereas the faculty and administrators of institutions are the suppliers of the services. Even the supplier's customer concept of quality management cannot be applied in education because the customers do not understand what is to be acquired or what is of good quality. The definitions of students on quality experience has to be found through discussions and observations of what gives them joy of learning or not just enjoyment without learning. If the teaching and learning process confirms to their ideas. Ideas about what is quality education as students enjoy learning. Teachers need to discuss such questions with the students as: why are you here? What are you trying to do? Have the teacher can help you in doing it well? A teacher has to build up a consensus in a class regarding what constitutes a quality experience. Once a mutually agreed purpose is established, the quality management concepts ensure that curriculum coherence increases, education is improved, productivity of teachers is enhanced and teacher and students find greater joy in their work and are able to make positive contributions to the society. Therefore, it is necessary that the institutions of Higher Education accept the mantra of "Quality" and provide for a standardized assessment of what exactly the students are able to do as a result of their education.



EXPECTATIONS FROM EDUCATIONAL INSTITUTIONS:

Institutions of Higher Education are expected to prove knowledge, Know-how, wisdom and character to the students through their curriculum. "Knowledge" enables them to understand what they learn in relation what they already know and creates an ability to generalize from their experiences. "Know-how" takes them beyond merely understanding and enables them to put their knowledge to work. "Wisdom" makes them capable. Capable of deciding their priorities. "Character" development in the combined effect of knowledge. It is recognized by certain traits such as honesty, integrity, initiative, curiosity, truthfulness, work alone and in a group. However, most of the educational institutions hardly pay attention to the development of either wisdom or character. Many educators have not developed wisdom themselves and hence throw up their hands at the thought of imparting it to the students. They link that these elements are to be taken care of by someone else. Wisdom and character are two important human qualities which are best developed by making students to participate in creative team activities.

IMPLEMENTING QUALITY ASSESSMENT:-

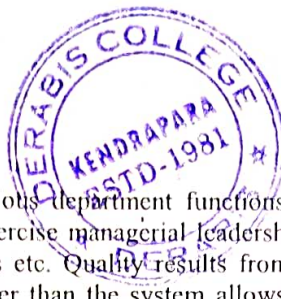
Educational institutions prepare of implementing total quality assessment as well as management. Quality assessment and management influences the goals, roles and mission of an institute. Who are the key players and what are their individual goals and motivations? How the culture of an institute will change in an environment of increasing demand for quality? Answers to such questions should be available in the institution most of the quality standards for accreditation state that assessment principles are complementary to the institute's mission. Clearly defined mission, goals and objectives guide faculty, administration, staff and governing bodies in making decision related to planning, resource allocation, programs and curriculum development. These goals and objectives shall focus on student learning, other outcomes and institutional improvement.

CONSIDER DIFFERENT PERCEPTIONS:-

Both faculty and administration believe that quality measures should be implemented in their institution, but the movement suffers because of their considerably different perceptions. The administrators may feel that they are already doing those kinds of things in their curriculum and out comes assessment merely establishes criteria for success and making any additional changes are not essential. But the faculty's perspective is quite different, as some of them feel that there has to be a continuous campaign of reinforcement from top administrators, that they are totally committed to quality implementation an assessment programmes. Faculty resists on the issue of measuring learning and the tents of a quality education: because they misunderstand the goals of quality and assessment and their potential to compliment the mission of the institute. Even when the decision is taken, perceptions differ on how the institute should prepare for implementation of quality and assessment. For example, administrators feel that the preparation should comprise evolving administrative infrastructure, organizing conference, bringing consultants on the campus and advertising for a new assessment coordinator. On the other hand the faculty perceives that little or no genuine planning is underway. Faculty and administration in most of the institutes function independent of the another. Faculty feels that all the activities related to imparting knowledge such as teaching, learning and assessment are their exclusive domain. The administration thinks that quality implementation and outcomes assessment is an instructional matter. The difference in perceptions became a major source of faculty administrator conflict and is one of the foremost contributors to the culture resistance in most of the institutes.

ROLE OF FACULTY:-

Educational institutions are a system of inter-dependent process, comprising of collection of highly specialized teaching faculty linked within a functional hierarchy. Faculty is viewed as a "commodity", employed on the basis of perceived needs of the institution. Through they form the institution's true competitive edge, teachers have very little autonomy. Which are generally process manager, provides students with presides over the transformation of inputs to outputs of greater value to the institute and to the ultimate customer. Students enjoy and take pride through learning and accomplishment and hence they are active contributors in the process and valued for their creativity and intelligence. Teachers work 'in' a system where as the Head of an institute works 'on' the system and continuously improves the quality with the help of teachers. Students study and learn 'in' a system and the teachers have to continuously work 'on' the system to improve the teaching quality with the help of students. Quality education is what makes learning a pleasure. Some measures of student's performance may be increased by competitions for grades or by prizes, but such learning would be unhealthy. It takes a quality experience to create an independent learner. Teachers must discuss with the student of what constitutes a quality experience for them. Everyone in the system is expected, invited and trained to participate in the improvement process rather than just dictated from the top administration.



ROLE OF ADMINSTRATOR:-

The administrator of institution handles various department functions, faculty and the students, who do not appreciate that they are inter dependent. They also exercise managerial leadership enough participative management in playing their roles as mentors, facilitators, innovators etc. Quality results from the institute's education management system. People working in the system cannot do better than the system allows. Problems arise when the individuals, single as well as jointly, do not do their best. Such a situation could only be prevented when people understand where they fit in and have the knowledge to maximize their contributions to the whole. Administration must create an environment that nurtures a team-oriented culture, which can prevent problems and make continual improvements. Performance appraisal, recognition and reward systems place people in an internally competitive environment. The competition should be against the environment or to please the customer or to eliminate waste of resources.

IMPLEMENTING SUGGESTION:-

Recently, a survey revealed that a vast majority of Indian graduates coming out of universities are unemployable. They lack in essential language skills besides the domain knowledge and the skills required by most of the organizations in liberalized India. The following suggestions may be considered in this regards: -

1. More Indian Universities need to come out of the Govt. control. It does not mean that these Universities forget their larger social objectives. What we basically need to achieve is that while retaining focus on larger social objectives, Indian Universities maintain themselves as independent entities and focus upon merit driven hiring and give primacy to quality research and education.
2. Such students who can afford higher education on their own must be made to pay for their education. For the majority of the rest of the students, there should be appropriate arrangement for bank loan.
3. The Universities need to be funded by the Govt. and a greater share of the Govt.'s budget should go to the Universities.
4. Teacher and student ration needs to improve for higher education in India.
5. The teachers need to be paid better so that the best of the brains come in the field of teaching.
6. The contract teachers should be banned in higher education level.
7. The appointment of teachers needs to be done through a rigorous process.
8. The performance should be assessed for all the teaching faculties on the basis of learning outcomes, performance in terms of research and innovation displayed by them.

CONCLUSION:-

Quality has both absolute and relative meanings. The impacts for improving quality of Higher Education and scrutiny by the accreditation agencies and employers are gaining momentum in India. There are many quality management tools and techniques use which could be adopted in the field of Education to diagnose a system and identify potential for improvement. Now the people have started to realized that there is no other activities that promises more leverage in the improvement of society than the development of a generation that understands quality and remains equipped to improve it. Therefore, sharing of the experiences among the educational institution on quality issues may generate ideas for evolving norms and strategies for the quality assurance of the management process, curricular inputs, practices and the evaluation system as well.

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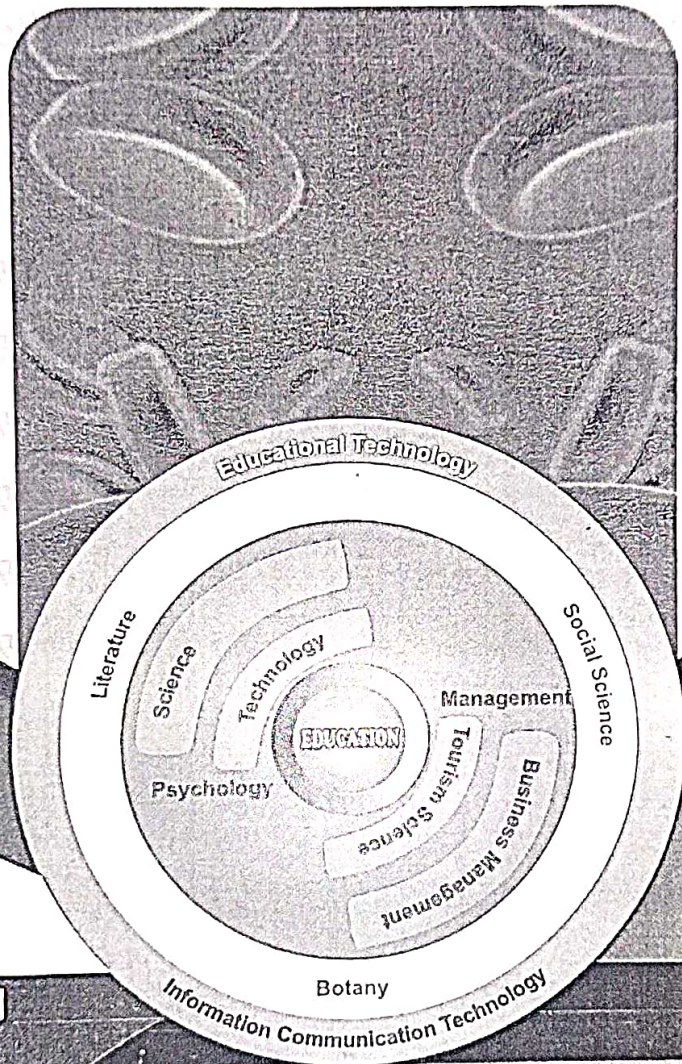
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Online ISSN 2278-8808

Print ISSN 2319-4766



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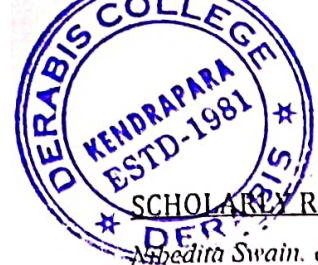
Refereed
Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

JULY-SEPT, 2021, VOL. 10, ISSUE-48

EDITOR IN CHIEF : SHEELA PHILIP, Ph. D.


Principal
DERABHIS COLLEGE



Nibedita Swain. & Sandeep Bal (433-441)

WOMEN EMPOWERMENT: A STUDY ON INDIAN CONSTITUTION

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Abstract

Women empowerment has become a burning issue in whole world. But few years back the status of women in comparison to men was very inferior and no one talking about the equality between the men and women. Gradually peoples are now demanding for equal rights, opportunities and status of women as equal with men not more than men. So, every country needs to focus on this issue regarding women's equality and have some legal provision which benefit them. Some countries during constitution making have some legal provisions regarding them along with that we need other legal reservations and opportunities for women empowerment. In this article the writer focused on the empowerment of women in India. The writer focused on the concept of empowerment and women empowerment. What are the legal provisions in the Indian Constitution for the empowerment of women? what are the constitutional provisions for women empowerment? what are the schemes for women empowerment? Finally, the writer focusses on the barriers in the path of women empowerment and some possible suggestions.

Key Words: - Empowerment, Constitution, Legal

Introduction

Democracies all over the world have always responded to the inequalities in the society by enacting legislation and incorporating equality clauses in their Constitutions. Countries like India, the United States of America and post-apartheid South Africa, among others, have responded to such inequalities in a major way. At the outset, it must be mentioned that the enactment of such legislation and even amendments to respective Constitutions were not an easy task for the proponents of equality. Each of these countries have therefore, had a tumultuous history in the conceptualizing, developing and finally legislating basic tenets of equality into the broader structures of their respective Constitutions. It is necessary that individuals should have an appreciation and knowledge of the development of the law governing equality. The history of struggles that societies went through for bringing inequality, not only as a socially accepted norm but also as a legally binding and enforceable order, has to be understood as a prerequisite to any such attempt, which would further expand and broaden the furtherance of equality in all facets of life.

The concept of women's empowerment broadly refers to a process that increases women's "options, choices, control and power" through women's own agency. Women's empowerment is recognized as a right in itself as well as a transformative tool with a multiplier



effect for achieving progress in all other areas of social and economic development. It is well established that women's empowerment plays a pivotal role in attaining gender equality, poverty reduction and other internationally agreed development goals. Women's empowerment leads to a transformation of the structural factors, social determinants and unequal power relations that underpin widespread and persistent gender inequalities that result in women's unequal access to opportunities and resources across all areas of political, economic, social and cultural life. As women's empowerment is a context-specific, dynamic process with diverse intersecting variables, it remains a latent and unobservable phenomenon. The central question of this paper is how women are empowering through the context of Indian Constitution.

Focus of the Study

1. To Understand the theoretical perspective on women empowerment
2. To study the role of Indian constitution on Women Empowerment
3. To identify the hinderances in the path of women empowerment
4. To find out possible solutions regarding the problems

Review of Literature

Narayan, D. (2007) in this article "Empowerment: A Missing Dimension of Human Development", the author made an effort to assess the empowerment of women in various countries and places by using self-evaluated approaches at a tiered level of intensity and rights in ten stages, where at lowermost of the hierarchy were people who were totally weak and without rights and at the top were people who had a lot of power and rights. This study makes an innovative analysis of the empowerment of women.

Barkat, (2008) in this article "Empowering Women: A key to Human Development", speaking about the current situation of females in Bangladesh, argued that despite the fact that females as mothers are held in great esteem at the level of Individual, there was not much Understanding of empowerment of women as a factor for the spread of awareness and building of capacity which helps in more involvement in the process of decision and autonomy over her life.

Luttrell, C. and Quiroz, S. (2009) in their article, the author "Understanding and Operationalizing Empowerment", presents an overview of different definitions and conceptual approaches to empowerment. It was introduced for the Swiss Agency for Development and Cooperation (SDC) after the publication of an independent estimation of SDC empowerment approaches in its development programming.

Shariff, A. (2009) in the article "Gender Empowerment in India: Concepts and Measurement", proposed a specific measure for the strengthening of gender in India considering the explicit conditions of the generalized way of life in the nation. The author used unique reason and methods to study which is different from the government of India and mixed with the UNDP ideas but if it carries feeble information then it valueless. He identified six causes for which data collected from the research work and also from administrative documents. The measures are "education, labour interest rate, decision-making strength of female ability to make purchases for daily family requirements and support in carrying out their own social insurance. This is an



obligation for constant resources and financial balances), reproduction and care (ability to choose a modern contraceptive technique and to ensure that their own children completed with each critical repeat of vaccinations) and political participation (exercising franchise in parliamentary election and participation in panchayat committees)". Using these measurements, he constructed the GEM for the major states of India.

Method of Analysis

This paper is basically descriptive and analytical in nature. In this paper an attempt has been taken to analyze the empowerment of women in India. It also focused on the legal provisions and constitutional provisions for the gender equality and women empowerment. The data used in it is purely from secondary sources according to the need of this study.

The Concept of Empowerment

Empowerment is the process of increasing the authority and responsibility of individuals or groups to make choices and to transform those choices in to desired actions and outcomes. 'Empowerment is not a technocratic goal—it is a wholesale political commitment. Achieving it requires a long-term process in which all cultural, social, political and economic norms undergo fundamental change. It also requires an entirely new way of thinking—in which the stereotyping of women and men no longer limits their choices, but gives way to a new philosophy that regards all people as essential agents of change that views development as a process of enlarging the choice of both sexes, just not one.

Women Empowerment

Women Empowerment refers to increasing the spiritual, political, social educational, gender or economics strength of individuals and communities of women. The World bank says, 'Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes.' Empowerment means women must exercise full participation in decision-making process in all walks of life, and full participation with men in all walks of life, and fully participating with men in finding equitable and practical solutions to issues in family and in society. Apart from this empowerment includes women right to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence. Equal relationships between women and men in matters of sexual relations and reproduction including full respect for the integrity of the person, require mutual respect, consent and shared responsibility for sexual behaviour and its consequences.

Various Facets of Women Empowerment

Social Women Empowerment- A critical aspect of social empowerment of women is the promotion of gender equality. Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life.

Educational Women Empowerment- It means empowering women with the knowledge, skills, and self-confidence necessary to participate fully in the development process. It means making women aware of their rights and developing a confidence to claim them.

Economic and Occupational empowerment- It implies a better quality of material life through sustainable livelihoods owned and managed by women. It means reducing their financial dependence on their male counterparts by making them a significant part of the human resource.

Legal Women- Empowerment It suggests the provision of an effective legal structure which is supportive of women empowerment. It means addressing the gaps between what the law prescribes and what actually occurs.

Political Women- Empowerment It means the existence of a political system favoring the participation in and control by the women of the political decision-making process and in governance.

Constitutional Provisions for Women Empowerment

There are different provisions for women empowerment in Indian constitution which are explained below

Preamble

The Preamble to the constitution is the essence of the constitution and reflects the ideas of the makers of the constitution. The Preamble begins with the words 'We, the people of India', specifying that everyone is equal irrespective of gender, caste, creed, etc. Further, the preamble ensures the social, political and economic justice for all thus aiming at equality of opportunity and status.

Fundamental Rights

Part III of the Constitution (Art. 12-35) is heart of the Constitution. The framers of the Constitution were conscious of the unequal treatment and discrimination meted out to the women from time immemorial and hence included various provisions for the upliftment of the status of women.

14- The state guarantees equality before law and equal protection of law within the territory of India.

15- Prohibits any discrimination against any citizen based on religion, race, cast, sex, or place of birth or any of them. Art. 15(3) further authorises the state to make positive discrimination in favour of women and children in order to better their social condition and provide political, economic and social justice.

16- Provides for equal opportunities to every citizen in the matters of employment and appointment in any office under the state prohibiting any discrimination only on the grounds only of religion, race, cast, sex, descent, place of birth, residence or any of them. Constitution implicitly provides equal opportunities for women however the courts have held that Art. 16 only provides with de jure equality and not de facto equality. There is a significant gap in constitutional rights on paper and in practice.

21- Gender equality emanates from the right to life and liberty which is guaranteed under Art. 21. The SC in Vishaka v. State of Rajasthan [5] framed the guidelines relating to sexual harassment of women at workplace. The ratio decidendi was to ensure the right to work with dignity under Art. 14, 15, 19(1)(g) and 21 of the Constitution.



23- Prohibits trafficking in human beings and forced labour and indulging in any such act is made a punishable offence. In India, prostitution and purchasing & selling of human beings has been prevalent for a long time. The SC, in *Gaurav Jain v. Union of India* [6] highlighted the socio-economic plights of the women in prostitution and issued guidelines to prevent engaging of women in various forms of prostitution.

Directive Principles of State Policy

Directive Principles of State Policy are contained in Part IV of the Constitution. They are not enforceable in any court of law, but they are essential in the governance of the country as they provide for the welfare of the people, including women. Fundamental Rights correspond to individual rights while the Directive Principles of State Policy pertain to social needs.

Art.39- Lays down certain principles to be followed by the state. Art. 39(a) directs the state to formulate policy to ensure right to adequate livelihood to its citizens (both men and women).

Art. 39(b) directs the state to make equal pay for equal work for both men and women. In pursuance to this the state passed The Equal Remuneration Act, 1976. Art. 39(e) makes specific directions to the state to not exploit health and strength of its workers (both male and female)

Art.42- Directs the state to ensure just and humane conditions at work and for maternity relief. The state has implemented this directive in various legislations like Factories Act, Maternity Relief Act etc.

Art.44- Directs the state to implement Uniform Civil Code (UCC) throughout India. It is particularly aimed at rendering gender justice. Even though, no efforts have been made to introduce Uniform Civil Code in India, but the judiciary has recognised the necessity of having uniform laws in the cases of marriage, succession, adoption, divorce etc.

Fundamental Duties

Part IV-A which consists of Art. 51A was added to the constitution by the 42nd Amendment, 1976. This Article specifies a code of eleven fundamental duties to be performed by citizens. The Art. 51A(e) clearly lays down that it's a duty of every citizen of India to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religion, linguistic, regional or sectional diversities; to renounce practices derogatory to the dignity of women"

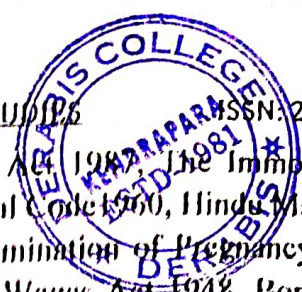
243D and 243T: Reservation of seats

The Art. clearly lays down that not less than 1/3rd of the total seats shall be reserved for women belonging to the SCs or STs. Further not less than 1/3rd of the total seats (including the ones for SCs and STs) would be reserved for women in every Panchayat and Municipal level election. Under the 73rd and 74th constitutional amendment Act.

Legal Provisions

The legislative acts which are available in India to protect women's rights against harassment. These acts are like a boon to women at large to protect their dignity in society. Please have a look: Dowry Prohibition Act 1961, The Protection of Women from Domestic

Violence Act 2005, The Commission Of Sati (Prevention) Act 1987, The Immoral Traffic Prevention Act 1956, Civil Procedure Code 1973, Indian Penal Code 1960, Hindu Marriage Act 1955, Child Marriage Restraint Act 1929, The Medical Termination of Pregnancy Act 1971, National Commission of Women Act 1990, The Minimum Wages Act 1948, Bonded Labor System Abolition Act 1976, The Special Marriage Act 1954, Foreign Marriage Act 1969, Indian Divorce Act 1969, The Indecent Representation of Women Prohibition Act 1986, Guardians & Wards Act, 1869 and Equal Remuneration Act, 1976.



Schemes For Women Empowerment

Beti Bachao Beti Padhao Scheme 2015- To prevent gender-biased sex selective elimination. To ensure survival & protection of the girl child. To ensure education and participation of the girl child.

One-Stop Centre Scheme 2015- To provide support and assistance to women affected by violence, both in private and public spaces. To Facilitate/Assist in filing First Information Report (FIR/NCR). To provide psycho-social support and counselling to women/girl.

Women Helpline Scheme 2016- To provide toll-free 24-hours telecom service to women affected by violence. To facilitate crisis and non-crisis intervention through referral to the appropriate agencies such as police/Hospitals/Ambulance services/District Legal Service Authority (DLSA)/Protection Officer (PO)/OSC. To provide information about the appropriate support services, government schemes, and programs available to the woman affected by violence, in her particular situation within the local area in which she resides or is employed.

UJJAWALA 2016- To prevent the trafficking of women and children for commercial sexual exploitation. To facilitate the rescue of victims from the place of their exploitation and place them in safe custody. To provide rehabilitation services with both immediate and long-term to the victims by providing basic amenities/needs such as shelter, food, clothing, medical treatment including counselling, legal aid and guidance, and vocational training.

Working Women Hostel 1972-73 - To promote the availability of safe and conveniently located accommodation for working women. To provide accommodation to children of working women, up to the age of 18 years for girls and up to the age of 5 years for boys.

SWADHAR Greh 2018- To cater to the primary need for shelter, food, clothing, medical treatment, and care of women in distress. To provide women with legal aid and guidance.

Support to Training and Employment Programme for Women (STEP) 1986-87- To provide skills that give employability to women. To benefit women in the age group of 16 and above in the country.

NIRBHAY 2012 - To facilitate safety and security for women at various levels. To ensure strict privacy and confidentiality of women's identity and information. Provision for real-time intervention as far as possible.

Mahila Shakti Kendras (MSK) 2017- To create an environment for women where they have access to healthcare, quality, education, guidance, employment, etc. To facilitate these opportunities at the block and district level in the country.

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Mahila E-Haat 2016-'To facilitate entrepreneurship opportunities online for women. To educate women on various aspects of online selling and helping them establish their venture.

Nari Shakti Puraskar 2016-'To strengthen the place of women in society. To facilitate institutions that work towards the progress and development of women in society.

Barriers in the Path of Women Empowerment

The following are some of the barriers in the path of Women Empowerment

Illiteracy

Women's illiteracy stands in the way of women's employment in business and commerce, agriculture and industries, both traditional and modern. The proportion of women students has increased steadily after independence and mostly in the last decade. The literacy rate of women has gone up from 8.86 per cent in 1951 to 29.75 per cent to 54.16 per cent in 2001. The 2011 Census report indicates that literacy among women as only 65.46 percent it is virtually disheartening to observe that the literacy rate of women India is even much lower to national average i.e., 74.04. Enrolment of women in higher education has grown since 1995. But these figures are not satisfactory when compared with the enrolment figures of boys. The main hindrance in the women education in India is rural residence, low caste, low economic standing combined with the traditional attitude towards women education as a whole. The growth of women's education in rural areas is very slow. More over education is also not available to all equally. Gender inequality is reinforced in education which is proved by the fact that the literacy rate for the women is only 65.46% against 82.14% of men as per 2011 Census. The rate of school drop outs is also found to be comparatively higher in case of women. This higher rate of illiteracy of women is undoubtedly attributing for women dependence on men and to play a subordinate role. The lack of education is the root cause for women's exploitation and negligence

Economic Backwardness

Women constitute only 29% of the workforce but forms majority of the destitute in the country. There has been a failure in transforming the available women base into human resource. This, in turn, has hampered not only the economic development of women but also of the country' as a whole.

Unaware of their legal status

Women are generally not aware of the provisions related to the improvement of their own position. Even if they know about some of the provisions related to their rights of succession, marriage, or family, they do not desire to invoke them. Traditional dominance of the authority of the male parents, husband, and other elder members of the family often restricts the enjoyment of their legal rights by the women. The materialization of these problems still depends largely upon the attitudinal changes in society.

Inequality

Women equality is not universal Women's equality in terms of education, employment, and power is still an individual rather than a universal achievement. The majority of our women are still content to accept an inferior status. This is by and large due to the fact that, although legally women have equal rights with men, there are not enough jobs for women and working



women are not adequately protected from exploitation. The problem is essentially routed in gender disparity in India. Gender disparity manifests itself in various forms, the most obvious being the trend of continuously declining female ratio in the population over the last few decades. Social stereotyping and violence at the domestic and societal levels are some of the other manifestations. Discrimination against girl children, adolescent girls and women persists in parts of the country. The gender disparity can be understood that it exists by looking at the sex ratio in India which stands at 933.

Implementation Gaps

Through all these years, the attention is only on developing and devising new schemes, policies and programmes and have paid less attention to the proper monitoring system and implementation short-sightedness, for e.g. despite the presence of The Pre-Natal Diagnostic Technologies Act and various health programmes like Janani Suraksha Yojana and National Rural Health Mission (NHRM), our country has a skewed sex ratio and a high maternal mortality rate (MMR).

Loopholes in the legal structure

Although there are a number of laws to protect women against all sorts of violence yet there has been the significant increase in the episodes of rapes, extortions, acid, attacks etc. This is due to delay in legal procedures and the presence of several loopholes in the functioning of a judicial system.

Lack of Political Will

The still- pending Women's Reservation Bill underscores the lack of political will to empower women politically. The male dominance prevails in the politics of India and women are forced to remain mute spectators.

Health and Safety

The health and safety concerns of women are paramount for the wellbeing of a country, and are important factors in gauging the empowerment of women in a country. However, there are alarming concerns where maternal healthcare is concerned. While there are several programs that have been set into motion by the Government and several NGOs in the country, there is still a wide gap that exists between those under protection and those not. Poverty and illiteracy add to these complications with local quacks giving ineffective and downright harmful remedies to problems that women have. The empowerment of women begins with a guarantee of their health and safety.

Possible Suggestions

After all these discussion on women empowerment and provisions in our constitution we come to the result that after all these steps taken by the government there still need to focus on the problem behind the gap between theory and practice. I have something in my mind to eradicate the gap like;

- Women should be allowed to work and should be provided enough safety and support to work
- Women should have access to resources, rights and entitlements.



- Empowerment possible only when the economic and social status of women improved.
- Step should take to improve the health status of women
- Awareness programmes need to organized for creating awareness among women special focus on weaker section in society
- Government should focus on the proper implementation of the policies

Conclusion

The women play a strategic role in the society and in the economy. The status of women in India is not even in all the times. In ancient period, they enjoyed equal status with men, in the medieval period, the position of Indian women deteriorated. During British rule and after independence many efforts are being made for improving the status of women in India. The government of India, by passing timely and essential Acts and implementing rules and regulations trying to empower and strengthen the women. No doubt, the government of India has many weapons to fight for women empowerment, the prompt and strict implementation is quite essential. Unless the Acts, Policies, Rules, Regulations, etc., are strictly implemented the idea of women empowerment remains unachieved. Hence, the efforts of the government are still inadequate and the process of empowering women in India is long way to go.

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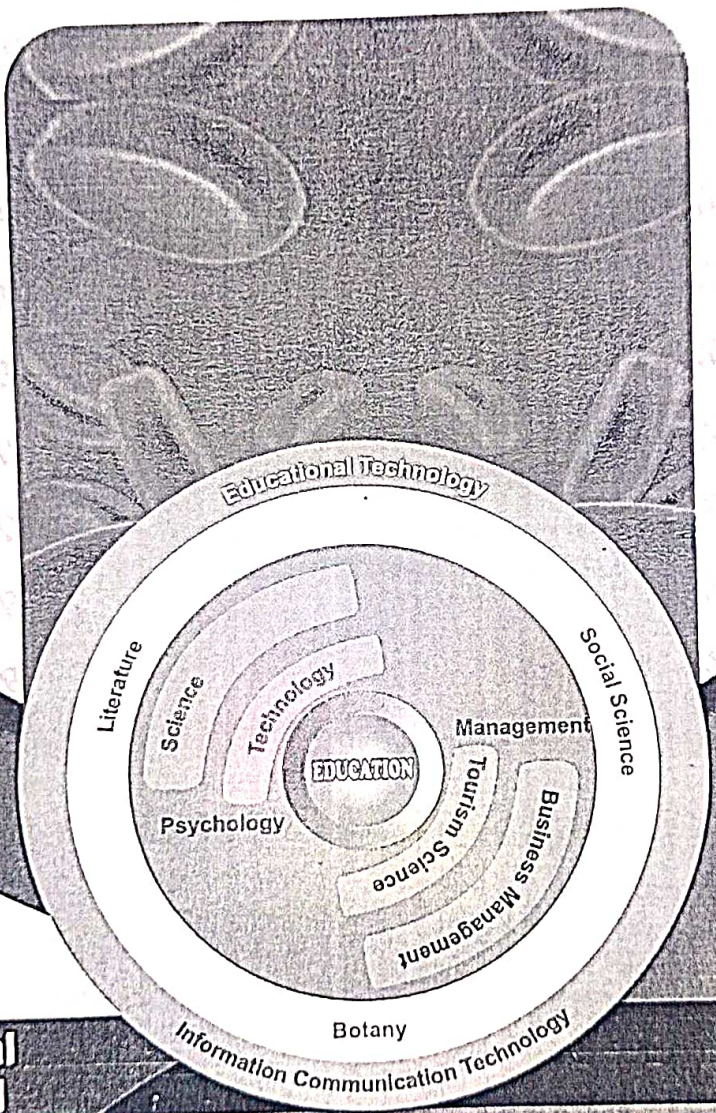
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Online ISSN 2278-8808
Print ISSN 2319-4766



An International
Peer Reviewed

Refereed
Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

JULY-SEPT, 2021, VOL. 10, ISSUE-48

EDITOR IN CHIEF : SHEELA PHILIP, Ph.D.

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TRIBAL DEVELOPMENT THROUGH PANCHAYATI RAJ SYSTEM IN ODISHA

Snehasis Sahoo, Ph. D.

Abstract

Indian democracy, like all other democracies of the Western World, believes in sharing of power that necessitates the popular participation of these poor, illiterate and culturally deprived communities of the County. As most of the people in this County live in villages, so democracy in India can be successful with the progressive involvement of these Tribes in the institutions at the grass-roots level (Panchayati Raj Institutions). This noble goal can only be achieved with the emergence of the development-oriented institutional leadership from among these communities who make the rural people conscious of participating in developmental activities in villages. Accordingly, it is the aim of this study to know the attitude of the tribal people and elected tribal leaders (of Panchayati Raj Institutions), their level of political awareness, the factors of motivation for their political participation and to perceive how these leaders participate in various political activities especially relating to the rural self-governing institutions. Planning for promoting socio-economic development of marginalised people has emerged as a key function of Panchayats in India. This scenario is also found in the case of the scheduled areas of Odisha. This article argues that institutional arrangement and functioning of Panchayats have paved the way for formulation of decentralised development plans in these areas. The Panchayats have been playing a key role in the ways of formulating decentralised development plans and fostering the participation of tribal people in planning process. Many important issues related to socio-economic development of tribal people have been discussed in the meetings involving planning. Despite this, the goals of promoting socio-economic development of tribal people through formulating decentralised development plans have not achieved the desired results. Inadequate infrastructure and poor data management system at the Panchayat level and weak coordination among the various tiers have created hurdles in the path of formulation of decentralised development plans in the districts of Odisha. It is on this basis, that this article suggests decentralised planning as a systemic process in the scheduled areas under the guidance of the Panchayats. This article also says some conservative attitudes of tribes push them back because they feel that the election has harm to their culture and tradition, if the people get away from politics their society will be saved.

Keywords: Panchayati Raj, scheduled tribes, Tribal Development, Tribal's in Odisha, PESA Act,

Introduction

Odisha located on the east coast of India, it is one of the most unique places which have the largest number of tribal community with a population of 8.2 million constitutions 22,3 per cent of the state population. The tribal community is considered as the deprived section in the society, because they face so many problems such as land alienation, poverty and Indebtedness, Health and nutritional problems, educational problems and cultural problems. To solve all these problems and improve their standard of living and economic status there are several programmes are implemented.

Odisha became a separate state in 1936. The realization to empower the grassroots people Odisha Panchayat Act, 1948 was enacted. It had sought to establish and develop local self-Government in the village communities of Odisha. The provision of the act of 1948 was



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extending to all except the municipal and notified areas of the state. The union boards were established under the Bihar and Odisha Village Administration Act, 1922 and were replaced by gram panchayats. Thus, Odisha had already tried to empower its panchayats even before the formal Panchayati Raj system came into existence. This experiment however did not succeed. This is because in many villages people were misled by the propaganda that in the Panchayat areas people had to pay some additional taxes and fees to the Panchayat without getting appreciable amenities (Panchayati Raj Report, 2006-07 & 2007-08).

After independence, with the establishment of the Planning Commission at the national level in March 1950 and the launching of the First Five Year Plan in 1951, the planning process started in the country. The objective of this commission was to establish a welfare state through the democratically planned social and economic development of the people. There was a realization that social and economic justice could not be achieved without the development of rural areas since more than eighty per cent of the people live in the villages. Hence the development of rural areas was emphasized by the Planning Commission. The planners wanted the village panchayats to develop as an agency of local planning and development.

Community Development Programme was launched in October 1952 to revive and revitalize the social, political, economic and cultural life of the villages through the involvement of rural people in the development programmes. This programme seemed to have worked in the early years of its introduction. It was argued that unless people considered community development as their own and valued it as a practical contribution to their welfare, no substantial result would be gained.

However, the programme lost its momentum, the participation and involvement of the people also showed a considerable decline. Therefore, the Government introduced another programme for the upliftment of rural masses on 2nd October 1953. The National Extension Service, a less intensive programme was organized to spread the ideology among the villages, teach them modern techniques in agriculture and other fields to secure their participation in the various developmental programmes. However, in course of time it was noticed that the programme instead of being a people's programme, it became more Government programme with varying degree of people's participation.

73rd Constitutional Amendment and Panchayati Raj in Odisha

The 73rd Constitutional Amendment Act passed on the 24th of April 1993. The 1964 act of Odisha Gram Panchayat Act was further amended in 1994 to meet the requirements of the 73rd Amendment to the Constitution. It constituted Gram Sabha at the village level, Panchayat Samiti at the block level, and Zilla Parishad at the district level. Amendments were made to the Odisha Gram Panchayat Act, 1964, and in 1991, 1992 by the Biju Patnaik led Janata Government. It made a provision for reservation of SC and ST members according to their population and reservation of one-third seats, including office bearers for women. It was widely perceived that this amendment was made to woo the people of lower castes who were unhappy with the Biju Patnaik Government due to its anti-Mandal stand. Nevertheless, Odisha became the first state in the country to make provisions for the reservation of seats for elective



functionaries in the local institutions at the village level in favour of weaker sections, even before the enforcement of the 73rd amendment (Mohanty, 2009). Odisha has been the first state to implement a 33 percent reservation of seats for women in municipalities and panchayats, at a time when the center was still only deliberating on this issue. Again a unique provision by which if the Gram Panchayat Sarpanch, elected or nominated, is not a woman, the office of the Naib-Sarpanch will go to a woman. Neither the 73rd Constitutional Amendment nor any other state has gone only so far as to state that not less than one-third of the total number of offices of chairpersons in the panchayats at each level shall be reserved for women (Mathew, 1994). After this Odisha Panchayati Raj system has brought some changes in the local level politics. For instance, the reservation of one-third of total seats for women in the local self-Government system has some implications for the empowerment of women (Nayak, 2008). This new Act also provided an opportunity for involving Dalits in the mainstream political, social and economic decision-making process. Article 243 (D) of the Constitution provides for reservation of Scheduled Castes (SC) and Schedule Tribes (ST) in every panchayat in proportion to their population in that area. At least one-third of the seats reserved shall be for women belonging to SC/ST communities. Following the provisions of the 73rd Constitutional Amendment, the state Governments amended their state Panchayati Raj Act and made provisions for the reservation of seats for Dalits (Kumar, 2008). By giving reservations to marginalized sections like women, SCs and STs, there had been a great change in the traditional political system in the country as well as in the state.

The new act provided for the empowerment of weaker sections and women who had not got a chance to participate in local governance earlier. It has created another resource through reservation in the hands of these deprived sections to enable them to acquire some power even if they did not enjoy high status and wealth. It has enhanced the marginalized sections to participate in the decision-making process and has also brought changes in the minds of the tribal people by empowering them to preside over a meeting and be actively involved in the decision-making process. When a woman or a Dalit man who never acquire the courage to come out and sit in a public office along with relative or strangers belonging to different castes and age groups, presiding over a meeting and signing the paper as an office-bearer is also a sign of empowerment (Baviskar, 2008, 2009). The women who reluctantly entered into politics showed great maturity in outlook, enthusiasm, increasing political consciousness, and increasing perception of their role and responsibility. There prevails strong caste feelings and women belonging to the upper caste have not come forward to representing the panchayat. This has provided an opportunity to the women from the labour and lower strata to emerge as a potential force in village politics (Panda, 1996, 1999). The working culture of the panchayat has changed because of the presence of women. Even if women representatives depend on relatives, the power relations between husband and wife has already changed due to the reservation for women, the woman's husband gets a chance to come to the public sphere because of the wife and particularly no longer monolithic structure is seen in family relation. The 73rd amendment has an empowering impact on women (Mohanty, 2001).



However, in many cases it is found that the power is enjoyed mainly by dominant castes belonging to the top power groups and the interests of the poor are sacrificed for strengthening the vested interest of the district leadership. The non-tribal people as well as the Government officers always dominate in all most all the developmental activities of the panchayat. Women are elected but not able to implement anything or express their views due to lack of power, resources and thus Government officials ignoring the representation made by elected women (Mathew, 1986, 1994). The representatives, in a majority of cases, were answerable to the elites of the village and remained under their control rather than exhibiting any accountability to citizens at large. Reservation in the PRI has not ensured the effective representation of disadvantaged groups in the panchayats concerning the participation of elected members, their responsiveness to citizens' interest and accountability in local Government (Patnaik, 2005). Still, there is a strong caste-class feeling as a result the privileged groups are like namesake representatives and the same in the case of women representatives who are proxies for their men. But though the inclusion of excluded communities has not posed a serious threat to the upper caste-class and gender dominance, it has generated a kind of awareness among them on many aspects of local governance (Mohanty, 2009). From the above analysis on Panchayati Raj after the 73rd Constitutional Amendment it was found that although there is still a caste, class, and gender feeling prevailing in the panchayat system, the representation in the panchayat election, participation in the meetings and political consciousness has increased among the weaker sections of the state as well as in the country. Baviskar has rightly pointed out that the process of empowerment is not one quantum journey. It cannot jump from a zero power situation to an all power situation. Empowerment is a long journey and there are several stages in its path.

The 73rd Constitutional Amendment has empowered Gram Sabha at the village level Panchayat Samiti at the block level and Zilla Parishad at the district level. The reservation was provided in favour of SC, ST, OBC and women in respect of all seats. The tenure of Panchayat was fixed for five years. Election Commissions and Finance Commissions were constituted. The power and function of Gram Sabha and Palli Sabha were redefined.⁴

The Present Structure of Panchayati Raj System in Odisha

In Orissa, the State Assembly passed the required conformity Acts in 1994, 1995 and 1997 to set in place the present form of the 3-tier system of Panchayati Raj consisting of Grama Panchayat at the village level (GP), Panchayat Samiti at the block level (PS) and Zilla Parishad at the district level (ZP). The present structure of Panchayati Raj system in Odisha is described below.

⁴ In Orissa Palli Sabha is organised at the village level and the Gram Sabha is organised at the Gram Panchayat level. Statutory Gram Sabha meets minimum twice in a year during February and June and Palli Sabha meets minimum once, from the beginning of the year. Palli Sabha takes all important decisions like selection of beneficiaries and preparation of schemes in the village and Gram Sabha consider and approve all such matters as referred to it by the Palli Sabha for its decision. In Palli Sabha minimum 1/10th and in Gram Sabha 1/3rd members present should ne women.



Gram Panchayat:

The Gram Panchayat is at the bottom of the three-tier Panchayati Raj system in Odisha. It was constituted as per the Odisha Gram Panchayat Act, 1964. The statute provides for the institution of gram panchayat at the village level. A group of continuous villages constitutes a Grama. The population of more than 2000 and less than 10,000 for each Grama there shall be a Grama Sasan.

The Gram Panchayat is the executive body of the Grama Sasan, headed by a directly elected Sarpanch. A Gram is to be divided into not less than eleven and not more than twenty-five wards. It should be divided in such a manner that the ratio between the population of each constituency and the number of seats allotted to it shall be the same throughout the panchayat area. In each ward, there exists Palli Sabha. Each ward elects a member to the Grama Panchayat. All the voters of the grama directly elect the Sarpanch of the grama panchayat. Soon after the publication of the election result of Sarpanch and Ward Members, a special meeting is convened to elect one Naib-Sarpanch. If the post of Sarpanch of the Grama Panchayat is not reserved for women then the post of Naib-Sarpanch shall be reserved for women of that particular panchayat. Besides these elected members, one Secretary is being appointed by the State Government for maintaining the records. As per the provision made in the year 1991, thirty per cent of seats for women are reserved in the panchayats. In terms of the 73rd Constitutional amendment not less than one-third, seats are reserved for women. The reservation provision is also applicable for the SC, ST and OBC women from the respective quotas of the three categories. These reserved seats for women are allotted by rotation to different wards of the Grama Panchayat. The term of the Gram Panchayat is five years. Under the supervision of the Sarpanch, the Gram Panchayat undertakes various obligatory and optional functions. The obligatory functions are sanitation, street lighting, local development work, work of social utility, maintenance of records relating to the population census, cattle census. The optional functions are planting of trees at road-sides, maintaining village forests, construction and maintenance of slaughterhouses.

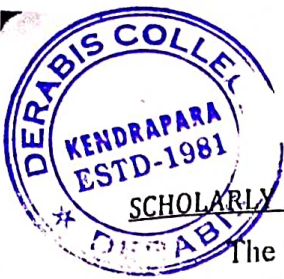
To smooth the functioning of the panchayat, two distinct general bodies are constituted by the Odisha Gram Panchayat Act. They are (i) the Gram Sabha and (ii) the Palli Sabha. These bodies play a prominent role in the activities of the other bodies. The Gram Sabha is the general body of the gram sasan which consists of all the voters residing in the gram panchayat. It meets twice a year, once in February and June. As per executive instructions four more meetings are held on 1st May, 15th August, 2nd October and 26th January. One-tenth of the membership constitutes the quorum. If there is no quorum the next meeting will be held without a quorum. One-third of member's present should be women. Sarpanch or Collector can convene a special meeting of the Gram Sabha. Fifteen clear days' notice is given for Gram Sabha. Sarpanch presides over the Gram Sabha. The functions of Gram Sabha are to consider the programmes and works to be undertaken by the Gram Panchayats, to consider the annual budget for the gram, to consider a proposal for taxation, to consider the implementation of agricultural production plans to consider the progress reports relating to the programmes undertaken by the Gram Panchayats along with the audit reports.

To decentralize the participatory process Odisha Act provides a meeting of Palli Sabha. The Palli Sabha is a body consisting of all the voters of the village situated within the area of the village/palli. It meets at least once annually. It recommends to Gram Panchayats for the development works and programmes that should be undertaken in the village, selection of beneficiaries and also considers the budget estimates prepared by the Gram Panchayats. Palli Sabha is presided over by the Ward Member in which Palli is situated. One-tenth members present should be women. Two weeks is given for holding Palli Sabha. Gram Sabha shall fix the place of Palli Sabha if there are many wards in a revenue village. Palli Sabha is generally held in February. However special meeting of the Palli Sabha can be convened according to Necessity.

The Grama Panchayat functions under the control and supervision of the Odisha Government. On behalf of the Government, the collector or any officer authorized by the collector has the power to inspect, supervise and control the Gram Panchayat. They can inspect any book, register, record or document of the Gram Panchayat. Besides the M.L.A of the area, the Chairman of the Panchayat Samiti and President of the Zilla Parishad has the power to inspect their respective Gram Panchayat. If the state feels that a Gram Panchayat is not working as per the Odisha Gram Panchayat Act, then by notification the state Government can dissolve it. If the Sarpanch or Naib-Sarpanch refuses to carry out or violates the provision of the Odisha Gram Panchayat Act or misuse the power vested on them, the district collector after the inquiry has the power to suspend the Sarpanch or Naib-Sarpanch and send a report to the State Government.

Panchayat Samiti

The Odisha Zilla Parishad Act, 1959 has been revised again in 1991. It provides for establishing Panchayat Samities at each block of the state. Panchayat Samiti links the bridge with the Gram panchayats for the execution of developmental work. Panchayats work at the village level with the advice and guidance of the Zilla Parishad at the district level. Government allocates schemes directly to the Samities through the Community Development Department of the state. The Panchayat Samiti is composed of a Chairman and vice-chairman chosen by the elected members of the gram panchayat. In case the chairman is not a woman, then the vice-chairman post would be reserved for a woman. The Panchayat Samiti is entrusted with the works like planning, execution, and supervision of the development programmes in the block, management of primary education and trust, registration of births and deaths. The power of supervision of primary education was given to the chairman and other nonofficial members. But Chairman remains powerless in terms of primary education towards appointment, removal and transfer of primary teachers and other school staff. In addition to the administrative powers, the Samities are also entrusted with other important functions like emergency relief and civil supplies like public distribution system of essential commodities. In many other states, the local MLAs and MPs are the members of the Samiti but the Odisha Act does not allow for their membership. The official members and the Chairman of the municipalities and notified area councils also have no voting rights.



The chairman is the chief of the Panchayat Samiti and is accountable and responsible for it. The B.D.O. as the executive officer, executes resolutions, orders, decisions and projects. The budget is prepared by the B.D.O. with the approval of the chairman, placed before the body for sanction, and thereafter submitted to the collector of the district who has the power to modify it, if so felt.

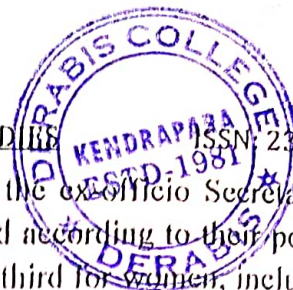
Zilla Parishad

The Zilla Parishad is the apex tier that has authority over the entire district. The first batch of Zilla Parishads was constituted in 1961 and for some time it worked well but was abolished in 1968 and replaced by an innocuous body called the District Advisory Council. They were revised by an Act of 1991 and following the 73rd Amendment the act was further amended in 1994. Elections to the Zilla Parishad under this act were held in 1997. The Zilla Parishad consists of (a) one member elected directly based on adult suffrage from every constituency within the Parishad area with forty thousand population (b) Chairman of all Panchayat Samities in the district (c) MPs and MLAs of the district, (d) two official members without voting rights: (i) chief executive officer of the Zilla Parishad and (ii) the project officer of the District Rural Development Agency (DRDA) who is the ex-officio Secretary of the Parishad.

Seats are reserved for SCs and STs in each Parishad according to their population. Twenty-seven per cent of seats are reserved for OBC and one-third for women, including SCs and STs and OBCs. Each Zilla Parishad has a president and vice-president elected by the elected members from among themselves at its first meeting. The office of president is also covered under reservation policy. The collector is the ex-officio chief executive officer of the Zilla Parishad. The project officer of the DRDA is to act as the executive officer.

Each Zilla Parishad has six standing committees for six groups of the functional subjects with five elected members each. The president of the ZP is the ex-officio chairperson and CEO is the ex-officio secretary of every standing committee. But the president or vice-president whoever of them is a woman shall be the ex-officio chairperson of the third committee (Education, Health, etc.) and fourth committee (Welfare, PDS, etc.). The Act provides that when the office of the president is not reserved for women, then the office of the vice-president shall be deemed to be reserved for women. Further, the law prescribes that the third committee shall consist of Zilla Parishad.

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Major Schemes /Programmes Under Panchayati Raj Institutions

The Panchayati Raj Department, Government of Odisha has transferred 21 subjects of 11 Departments to the Panchayati Raj Institutions. The process of effective devolution of 3 Fs (Functions, Functionaries, and Funds) has been initiated through active mapping. The programmes of development of the Panchayati Raj Department can be classified into the following categories:

Wage Employment Programme (SGRY, NFFWP & NREGS)

The primary objective of the scheme was to provide additional wage employment, infrastructural development and food securities. The creation of durable community, social and economic assets and infrastructural development in the rural areas is the secondary objective. A new scheme was launched in the name of Sampoorna Grameen Rojagar Yojana (SGRY) in the year 2001. This scheme is open to the rural poor who need wage employment and desired to do manual and unskilled work in and around their village/habitat. The programme is self-targeting in nature. Preference is given to agricultural wage earners, marginal farmers, the persons affected due to calamity, women members of SC/ST and parents of child labour withdrawn from hazardous occupations, parents of handicapped children, or adult children of handicapped parents who are desired of working wage employment.

Self-Employment Programme (SGSY)

Swarnjayanti Gram Swarojagar Yojana (SGSY), the rural self-employment scheme has brought a paradigm shift in the development strategy for creating employment opportunities for the poor and has focused on mobilization of rural poor through Self Help Groups (SHG), their capacity building, skill up-gradation, training, the assistance of taking up different economic activities, credit linkage, infrastructure technology and marketing support are the objective of the scheme. This is a credit-linked scheme. It is being implemented in the entire country in April 1999. A major part of the investment under the scheme consists of Bank credit from various financial institutions comprising Commercial Banks, Co-operative Banks and Regional Rural Banks. Families below the poverty line (BPL) in rural areas constitute the target groups of SGSY. Special safeguards have been provided to vulnerable sections by way of reserving 50 per cent benefit for SCs/STs, 40 per cent for women, 15 per cent for religious minorities and 3% for disabled persons. The government of Odisha has launched the "Mission Shakti" programme in 2001 to have at least 3 lakh women Self Help Groups by the end of 2008.

A special project under SGSY is a focused time-bound programme for bringing a specific number of BPL families who are coming under above poverty line through the Self Employment Programme. In Odisha, three Special Projects have been sanctioned and implemented. (1) To address the problems faced by the rural producers/artisans, in adopting the right technology, product diversification with the accepted designs, packaging and certification, branding and sales through different market channels, Odisha Rural Development and Marketing Society (ORMAS) an autonomous body under Panchayati Raj Department, Government of Odisha was launched in 1991. It is implemented for Rs. 9.83 crores. (2) The powder milk plant at Chandrasekharpur, Bhubaneswar is implemented by OMFED with an estimated cost of Rs 9.00 crores. (3) Revival and Revitalization of folk, art and culture as a sustainable livelihood for rural artisans/tribal artisans in West Bengal and Odisha. It is implemented by Eastern Zonal Cultural Centre (EZCC) Calcutta with an estimated cost of Rs. 9,44,90,000/-, Government of Odisha in Panchayati Raj Department has contributed Rs. 28.35 lakhs as the first instalment out of Rs. 70,86,750/- of state share and Government in Culture Department has contributed Rs. 18.90 lakhs for successful implementation of the project.

Housing Scheme for the Poor (IAY, Mo Kudia)

Rural housing is one of the six components of the Bharat Nirman package and it will be implemented through the Indira Awas Yojana (IAY) scheme. IAY is being implemented from the year 1985-86 to assist in the construction of dwelling units to the BPL rural households belonging to SCs, STs and freed bonded labour categories. However, from the year 1993-94 onwards, the scope of the scheme was extended to cover the rural BPL from the non-SC and ST subject to the condition that the benefits would not be more than 40 per cent of the total allocation of IAY. The benefits of the scheme have also been extended to the families of ex-servicemen and 3 per cent of the houses are reserved for the rural BPL physically and mentally challenged persons. To facilitate immediate/timely relief to the victims of emergencies like riots, arson and fire and other natural calamities, the District Collector/Magistrate at the district

level has been authorized to utilize the fund from the district's allocation of IAY. To impart transparency to the selection procedure, a permanent IAY waitlist based on the results of the BPL Census 2002 has already been prepared. This permanent waitlist will be displayed at every Gram Panchayat and go through a three-stage appeal process.

The Twelfth Finance Commission has recommended Rs. 803.00 crores as grants for the Local Bodies and distributed among the Gram Panchayats of the state to utilize towards operation and maintenance of water supply and sanitation and other basic civic services, based on the 2001 census population figures. The scheme has extended for improvement/maintenance of Gram Panchayat/Panchayat Samiti roads and PRI buildings of the state. As per the mandate of the Constitution, the operation and maintenance of water supply and sanitation shall be the responsibility of the Gram Panchayat. For instance, Rs 160.60 crores received from the Government of India has been released to Gram Panchayats and it will be responsible for the operation and maintenance of about 2.25 lakhs of hand pumps and 1800 nos. of piped water schemes under Swajaldhara.

Provision of Urban Amenities in Rural Areas

To bridge the rural-urban gap and achieving socio-economic development, the Planning Commission of India has formulated an innovative scheme namely, Provision of Urban Amenities in Rural Areas (PURA). The scheme aims at meeting social and physical infrastructure in an identified rural cluster consisting of 10-15 villages within a radius of 4-5kms. Around selected towns to enhance their growth potential with a focus on the following areas;

- a) Road Transportation and Power connectivity.
- b) Electronic connectivity in form of reliable telecom, internet and I.T. services.
- c) Knowledge connectivity in form of up-grading existing schools to the next higher level.
- d) Market connectivity would enable rural farmers to get the price for their products.
- e) Connectivity of water supply and sanitation.
- f) Up-gradation of health facilities.

These facilities are expected to be created by the implementing agencies by converging resources of the on-going Central and State Government programmes. If there is any gap that cannot be funded under any scheme or the available funds under the existing schemes are insufficient for the purpose, such gaps will be funded through PURA. The PURA builds on the existing schemes while providing funds for critical gaps.

Targeted Rural Initiatives for Poverty Termination and Infrastructure

Targeted Rural Initiatives for Poverty Termination and Infrastructure (TRIPTI) is a World Bank-assisted livelihood project that has been implemented in the state of Odisha. The project recognizes the progress under Mission Shakti Movements in Odisha that has demonstrated considerable achievement in the field of social mobilization of the poor. The project emphasizes on strengthening and creation of organizations of rural poor women SHGs and Federation at Panchayat, Block and District level with distinct roles and responsibilities. Focus is given on microfinance through the provision of financial services to poor and under-



Cement Concrete (CC) Road in Rural Areas

The Panchayati Raj Department, Government of Odisha has taken initiative in the past for construction of Cement Concrete Road in the village under various schemes in order to improve the quality of life and hygienic conditions in the rural villages. It has become a very popular scheme and one of the most sought after schemes in the rural areas. In the past, though Cement Concrete Roads were taken up under different schemes, all the villages have not yet been covered. The State Government has decided to give thrust to the scheme for construction of intra village Cement Concrete Roads in the villages with the objective of attaining saturation in the State with special focus on Vulnerable Tribal Groups like STs/SCs habitations.

Backward Regions Grant Fund

The Backward Regions Grant Fund (BRGF) programme is being implemented through Panchayati Raj Institution to address regional imbalances in development. The fund will provide financial resources for supplementing and converging existing developmental inflows in identified districts in Odisha like Balangir, Kalahandi, Phulbani, Boudh, Keonjhar, Rayagada, Deogarh, Koraput, Sambalpur, Dhenkanal, Malkanagiri, Sonapur, Gajapati, Ganjam, Mayurbhanj, Sundargarh, Nabarangpur, Jharsuguda and Nuapada.

PESA Act and Odisha Panchayat Act

The provisions of the Panchayat Extension to Scheduled Areas (PESA) Act, 1996 came into force on 24.12.1996. The State Act in Odisha for the Scheduled area is known as Gram Panchayat (Amendment) Act 1997, produced out of the Amendment of Odisha Gram Panchayat Act 1964. The state Panchayat laws namely, the Odisha Gram Panchayat Act, the Odisha Panchayat Samiti Act and the Odisha Zilla Parishad Act were amended in conformity with provisions of the Central Act within the scheduled time. Odisha and Madhya Pradesh are the only two states who have accorded statutory recognition to Gram Sabha in the light of section 4(e) of the Central Act. Reservation of Scheduled Tribe members in Schedule Areas: the state laws have been amended to provide a minimum 50 per cent representation of ST members in each panchayat. Provisions have also been made so that all officers or Chairpersons will be reserved for Scheduled Tribes. Powers of Gram Sabha modified after coming into force of PESA. Odisha is the first state to conduct an election as per the provisions of PESA in 2002. Table 4.4 shows that 7 districts fully and 6 districts partially are covered under the Scheduled Areas of the state.⁵ The protective regulations are in force in the Scheduled Areas of the state are:

⁵ The term "Scheduled Areas" has been defined in the Constitution of India as "Such areas as the President may by order declare to be Scheduled Areas". Under paragraph 6 (Part -'C') of the Fifth Schedule to the Constitution of India, the revised Presidential order titled "The Scheduled Areas (states of Bihar, Madhya Pradesh & Orissa) Order 1977" has declared three full districts viz. Mayurbhanj, Sundargarh, Koraput and Kuchinda Tahasil of Sambalpur district, Keonjhar, Telkoi, Champua, Barbil Tahasils of Keonjhar district, Khondmal, Baliguda and G. Udayagiri Tahasil of Khondmal district, R. Udayagiri Tahasil,



- The Odisha (Scheduled Areas) Transfer of Immovable Property Regulation, 1956 (Regulation 2 of 1956).
- The Odisha (Scheduled Areas) Debt Relief Regulation, 1967 (Regulation 1 of 1967).
- The Odisha (Scheduled Areas), Money Lenders' Regulation, 1967 (Regulation 2 of 1968) (Annual Report, 2002-03, S.T. & S.C. Development Dept., Government of Odisha).

This research shows that there is an increase of elected representatives in the Panchayati Raj system after the introduction of the new PESA Act in Odisha. Gradually after the reservation system was introduced the participation of weaker sections like SCs, STs and women has slowly found to be increased. Of course, over the years the number of Panchayats, Panchayat Samitis and Zilla Parishad has increased in the state. In the Scheduled areas of the state spread over 1966 Gram Panchayats in 118 blocks in full and 3 blocks in part. Accordingly, 24,734 wards out of 87,542 wards, 1,966 offices of Sarpanch out of 6234, 1965 office of Panchayat Samiti members out of 6233 and 256 members of Zilla Parishad out of 854 come under the Scheduled Area. Election of these offices was conducted as per the provision of the PESA Act.

Conclusion

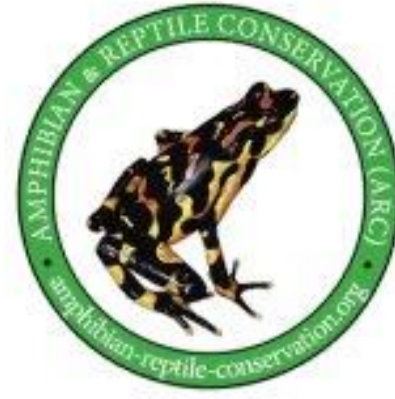
The concept of Panchayati Raj is not a recent one in India. There have been traces wherein the said system has been found working effectively in administration of the small units of the countries, like the villages. This concept has been acknowledged by various Constitutional framers and keeping in mind the Constituent Assembly's intent in mind, this has been given a Constitutional status under Part IX by the virtue of the Seventy Third Amendment. The whole exercise of decentralization of powers is equivalent to that of transfer of power from the British to the Indians. The Panchayati Raj set-up is still in experimental stage. Every experiment has its problems and promises. The Panchayati Raj may have weakness today, but it will be a vital force of tomorrow in shaping and developing the richer and prosperous life of people of India. It requires a movement of the masses. For mobilizing the masses for the new task, the leaders are to be trained. It is needless to say that the Panchayati Raj system acts like the grassroot of democracy and a time may come when Jay Prakash Narayan's dream of "Gram Sabha to Lok Sabha" may materialise through it. Besides, the democratic decentralization took its shape for better administration and developmental perspectives for quick rural developmental and cooperation of local people. State Government does not possess adequate wisdom of local affairs and problems. In this sense, it constitutes a significant constitution to the theory and practice of nation-building activities in the developing areas. PESA is a most powerful Act, which give major governance power to the tribal people and it protect right over local natural resources, and this Act direct the state government not to make any law, social and religious practice and traditional management practice of community resource. Odisha claims as the second largest

Gumua and Rayagada block of Paralakhemundi Tahasil in Paralakhemundi Sub-division of Gajapati district and Suruda Tahasil (excluding Gazalbadi and Gochha gram Panchayats) of Ghumsur sub-division in Ganjam district, Thuamul and Lanjigarh blocks of Kalahandi district and Nilagiri block of Balasore district as Scheduled Areas of the state. After reorganization of districts in the state 7 districts fully and 6 districts partly are covered under the Scheduled Areas of the state.

tribal dominant state in the country. Mainly there are 62 Tribal communities are living in the state and each one is different from others. The PESA Act was implemented in Odisha in 24th December 1996, and it covers total seven districts of Odisha. The result shows that majority of the tribal are attending Gram Sabha but they are not well aware of its power and functions. And also the study shows that the PESA Act is not effectively working in the state, all plans and programmes are implemented by the government but it is not properly working among tribes, because they are not highly aware of the Act. All the related studies show that it needs to conduct awareness programmes of tribal people relating to their developmental rights and acts. Different Programmes and scheme of Panchayati Raj department have produced various gainful activities for poor tribal villagers to be placed above the poverty line.

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A new species of *Lycodon* (Serpentes: Colubridae) from the Deccan Plateau of India, with notes on the range of *Lycodon travancoricus* (Beddome, 1870) and a revised key to peninsular Indian forms

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Abstract.—A new species of wolf snake, *Lycodon deccanensis* sp. nov., is described from southern India, from the hill ranges situated in the Deccan Plateau adjacent to the Southern Eastern Ghats and the Mysore uplands. The new species somewhat resembles, and has previously been confused with, another predominantly wet-zone taxon *Lycodon travancoricus*. The new species can be diagnosed by the following combination of characters: dorsal scale rows 16–17:17:15; usually 9 supralabials; ventrals 181–201; subcaudals 68–74, divided; an undivided anal scale; loreal in contact with internasal; nasal not in contact with prefrontal, separated by loreal-internasal contact; supraocular usually contacting prefrontal; preocular usually not contacting frontal; and a dorsum that is brownish in adults and blackish in juveniles, with white cross bars. Some previous records of *Lycodon travancoricus* (sic) from outside the Western Ghats represented the new species, while others were re-identified as *L. aulicus* and *L. anamallensis*, effectively restricting the range of *L. travancoricus* to the Western Ghats and Southern Eastern Ghats.

Keywords. Coloration, Deccan plateau, *Lycodon deccanensis* sp. nov., Reptilia, scalation, South Arcot, Tumkur

Citation: Ganesh SR, Deuti K, Punith KG, Achyuthan NS, Mallik AK, Adhikari O, Vogel G. 2020. A new species of *Lycodon* (Serpentes: Colubridae) from the Deccan Plateau of India, with notes on the range of *Lycodon travancoricus* (Beddome, 1870) and a revised key to peninsular Indian forms. *Amphibian & Reptile Conservation* 14(3) [Taxonomy Section]: 74–83 (e256).

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Accepted: 21 August 2020; **Published:** 21 September 2020

Introduction

The Colubrid snake genus, *Lycodon* H. Boie in Schlegel, 1826, is a diverse group of non-venomous, nocturnal snakes inhabiting tropical Asia (Wallach et al. 2014; Uetz et al. 2020). In several parts of its vast range, which stretches from Transcaucasia in the northwest to Sulawesi in the southeast (Wallach et al. 2014), many new species of *Lycodon* have been described in recent years (Grismer et al. 2014; Wostl et al. 2017; Jassen et al. 2019; Vogel and David 2019; Luu et al. 2019, 2020). The generic taxonomy of this group of snakes has been in a state of flux, as some authors (Guo et al. 2013; Siler et al. 2013) have included taxa traditionally (Smith 1943) classified under the genera *Dryocalamus* Günther, 1858

and *Dinodon* Duméril and Bibron, 1853. In the Indian peninsula (the elevated, triangular peninsular shield south of Vindhyas, see Radhakrishna 1993), six species are currently known (Whitaker and Captain 2008; Aengals et al. 2018), namely: *Lycodon aulicus* (Linnaeus, 1758), *L. striatus* (Shaw, 1802), *L. anamallensis* Günther, 1864, *L. travancoricus* (Beddome, 1870), *L. flavomaculatus* Wall, 1908, and *L. flavicollis* Mukherjee and Bhupathy, 2007 (Smith 1943; Daniel 2002; Das 2002; Whitaker and Captain 2008; Ganesh and Vogel 2018).

The taxonomy and distribution of *Lycodon* species in South Asia still remain incompletely known. Based on a phylogenetic study, Pyron et al. (2013) clarified the affinities and generic allocation of the Sri Lankan species *L. carinatus* (Kuhl, 1826), which was previously

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regarded as the sole member of the genus *Cercaspis*. Ganesh and Vogel (2018) reassessed the taxonomy of one of the most 'well-known' and 'common' species, *L. aulicus*, and recognized *L. anamallensis* Günther, 1864 as valid, with the purportedly Sri Lankan endemic taxon *L. osmanhilli* Taylor, 1950 being its synonym. The distribution of *L. mackinnoi* Wall, 1906 in Pakistan was reported by Jablonski et al. (2019). Relating to this work, *L. travancoricus*, a species endemic to the hills of peninsular India, was recently redescribed and some incorrect identifications that have caused dubious extralimital localities in places such as Sindh, Pakistan, were also revealed (Ganesh et al. 2020a).

Within the Indian peninsula, certain geographical outlier records were known, such as those from near South Arcot district (Tamil Nadu) and Vizagpatnam (Andhra Pradesh) in the Eastern Ghats and from Jabulpore, near the Seoni Hills of Central India (Smith 1943). These were in fact historical reports of specimens identified as *L. travancoricus* in the collections of Zoological Survey of India - ZSI (Sclater 1891) and Bombay Natural History Society Museum - BNHS (Wall 1923). Recently, there has also been a report of an unidentified species of wolf snake, represented as *Lycodon* sp., from the Southern Eastern Ghats (Ganesh et al. 2018). While dealing with the catalogue of herpetological specimens in Sálím Ali Centre for Ornithology and Natural History (SACON) [Ganesh et al. 2020b], a damaged specimen (SACON/VR-93) of this species was listed as *Lycodon* sp. Our examination of the specimens identified as *L. travancoricus* from extralimital localities (i.e., outside the Western Ghats) indicated that these were not conspecific with *L. travancoricus*. While the specimens reported from the Northern Eastern Ghats and Central India represent *L. aulicus* and *L. anamallensis* (see below), the South Arcot specimen represents the undescribed species reported by Ganesh et al. (2018, 2020b) as *Lycodon* sp. A fresh collection of a dead-on-road specimen from the Bangalore uplands further indicates the conspecificity of these specimens. This innominate form is herein described as a new species.

Materials and Methods

A total of nine specimens representing this species, both preserved and live, were examined for this study, in addition to 95 specimens representing six regional congeners (Appendix 1). Seven uncollected specimens of the new species (four live and three dead), consisting of three juveniles and four adults, were also considered and included as referred non-type specimens. For this study we follow the definitions of the genus *Lycodon* as per Smith (1943) and Wickramasinghe et al. (2020), and we retained standard morphological characters used for *Lycodon* (also see Ganesh and Vogel 2018; Ganesh et al. 2020a). The pale bands on the body and tail were counted on one side, usually the right side when not damaged.

Minimally visible or incomplete bands were counted as one band; bands that were fused (often forming an 'X') were counted as two. Ventral plate counting followed Dowling (1951), and the subcaudals count exempted the terminal scale. Measurements, except body and tail lengths, were taken with a slide-caliper to the nearest 0.1 mm; all body measurements were made to the nearest millimeter. The dorsal scale rows were counted at one head length behind the head, at midbody (i.e., at the level of the ventral plate corresponding to one-half of the total number of ventrals), and at one head length before the vent. Half-ventrals were counted as one. The first scale under the tail meeting its opposite was regarded as the first subcaudal. The collar on the neck was not counted, and bands covering the anal shield were added to the bands of the body. Sex of preserved specimens was determined by dissection of the ventral tail base, while that of live individuals was examined to the extent possible by gentle anal palpation (also see Ganesh and Vogel 2018). Geographic coordinates were recorded *in situ* using a handheld GPS on a WGS-84 map datum, or were sourced from GoogleEarth software, and are represented in decimal degrees rounded to three decimal places.

Abbreviations. Avg.: average; SVL: snout to vent length; Collections. – BMNH: The Natural History Museum, London, United Kingdom. – BNHS: Bombay Natural History Society Museum, Mumbai, India. – CAS: California Academy of Sciences Museum, San Francisco, California, USA. – CESS: Centre for Ecological Sciences (Snakes), Bangalore, India. – CSPT/S: Chennai Snake Park Museum, Chennai, India. – FMNH: Field Museum of Natural History, Chicago, Illinois, USA. – NMW: Naturhistorisches Museum Wien, Vienna, Austria. – MCZ: Museum of Comparative Zoology, Harvard, Massachusetts, USA. – MHNG: Muséum d'Histoire Naturelle, Geneva, Switzerland. – SACON: Sálím Ali Centre for Ornithology and Natural History, Coimbatore, India. – SMF: Naturmuseum Senckenberg, Frankfurt am Main, Germany. – UPZM: University of Peradeniya Zoology Museum, Peradeniya, Sri Lanka. – ZFMK: Zoologisches Forschungsmuseum Alexander Koenig, Bonn, Germany. – ZMB: Zoologisches Museum Berlin, Germany. – ZSI: Zoological Survey of India, Kolkata, India.

Taxonomy

Lycodon deccanensis sp. nov.

Lycodon travancoricus (nec Beddome, 1870) – Sclater 1891 part.

Lycodon sp. – Ganesh et al. (2018, 2020)

urn:lsid:zoobank.org:act:79E6BFD8-DD3A-4604-ACB2-22BB71B81E76

Holotype: BNHS 3596, coll. K.G. Punith and Ashok Kumar Mallik in June 2012.

PRINCIPAL
DERABIS COLLEGE

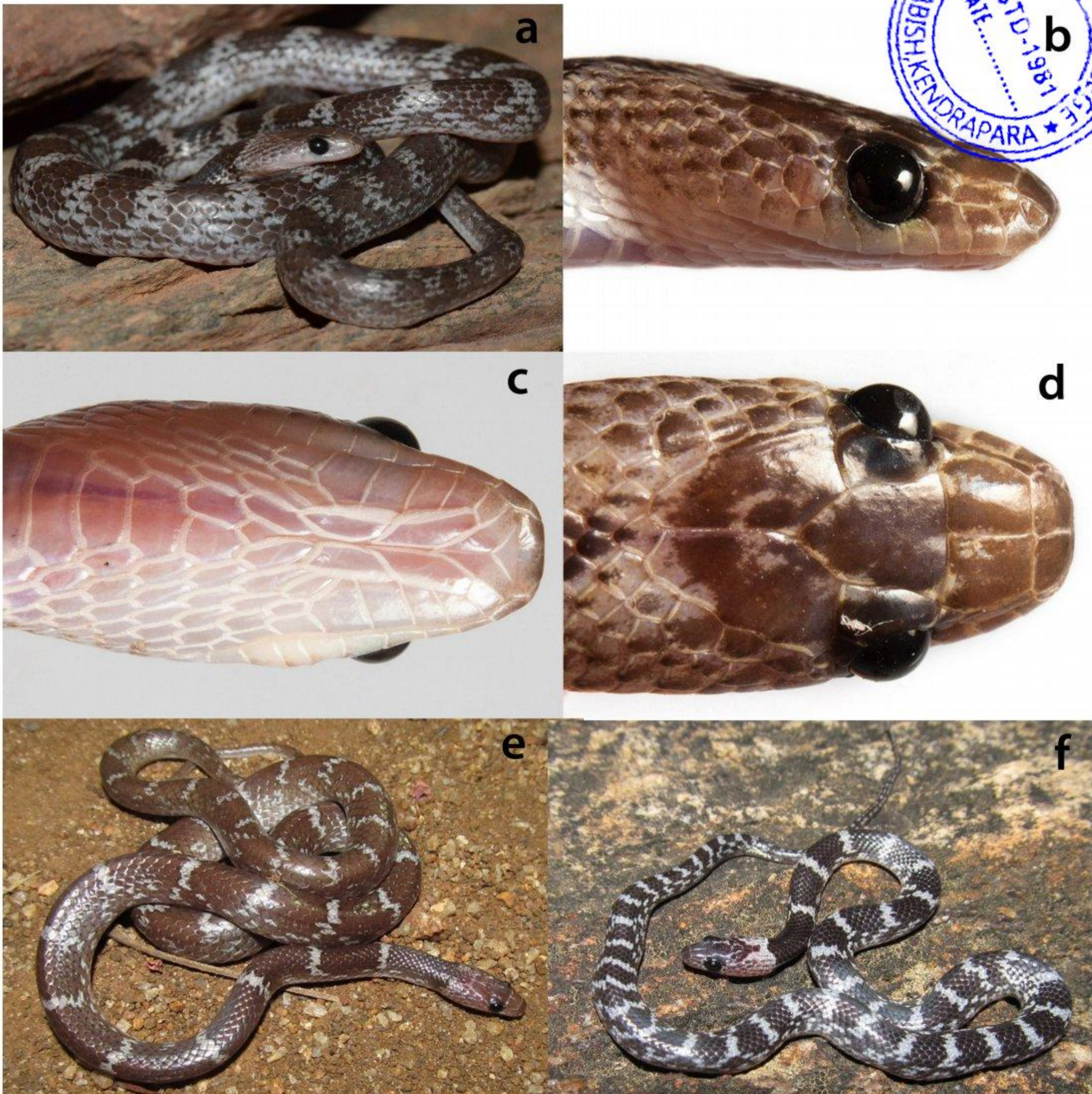


Fig. 1. *Lycodon deccanensis* sp. nov. in life: (a) entire, dorsolateral view; (b–d) head profiles of a live uncollected specimen from Devarayana Durga; (e–f) live uncollected adult and juvenile from Melagiri, showing ontogenic color shift. Photos by K.G. Punith, M.V. Shreeram, and S.R.Ganesh.

Type locality: Devarayana Durga (13.371°N, 77.210°E; 1,060 m asl) in Tumkur district, Karnataka, India.

Paratype: ZSI 13271 from South Arcot district, Tamil Nadu, India; Mus. Coll. Jaffa (also see Sclater 1891).

Referred specimens (n = 7): SACON/VR-93, a damaged specimen from Anaikatti, Coimbatore district, Tamil Nadu; two uncollected roadkill specimens sighted in 2011 in Bodha Malai, Salem-Namakal districts, Tamil Nadu; two live individuals sighted in 2016 in Guthirayan hills, Krishnagiri district, Tamil Nadu, one live specimen sighted in Snamavu R.F. Hosur, Tamil Nadu, and one roadkill sighted in 2017 in Tirupati and Horsley Hills, Chittoor district, Andhra Pradesh.

Etymology: Toponym, named after its region of occurrence – the Deccan plateau, a raised table land of late Cretaceous origin, situated between the Eastern Ghats and the Western Ghats of the Indian peninsula.

Diagnosis: A species of *Lycodon* inhabiting the Deccan plateau of India, characterized by: small size (total length < 470 mm); scales smooth, in 16–17:17:15 rows, without apical pits; usually 9 supralabials (10, in one case); ventrals 181–201 (n = 9) angulate laterally; anal plate undivided; subcaudals 68–78 (84; n = 8), paired; loreal in contact with internasal, separate from eye; nasal not in contact with prefrontal, anterior pair of genials subequal to posterior pair; supraciliary usually contacting prefrontal; preocular usually not contacting

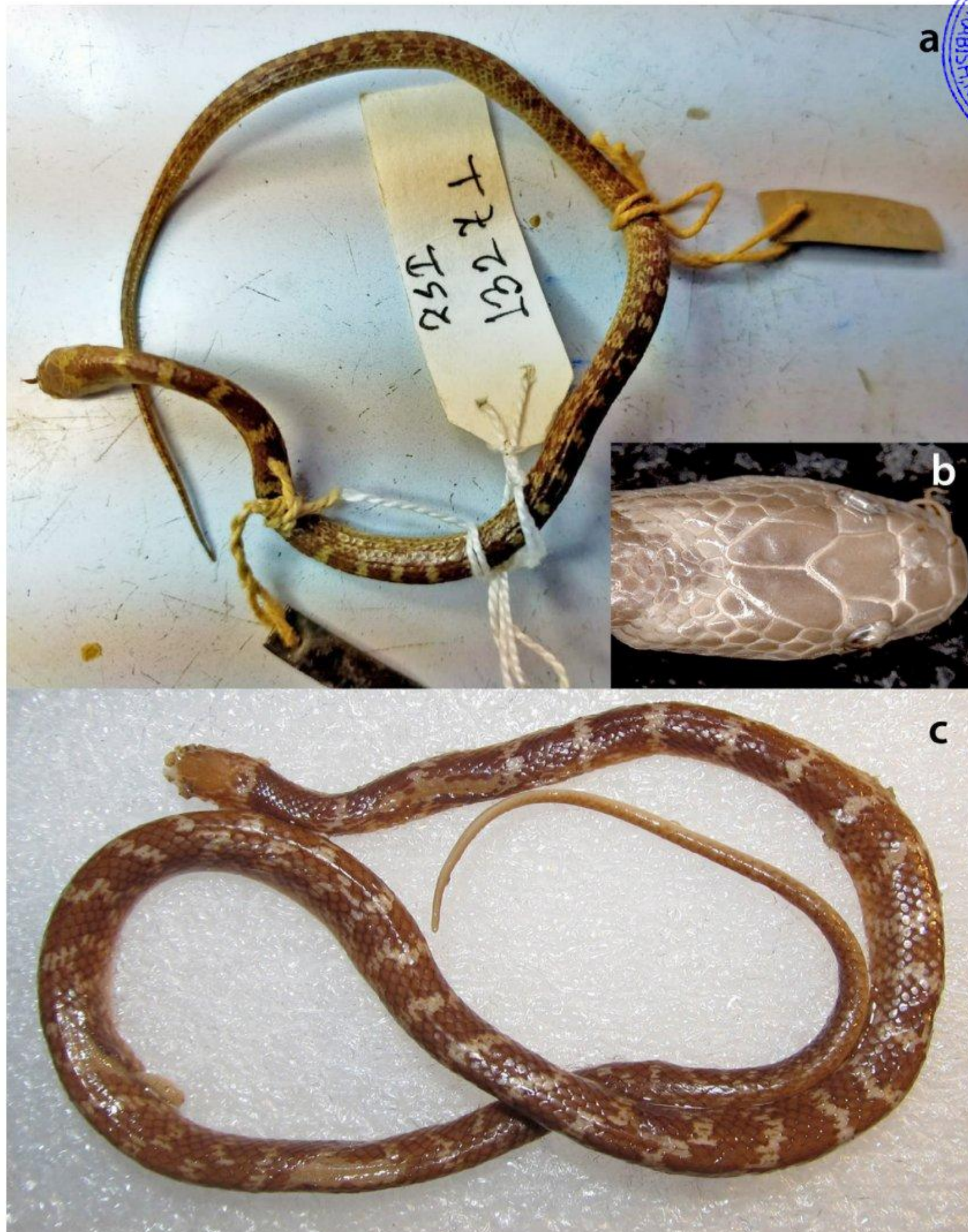


Fig. 2. *Lycodon deccanensis* sp. nov. in preservative: (a–b) entire and head closeup (inset) of Paratype ZSI 13271; (c) entire view of SACON/VR-93. Photos by K. Deuti and S.R.Ganesh.

frontal (preocular separating frontal, prefrontal, and supraocular in one case); dorsum brown in adults and black in juveniles, with white cross bars.

Due to the slender body and smaller head, the new species superficially resembles the genus *Dryocalamus*, its higher midbody scale rows (17) and lower ventral counts (181–201; avg. 190; $n = 9$) [vs. rows 13–15; ventrals 200+ in *Dryocalamus*, see Smith 1943] clearly indicate this species belongs to the genus *Lycodon*, even if *Dryocalamus* is regarded as a valid genus.

Description of the Holotype

Measurements (all in mm): Snout-vent length 212; tail length: 31+? (tail cut); head length: 8.2; head width: 5.8;

eye-snout distance: 2.6; eye diameter: 1.9; internarial distance: 2.4; interocular distance: 3.5; mandible-eye distance: 6.2.

Habitus: Body rather slender and elongate; head slightly distinct from neck; tail fairly long and tapered; head flat and depressed, not quite spatulate; posterior temporal regions not distinctly bulbous and enlarged; ventrolateral region with a grooved margin; canthus rostralis not well-defined; snout oblong to rounded in lateral view.

Scalation: Scales smooth, without apical pits, dorsal scale rows: 16, 17, 15 rostral visible from above, contacting nasals; supralabials: 9 (3–5 touching eye); labials: 9 (1–5 touching anterior genial); ventrals: 190 (angulate laterally); anal plate entire; paired subcaudals 28+? (tail cut).

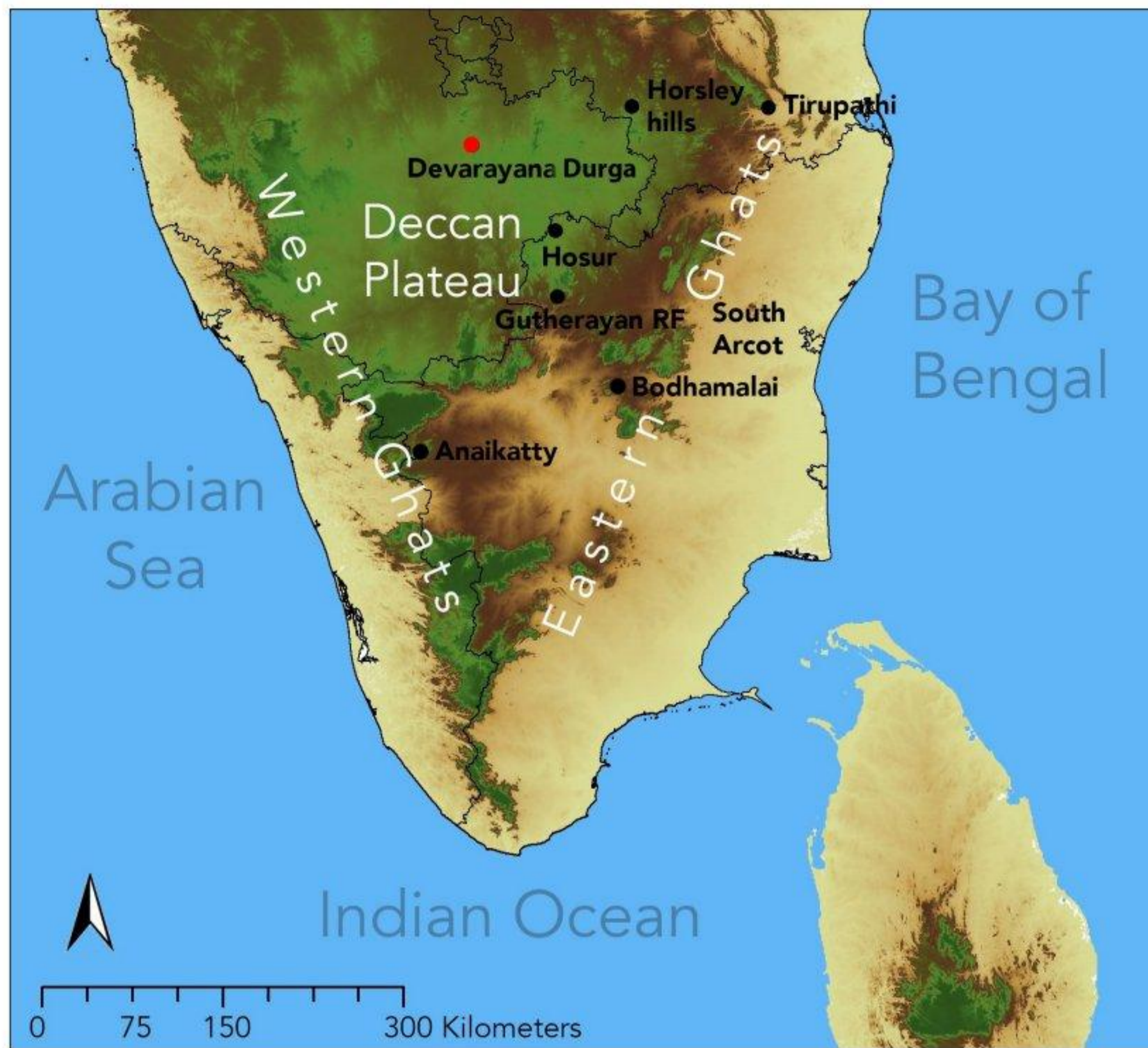


Fig. 3. Map showing the type locality and distribution records of *Lycodon deccanensis* sp. nov. Type locality (Devarayana Durga) marked with a red dot.

Coloration in life: Dorsum deep brown with 48 white cross bars on body; cross bars present vertebally, not extending to full circumference of body along the flanks, wider anteriorly and narrower posteriorly, much thinner and well-spaced anteriorly, thicker and close-set posteriorly; lateral sides of body with white squared spots either between two or subsequent to vertebral cross bars, giving it an overall white-mottled appearance; a distinctive white wash covering the whole posterior part of head from postocular, temporal regions encapsulating until parietal and occipital regions; almost all scales on head presenting a distinctive white outline, except the frontal and prefrontal parts that may have white flecks inside.

Coloration in preservation: After preservation in alcohol for eight years, dark brownish ground color much faded in intensity to light creamy brown; contrasting white barred pattern less evident; eyes cloudy white.

Variation: In agreement with the holotype in most respects, and showing the following intraspecific variation (paratype): ventrals 181, subcaudals 72 pairs; 52 white cross bars on body; preocular separating frontal, prefrontal, and supraocular; measurements in mm: snout-vent length: 168; tail length: 42.50; head length: 7.18; head width: 5.19; eye-snout distance: 2.79; eye diameter: 1.55; internarial distance: 2.04; interocular distance:

3.10; inferior eye margin to upper lip margin distance: 0.74; the damaged specimen SACON/VR-93 has parts of head missing, 188 ventrals, 64 paired subcaudals, 49 white cross bars on body and measurements (mm): snout-vent length: 280; tail length: 60; body width: 6.35.

The live individuals were very similar to the holotype in morphology, and show the following variation: infralabials 10 or 11 on either side; body scales in 17:17:15 rows, all smooth and glossy; ventrals 181–201, notched laterally; anal plate undivided; subcaudals 68–78 (84 outlier value) pairs. Adults (total length 360–450 mm) much more brownish; whereas juveniles (< 200 mm) dark coffee-brown to pitch black ground color, on which the white cross bars appear as usual.

Distribution and natural history. Based on the specimens observed *in situ* during fieldwork, this species appears to inhabit mid- to higher elevations (> 600 m asl), and hilly forest tracts in the Deccan plateau, such as the taller isolated peaks in the Eastern Ghats and the Mysore uplands. The two examined specimens in museum collections (ZSI and SACON), come from near South Arcot (ca. 11.77°N, 78.75°E; 850 m asl) and Anaikatti (11.092°N, 76.778°E; 670 m asl), respectively. Though the exact place names given on the jar labels of these specimens furnish coarse-level geographic data, the places are always associated with the presence of hills nearby (see Ganesh et al. 2018), attesting to its affinity to hilly areas.



Fig. 4. Extralimital records re-identified as (a–b) *Lycodon anamallensis* (BNHS 1602a and b) and (c–e) *Lycodon* cf. *aulicus* (BNHS 1603 and 1604). Photos by A. Omkar.

Like most members of the genus, this species is usually nocturnal, as the four active individuals were sighted at night during fieldwork. At least the juveniles are semi-arboreal, and have been seen twice climbing trees and building walls, similar to the habits of some *Lycodon* species and especially *Dryocalamus* species (Smith 1943). Potential prey species (pers. obs. in other *Lycodon* species) recorded in the vicinity of these snakes are: *Cnemaspis graniticola* in Horsley Hills that were sleeping on the same building wall; and *Hemiphyllodactylus jnana* in Melagiri Hills, that were seen on plants near roadsides (also see Agarwal et al. 2019, 2020).

Regarding the observations on uncollected specimens seen *in situ* in August 2011, two juvenile roadkills were seen in Bodha Malai (11.543°N, 78.184°E; 920 m asl), in the Eastern Ghats (Namakkal district, Tamil Nadu). The surrounding area was dry evergreen forest, with a pliable tar road on which the dead snakes were noticed. Sympatric snakes noted were *Rhinophis goweri*, *Uropeltis rajendrani*, and *Naja naja*. In June 2016, at 2050 h, a juvenile was sighted at 1.3 m crawling over tree bark atop a dry evergreen forest patch in Guthirayan Hills (12.290°N, 77.837°E; 1,400 m asl) of Melagiris, in the

Eastern Ghats (Krishnagiri district, Tamil Nadu). After two days, at 2210 h, an adult was seen on bare ground bordering a road in the same forest area. This area was covered with semi-evergreen forests. Sympatric snakes sighted were *Uropeltis* cf. *elliotti*, *Trimeresurus gramineus*, *Dendrelaphis tristis*, *Boiga trigonata*, *B. flaviviridis*, and *B. nuchalis* (also see Ganesh et al. 2018). In July 2016, an adult individual was found on the road near Sanamavu RF (12.665°N, 77.874°E; 800 m asl), Hosur, with a surrounding habitat similar to the type locality, dominated by dry forests and eucalyptus plantations. In June 2017, a juvenile was sighted at 1945 h, crawling at a height of 1.5 m on the walls of an old, abandoned building in Horsley Hills (13.650°N, 78.393°E; 1,200 m asl), a part of the Mysore plateau (Chittoor district, Andhra Pradesh). The vegetation in the vicinity was rather anthropogenically-modified, with dry evergreen forests intermixed with eucalyptus plantations. Sympatric snakes sighted were *Lycodon flavicollis*, *Oligodon taeniolatus*, *Coelognathus* cf. *helena* complex, and *Bungarus caeruleus* (the latter as roadkill). In September 2017, an adult roadkill *Lycodon deccanensis* sp. nov. was found on the Vrupati hills (13.683°N, 79.357°E; 900 m asl). The surrounding habitat



Table 1. Identities and morphological features of specimens erroneously reported in the literature as *Lycodon travancoricus* (sic) from outside the Western Ghats (Cocanada or Kakinada, Vizagapatnam and Jabulpore) apart from the paratype of *Lycodon deccanensis* sp. nov.

Species (here re-identified)	<i>Lycodon anamallensis</i>	<i>Lycodon anamallensis</i>	<i>Lycodon</i> cf. <i>aulicus</i>	<i>Lycodon</i> cf. <i>aulicus</i>
Museum Registration Number	BNHS 1062A	BNHS 1062B	BNHS 1063	BNHS 1064
Locality	Cocanada (=Kakinada)	Cocanada (=Kakinada)	Vizagapatnam, Madras Presidency	Jabulpore, Central India
Scale rows	15:17:15	16:17:15	16:17:16	16:17:16
Supralabials	9/9	9/9	9/10	9/9
Infralabials	10/10	10/11	11/11	11/11
Temporals	10	11	10	10
Anal scale	Divided	Divided	Divided	Divided
Ventrals	195+3	197+3	195+3	194
Subcaudals	67 pairs	59 pairs	66 pairs	58 pairs
Loreal-internasal	Contacting	Contacting	Not contacting	Not contacting
Nasal-Prefrontal	Not contacting	Not contacting	Contacting	Contacting
Supraocular-prefrontal	Barely touching	Barely touching	Not contacting	Not contacting
Preocular-Frontal	Barely touching	Barely touching	Contacting	Contacting
Snout-vent length	402 mm	357 mm	449 mm	310 mm
Tail length	102 mm	74 mm	96 mm	62 mm

was dominated by dry and mixed deciduous forests, with active road traffic.

Comparisons: Here, *Lycodon deccanensis* sp. nov. is compared with all the known South Asian congeners (with only the opposing suite of character states listed). *Lycodon aulicus* (Linnaeus, 1758): anal plate undivided; supraocular not contacting prefrontal; preocular usually not contacting frontal. *Lycodon striatus* (Shaw, 1802): anal plate undivided; head not short and rounded; neck not indistinct; supralabials usually 9; higher ventral count (154–166 vs. 181–201 in new species); absence of yellow vertebral spots. *Lycodon anamallensis* Günther, 1864: anal plate undivided; white outlines in scales on top of posterior head, across parietals; dorsal cross bars white, never quite yellow; supralabials not distinctly creamy spotted with brown. *Lycodon travancoricus* (Beddome, 1870): subcaudals often undivided; loreal in contact with internasal; nasal not in contact with prefrontal; anterior genials subequal to posterior pair; supraocular usually contacting prefrontal; preocular usually not contacting frontal; *Lycodon flavomaculatus* Wall, 1908: anal plate undivided; higher ventral count (165–183 vs. 181–201 in new species); presence of distinct yellow vertebral spots. *Lycodon flavicollis* Mukherjee and Bhupathy, 2007: anal plate undivided; no distinct yellow collar mark; presence of white cross bars on dorsum, even in adults.

Identities of *Lycodon travancoricus* (sic) Records from Outside the Western Ghats

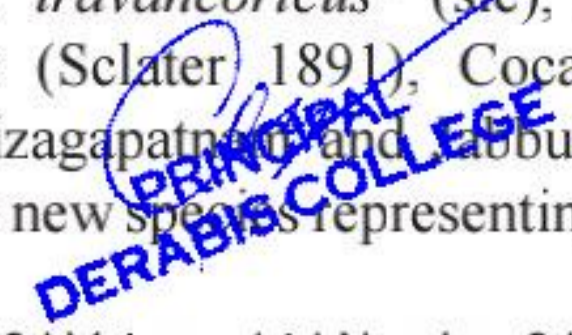
At least one report of *L. travancoricus* (sic), from ‘South Arcot’ (Sclater 1891) is relevant in the description of this

new species, *Lycodon deccanensis* sp. nov. Therefore, we also re-examined the specimens that are the basis of other such reports in the literature (Vizagapatnam and Jabulpore: Wall 1923; Cocanada: Underwood 1947). Based on our re-examination (Fig. 4; Table 1), these records now represent *Lycodon* cf. *aulicus* (Vizagapatnam, Jabulpore) and *L. anamallensis* (Cocanada). Our finding in turn restricts the distribution range of *L. travancoricus* to the Western Ghats (Ashambu to Surat Dangs) and the Southern Eastern Ghats (Sirumalai, Shevaroy, Kolli, and Bilgiri Hills).

Discussion

The finding of a new species of *Lycodon* from the semi-evergreen belts of the hill ranges constituting the Eastern Ghats and the Mysore uplands is not that surprising. In a regional sense, it is in keeping with other recent findings of new snakes from this region, e.g., *Lycodon flavicollis* by Mukherjee and Bhupathy (2007); *Boiga flaviviridis* by Vogel and Ganesh (2013); *Rhinophis goweri* by Aengals and Ganesh (2013); and *Uropeltis rajendrani* by Ganesh and Achyuthan (2020). As had already been highlighted (Agarwal et al. 2019, 2020; Ganesh et al. 2018), these hill ranges and elevated plateaus have not yet been systematically surveyed by herpetologists, especially for snakes.

This work is essentially an extension of Ganesh et al. (2020a), in that it further clarifies the supposedly extralimital records of “*L. travancoricus*” (sic), such as those for South Arcot (Sclater 1891), Cocanada (Underwood 1947), and Vizagapatnam and Jabulpore (Wall 1923). Apart from this new species representing the



record of South Arcot, two more species *L. anamallensis* and *Lycodon* cf. *aulicus* were involved in the records of Cocanada as well as Vizagaptnam and Jabulpore, respectively (see Table 2). The fact that *L. anamallensis* represented incorrect records of *L. travancoricus* (sic), again supports a similar finding (Ganesh et al. 2020a) in the Museum of Comparative Zoology, USA. Thus, based on the outcomes of these studies, the distribution range of *Lycodon travancoricus* is here restricted to the Western Ghats and the Southern Eastern Ghats.

This new species *Lycodon deccanensis* sp. nov. has been known to the herpetological community for at least the past 125 years, since the time of Sclater (1891). That it was lurking under the wrong name (*L. travancoricus*) once again underscores the necessity of ensuring accurate taxonomy, as well as in reporting geographical (or morphological) outliers. Further research is recommended to document the total distribution range, as well as the natural history and basic biology, of this new species.

Acknowledgements.—We are grateful to our respective organizations for encouraging our research activities. We thank the Karnataka Forest Department for issuing study permit D/WL/CR-141/2009-10 to Dr. Kartik Shanker's Lab (Centre for Ecological Sciences, Indian Institute of Science, Bangalore, India). This paper is an outcome of the Open Taxonomy Initiative by Kartik Shanker's Lab. The following museum curators are thanked for access to material under their care: Patrick Campbell (BMNH), Rahul Khot (BNHS), Robert C. Drewes and Jens V. Vidum (CAS), Alan Resetar (FMNH), Alain Dubois and Annemarie Ohler (MNHN), Jose Rosado and James Hanken (MCZ, USA), Silke Schweiger and Georg Gassner (NMW), Esther Dondorp, Pim Arntzen, and Ronald de Rooter (RMNH), K. Sankar and S. Babu (SACON), Gunther Köhler and Linda Acker (SMF), Rupika Rajakaruna (UPZM), George Zug, Kenneth Tighe, and Ronald Heyer (USNM), Dennis Rödder and Wolfgang Böhme (ZFMK), Mark-Oliver Rödel and Frank Tillack (ZMB), and Kailash Chandra (ZSI).

Revised key to South Asian *Lycodon* species (modified from Ganesh and Vogel 2018)

- 1a. Body scales strongly keeled.....*L. carinatus*
 1b. Body scales not strongly keeled.....2
 2a. Anal plate entire.....3
 2b. Anal plate divided.....4
 3a. Loreal not contacting internasal; nasal contacting prefrontal.....*L. travancoricus*
 3b. Loreal contacting internasal; nasal not contacting prefrontal.....*L. deccanensis* sp. nov.
 4a. Ventrals < 200, body more black than brown.....5
 4b. Ventrals > 200, body more brown than black.....6
 5a. Usually 8 supralabials, reticulations white or with yellow mid-spots.....*L. striatus*
 5b. Usually 9 supralabials, reticulations always yellow.....*L. flavomaculatus*
 6a. Yellow collar always present, no other pattern, ventrals not angulate laterally.....*L. flavicollis*
 6b. Collar present or absent, body uniform or banded, ventrals angulate laterally.....7
 7a. Collar present, touching the parietals, converging towards snout tip.....*L. aulicus*
 7b. Collar absent, first band far away from parietals, converging towards tail.....*L. anamallensis*

We thank Dr. Ivan Ineich (MNHN, Paris) for his lucid comments on the submitted manuscript.

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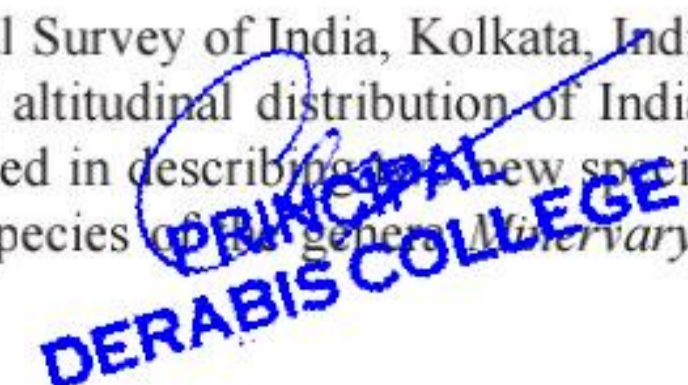
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S.R. Ganesh earned a doctorate specializing in wildlife biology from the University of Madras, in India, and is now working as Deputy Director and Scientist at the Chennai Snake Park, conducting research on the reptiles and amphibians of southern India. His research themes include documenting the diversity of under-explored ecoregions, updating and refining species characterizations, and elucidating modern-day distribution patterns with respect to southern India's herpetofauna.



Kaushik Deuti is a scientist in the Herpetology Division of the Zoological Survey of India, Kolkata, India. He has been working on morpho-taxonomy, ecology, biogeography, and altitudinal distribution of Indian skinks, agamids, snakes, and frogs for the past 20 years. He has participated in describing new species of *Cnemaspis* and one new species of *Eutropis* in addition to new frog species of the genera *Uthirivarya*, *Megophrys*, and *Uperodon*.





K.G. Punith is a business management student who runs the non-governmental organization WAEORAR (Wild Animal Emancipation Reptile Oriented Awareness and Rescue). The organization is creating awareness about nature conservation among the Tumkuru (Karnataka, India) public and is also working towards the mitigation of human-wild animal conflicts in the same area.



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Ashok Kumar Mallik received his doctorate degree in 2018 from the Centre for Ecological Sciences, India Institute of Science, Bangalore, India. His research interests include the systematics, taxonomy, hybrid zones and speciation, population genomics, and evolutionary ecology of reptiles and amphibians. Ashok is now working on the systematics and biogeography of a few genera of colubrid and viperine snakes in Peninsular India.



Omkar Adhikari is a herpetologist who earned his B.Sc. and M.Sc. degrees in Zoology from the University of Mumbai, India. Omkar is highly fascinated by the herpetological specimens housed in the Bombay Natural History Society (BNHS) Museum, Mumbai, and research articles published in the BNHS journal, especially those linked to herpetology. He is interested in the systematics, taxonomy, life history evolution, diversity, ecology, and biogeography of the reptiles and amphibians found in India and Southeast Asia. At present, he works as a Junior Research Fellow at the BNHS museum, where he is involved in the digitization and maintenance of the natural history collections.



Gernot Vogel was born in Heidelberg, Germany, obtained his Ph.D. in Chemistry, and is now working as a chemist. Beginning as a reptile keeper, Gernot developed a great interest in the snake fauna of the Orient. His special interest lies in the systematics of snake genera with large distribution areas, such as *Trimeresurus*, *Boiga*, *Oligodon*, *Lycodon*, *Pareas*, *Dendrelaphis*, and others, with a primary geographical emphasis on China, India, and Indonesia.

Appendix 1. List of comparative material examined.

Lycodon travancoricus: INDIA: BMNH 1946.1.13.75 (Syntype) Travancore, Attraymallay; CAS 15967, Ernakulam, Cochin State; ZSI 13695, ZSI 13696, Piermed (3,500 ft), Travancore, South India; ZSI 13396, Coonoor, Nilgiris; ZSI 17693, 'India,' no locality; FMNH 217705, Ponmudi, Trevandrum district, Kerala; ZSI 13694 and ZSI 13698; ZSI 13531, Koppa, Mysore; SACON/VR-97 Meghamalai, Theni district, Tamil Nadu; BNHS 1061 Tinnevely [= Tirunelveli district], Tamil Nadu; BNHS 1067, 1068, 1069, 1070 all from Matheran, Bombay Presidency; BNHS 1071 Mahabaleshwar, Western Ghats; BNHS 1072 Paralai, Valparai, Anamalai Hills; BNHS 2738 Shevaroy Hills, Madras Presidency; BNHS 2739 Khanapur, Belgaum district, Mysore State; BNHS 2740 Gersoppa Falls, Mysore State.

Lycodon anamallensis: INDIA: BMNH 1946.1.14.92 (Holotype), Anamallays; BMNH 1904.10.18.2, Cannanore, Malabar, south India; BMNH 1904.10.18.4, Cannanore, Malabar, South India; CSPT/ S-28b, Madras; BMNH 1904.10.18.3 Cannanore, Malabar, Kerala; BMNH no number, Madras; BMNH 1924.10.13.7, Mundakayan, Travancore, Kerala; CSPT/S-28a, Madras; NMW 21707 Malabar; MCZ R2232 Pondicheri; SRI LANKA: FMNH 25927, from Colombo; MHNG 1198.70 Sri Lanka, no locality; ZFMK 32253, Sri Lanka, no locality; UPZM-17a and b, Peradeniya Kandy; MHNG 744.7, Ceylon [= Sri Lanka], no locality; NMW 21689.4, Ceylon [= Sri Lanka].

Lycodon striatus: INDIA: BNHS 1083 Nilambur, Malabar; BNHS 1084, 1085 Madras; BNHS 1086 Secunderabad, Hyderabad; SACON/VR-96 Chinnamannur, Theni district, Tamil Nadu; SRI LANKA: ZFMK 52511, Kitulgala; ZFMK 52137, Kitulgala; ZFMK 52510, 'Sri Lanka,' no locality.

Lycodon aulicus: MYANMAR: NMW 21699.1, Bhamo; CAS 215387, Sagaing; CAS 205000, DNA tested, Rakhin; CAS 245960, Tanintharyi; CAS 219800, Ayeyarwadi; NMW 14483, no locality; ZMB 11625, no locality; NMW 21702.2, Pegu; ZMB 10258, Minhla; BMNH 1928.1.4.1, Rangun; NEPAL: FMNH 62427, Tansing; BMNH 1936.7.2.2, Mae District, Doons; BMNH 80.11.10.138, 'Nepal' no locality; BMNH 1984.12.16, Royal Chitwan; FMNH 83090, Kathmandu; PAKISTAN: SMF 64484, Lahore, W-Pakistan; INDIA: BMNH 1908.5.23.15, Diburgash, Assam; FMNH 165108, Junganathpur, West Bengal; FMNH 8650, Central province near Chanda; FMNH 60647, Central province, Balaghat dist; BMNH 82.8.26.22, Kinelly (=Kimdey) hills, [Andhra Pradesh]; BMNH 74.4.29.958, Wynads, [Kerala]; ZMB 1790, Bengal; BMNH 1904.10.18.5, Cannanore, Malabar; NMW 37406:1, Ahmednagar, Maharashtra; NMW 37406:2, Ahmednagar, Maharashtra; CAS-SU 12263 Bisrampur, Madhya Pradesh; FMNH 165107 West Bengal, Howrah Dist.; FMNH 161469 West Bengal, Barnijunoh; NMW 14487.1 'Alakan,' ZMB 1791 Bengal; ZMB 9956 Ajmere, Rajasthan; ZMB 1806 Calcutta; NMW 14488 Kolkata; BMNH 1921.6.15.3 Bangalore, Karnataka; SMF 32463 Agra; ZMB 1791 Bengal; BMNH 1955.1.3.11 Mysore, 3,500 ft, Karnataka; BMNH 1936.1.3.4 Namakal, Tamil Nadu; BMNH 1924.10.13.9 Punakanaat, 700 ft, Travancore, Kerala; BMNH 69.8.28.94 Matheran, Maharashtra; NMW 21689:4-7, Madras; SRI LANKA: FMNH 123906, Ceylon, no locality; ZFMK 52137, Kitulgala; ZFMK 52511, Kitulgala; NMW 21689:5-7, no locality; NMW 14487:2-3, no locality; FMNH 123907 Ceylon, Trincomalee; ZFMK 52510, Sri Lanka, no locality; NMW 21689:1-3 Sri Lanka, no locality; NMW 14487:1 Sri Lanka; INDIAN OCEAN ISLANDS: ZFMK 29976, Mauritius; ZMB 8158 Île Bourbon [=La Réunion]; ZFMK 21766 Mascarenes, Reunion, Manapany; ZFMK 29977 Mauritius.



First Report of Hemipenial Variation among Some Genera and Species of Shieldtail Snakes (Serpentes: Uropeltidae) from India and Sri Lanka

R. Alexander Pyron¹, Vivek P. Cyriac², S. R. Ganesh³, Ashok K. Mallik², Anslem de Silva⁴, Achyuthan N. Srikanthan^{2,5}, and Kartik Shanker²

Hemipenial characteristics have historically provided a wealth of comparative morphological characters for the systematic classification of snakes. However, the organs remain poorly known in many groups, particularly tropical and burrowing lineages. Here, we report on hemipenial morphology for 12 species from five genera from the family Uropeltidae: *Melanophidium punctatum*, *M. cf. wynaudente*, *Plectrurus perrotetii*, *Rhinophis karinthandani*, *R. melanoleucus*, *R. saffragamus*, *R. sanguineus*, *Teretrurus cf. hewstoni*, *Uropeltis bhupathyi*, *U. cf. ceylanica*, *U. macrolepis*, and *U. rajendrani*. Many are photographed or illustrated for the first time. In *Melanophidium*, the organ is bulbous and mushroom-shaped, with the sulcus spermaticus winding through numerous convoluted folds. In *Plectrurus* and *Teretrurus*, it is simple, smooth, and conical. In Sri Lankan *Rhinophis* and some *Uropeltis*, the organ generally resembles previously described hemipenes from other species in those genera in being simple, subcylindrical, and covered in fine spines. However, a median lobular process is observed in the Indian species *R. karinthandani*, *R. melanoleucus*, and *R. sanguineus*, seemingly representing a novel bilobate morphology. One species, *U. bhupathyi*, exhibits a novel, bulbous morphology, but this may be an artifact of preservation. The hemipenes of the Uropeltidae and their sister group Cyndrophidae resemble some typhlopoid blindsnakes more than their henophidian relatives such as pythons. Whether this is due to convergence related to microhabitat, a form of sexual selection unrelated to ecomorphology, or symplesiomorphy from an ancestral snake morphology is unclear. Gross hemipenial morphology can now serve to diagnose uropeltids to the level of genus level or species group, though more data and comparative series are needed to determine whether other characters, such as the number and location of spines, can potentially differentiate taxa at finer scales.

THE hemipenis of squamate reptiles has been recognized as an important indicator of systematic variation for over a century, particularly for snakes (Cope, 1893; Dunn, 1928; Zaher, 1999). Extensive systems of classification and terminology have been developed to characterize this information across lineages and standardize observations (Dowling and Savage, 1960; Savage, 1997; Zaher, 1999). Such observations continue to provide relevant sources of information for the higher-level classification of taxa and the recognition of new species (Schargel and Castoe, 2003; Jadin and Smith, 2010; Torres-Carvajal et al., 2015). However, incomplete observations in some lineages preclude complete descriptions of hemipenial morphology across snakes, as well as limiting the usefulness of these characters to classify known taxa. One such example is the South Asian shieldtail snake family Uropeltidae.

Uropeltidae comprises 62 currently recognized species from South Asia, with the greatest diversity centered in the Western Ghats–Sri Lanka biodiversity hotspot (Uetz and Hošek, 2021). Although recent studies have increased phylogenetic knowledge in the group using molecular data (Bossuyt et al., 2004; Pyron et al., 2013, 2016; Cyriac and Kodandaramaiah, 2017; Jins et al., 2018; Sampaio et al., 2020), little is known about hemipenial morphology beyond a few preliminary observations (see summary in Pyron et al., 2016). The organ is single with a simple sulcus spermaticus in the few species where the organs have been described thus far. Wall (1919) remarked on the timing of hemipenial

eversion during embryonic development of a male *Plectrurus perrotetii* but did not describe it in detail. After examining the organs of a juvenile *Uropeltis woodmasoni* (then called *Silybura nigra*) from the Palni hills, Wall (1923: 389) commented that “genitalia are cylindrical organs that are rather larger in girth distally than basally, and are beset with minute villi.” Smith (1943) noted two types: short and thick with the sulcus spermaticus winding through convoluted folds (*Melanophidium*), and longer and slenderer with fine spines (*Uropeltis grandis*). Rajendran (1985) reported on the female reproductive organs and their dissections but did not deal with the male organs.

Though the first uropeltid was described in 1801, everted hemipenes have only been illustrated for four recently described species. In the Indian *Uropeltis rajendrani*, the organ was reported to be fairly short and stout, extending to the 2nd subcaudal, unilobed and spiny, bearing tiny flounces, with a shallow sulcus spermaticus. In the Sri Lankan species *Rhinophis lineatus* (Gower and Maduwage, 2011: fig. 5; WHT 5208; see additional detail in Gower and Wickramasinghe, 2016: 210) and *R. dorsimaculatus* (Gower and Wickramasinghe, 2016: fig. 2; CAS 225842), the organ is simple, subcylindrical, covered in fine dense spines on most or all of the asulcate surface, with a shallow, straight sulcus spermaticus. In both, the sulcate surface is depauperate of spines, and the organ is long, representing roughly half the length of the tail. In contrast, the hemipenis of the Indian species *R. melanoleucus* (Cyriac et al., 2020: figs. 5, 6) is short

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Submitted: 17 February 2021. Accepted: 25 October 2021. Associate Editor: D. S. Siegel.

© 2022 by the American Society of Ichthyologists and Herpetologists DOI: 10.1643/h2021024 Published online: 00 Month 2022

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Table 1. Specimen information: snout-vent length (SVL) and tail length (TL) in mm, with counts of ventral (V) and subcaudal (SC) scales, following Gower and Ablett (2006). *adjacent body scales were counted as proxies where ventral scales damaged.

Species	Voucher	Locality	SVL	TL	V	SC
<i>Melanophidium punctatum</i>	SACON/S1	Top Slip	570	29	198*	13
<i>M. wynaudense</i>	CESS 291	Kudremukh	340	17	199	13
<i>Plectrurus perrotetii</i>	CESS 324	Sispara	235	15	150	11
<i>P. perrotetii</i>	CESS 325	Sispara	185	13	158	11
<i>Rhinophis karinthandani</i>	BNHS 3545	Lakkidi	221	12	198	7
<i>R. karinthandani</i>	VPRS0721121	Lakkidi	226	11	191	9
<i>R. melanoleucus</i>	BNHS3537	Lakkidi	293	11	236	8
<i>R. sanguineus</i>	VPRS0918093	Meppadi	268	12	199	9
<i>R. saffragamus</i>	—	Telijjawila	—	—	—	—
<i>Teretrurus cf. hewstoni</i>	VPTH0721123	Mananthawadi	126	7	124	7
<i>Uropeltis bhupathyi</i>	SACON/S2	Anaikatti	293	12	205*	9
<i>U. cf. ceylanica</i>	CESS 266	Kudremukh	154	9	123	10
<i>U. macrolepis "mahableshwarensis"</i>	U12/3303	Panchgani	192	16	125*	12
<i>U. rajendrani</i>	BNHS 3359	Bodhamalai	221	13	148	11

and blunt, and was interpreted as unilobate with a median asulcate lobular process.

Here, we provide opportunistic observations of partially everted hemipenes *in situ* for 14 specimens of 12 species from five genera: *Melanophidium punctatum*, *M. cf. wynaudense*, *Plectrurus perrotetii*, *Rhinophis karinthandani*, *R. melanoleucus*, *R. sanguineus*, *Teretrurus cf. hewstoni*, *Uropeltis bhupathyi*, *U. cf. ceylanica*, *U. macrolepis*, and *U. rajendrani* from India, and *R. saffragamus* from Sri Lanka. With a few noted exceptions, the organs of these taxa are photographed or illustrated here for the first time and provide an expanded overview of systematic variation in the group. We report two new, distinct hemipenial morphologies for Uropeltidae in *Plectrurus* and *Teretrurus* (simple and attenuate) and some Indian *Rhinophis*, (apparently bilobed while all other known uropeltids are unilobed). A single specimen of *U. bhupathyi* possesses a potential fifth distinct, bulbous morphology. We note the overall similarity of uropeltid hemipenes to those of some typhlopoid blindsnakes, rather than the more closely related henophidian snakes, such as pythons and boas. Additional work is needed to characterize variation in the remaining genera and species, and to determine which quantitative or qualitative characters are useful for diagnosing taxa at different phylogenetic scales.

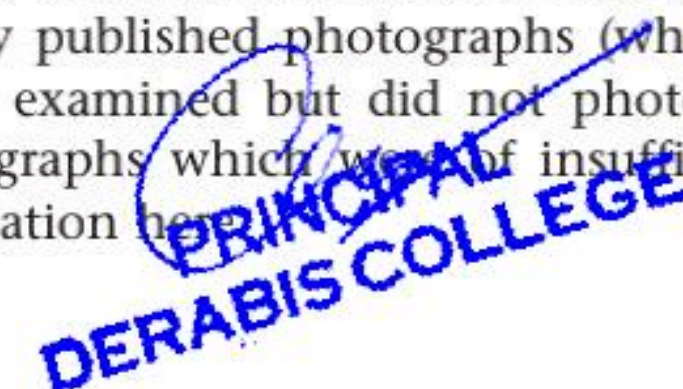
MATERIALS AND METHODS

Personal observations in the field and a review of the uropeltid specimens in the snake collection (CESS and VP series) at the Centre for Ecological Science, Indian Institute of Science (CES-IISc) in Bangalore, the Bombay Natural History Society (BNHS) in Mumbai, and the Salim Ali Centre for Ornithology & Natural History (SACON) in Coimbatore allowed us to document the presence of everted hemipenes in several specimens (Table 1). All specimens are approaching or within the SVL range considered "adult" or sexually mature for each species (see Pyron et al., 2016), and we therefore assume the organs to be fully developed or nearly so. One hemipenis of *Rhinophis saffragamus* was illustrated from a low-resolution photograph taken in the field of an unvouchered animal, described in de Silva and Ukuwela (2020). For the CES specimens, the hemipenes were photographed *in situ* using a Leica dissecting microscope and high-resolution macro camera, which we reproduce along with

illustrations. Our terminology is standardized from previous authors (Dowling and Savage, 1960; Savage, 1997). We did not observe any features that require the use of novel terms.

The representatives of *Melanophidium punctatum*, *Uropeltis bhupathyi*, and *U. macrolepis "mahableshwarensis"* are described from roadkill specimens. The specimen of *M. punctatum* had no injuries near the hemipenis. In the specimen of *U. bhupathyi*, the right half of the body was injured, and some internal tissues were damaged, protruding out of torn skin patches. Care was taken to ensure that it was not too damaged to permit an undistorted illustration of its hemipenis from low-resolution photographs. The hemipenis of *U. macrolepis* is also described from a roadkill specimen with the left side of the body injured with internal tissue protruding from tears in the skin at the midbody. Although this specimen has no injuries in the tail region, the hemipenis itself was slightly damaged. All other organs in other taxa are described from well-preserved specimens where the hemipenes were everted.

Many authors have suggested that a complete characterization of hemipenial morphology requires the organs to be studied in the retracted or inverted state, as well as prepared, stained, and dissected (see Cope, 1895; Myers, 1974; Pesantes, 1994; Dowling, 2002; Myers and Cadle, 2003; Zaher and Prudente, 2003). We did not attempt this here due to the small sample sizes. Our observations are based only on the partially to fully everted organs prepared during the initial preservation of the specimens. Thus, our description of apical morphology and basal portions that are addressed to the body in some specimens are likely incomplete or may be altered once complete preparations become available. Given the relative paucity of information regarding even the external morphology of the everted uropeltid hemipenis, these observations nonetheless provide a valuable resource. Furthermore, they will serve as a guide for more thorough work in the future when additional preparation types are available from additional specimens. We provide both high-resolution photographs and labeled drawings for most specimens, though a few of our illustrations are based either on drawings of recently published photographs (which we cite) for specimens we examined but did not photograph ourselves, or on photographs which were of insufficiently high quality for presentation.



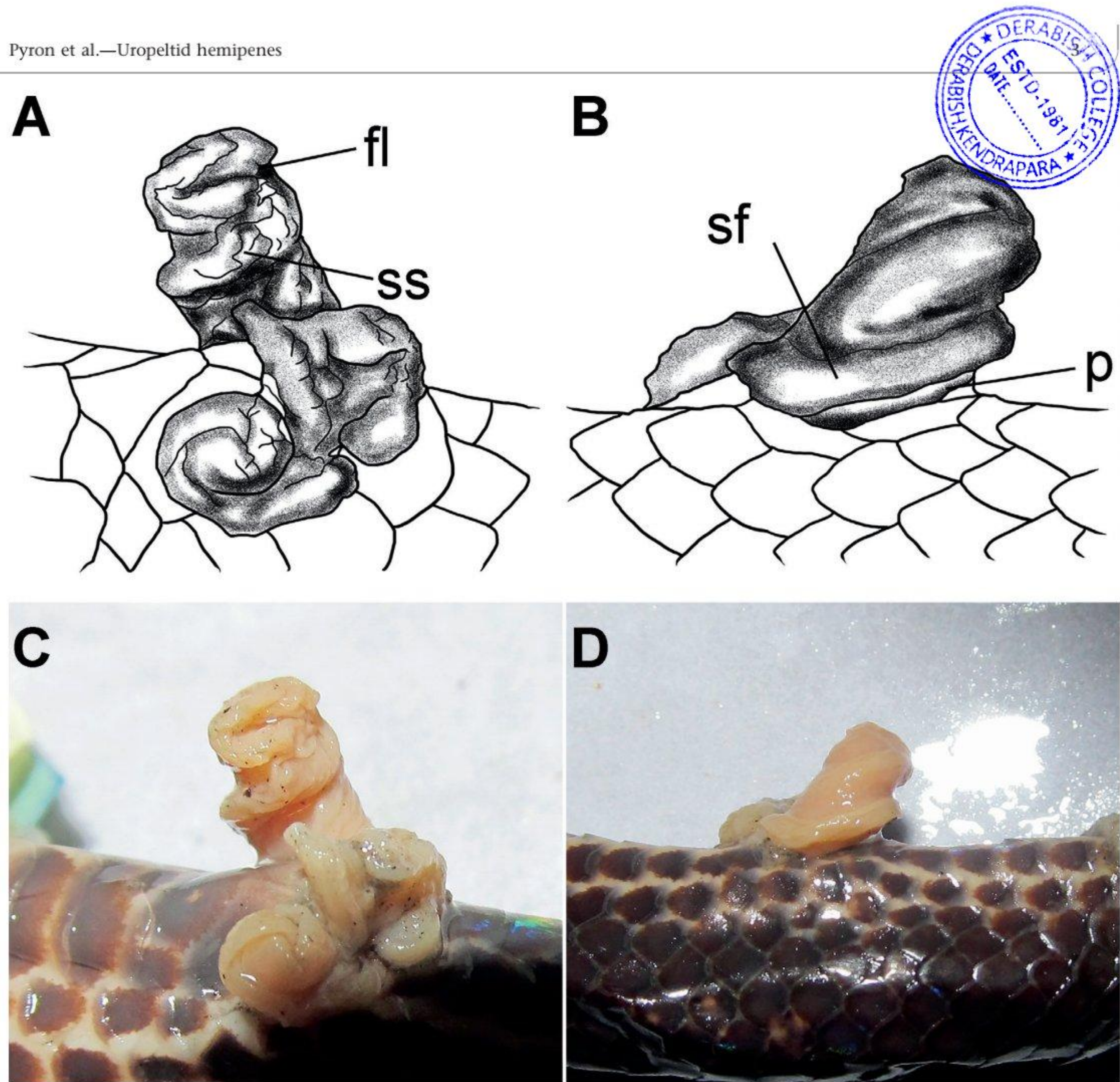


Fig. 1. Partially everted hemipenes of *Melanophidium punctatum* SACON/S1 in sulcate (A, C) and asulcate (B, D) view. No fixed scale bar available; organ ~7.7 mm (~27% of 29 mm TL; Table 1). Abbreviations: fl, lobular flounces; p, pedicel; sf, sulcal folds; ss, sulcus spermaticus.

RESULTS

We observed gross external morphology from 14 specimens, all of which had single (or possibly bilobed) hemipenes with a simple, smooth, shallow or deep sulcus spermaticus. Using existing terminology (see Dowling and Savage, 1960), we characterize the hemipenes as follows:

***Melanophidium punctatum*.**—Length approximately 7.7 mm (~27% of 29 mm tail length [TL]); when adpressed posteriorly, reaching between 3rd and 4th subcaudal scales; shape subcylindrical and mushroom-like, with a series of convoluted raised sulcal folds; lobe head flounced with sulcal spirals; sulcal lips broad, almost as wide as lobe head; capitular groove at the end of lobe head obscure; sulcal spirals centrifugal, contributing to the equal width of lobe compared to the visible part of the pedicel; flounced lobe

head unornamented, lacking spinules, awns, or any other structures; sulcus spermaticus raised, winding along the pedicel basally. Overall appearance is a long, cylindrical-to-conical organ that is smooth, with thick, winding sulcal folds resembling a corkscrew (Fig. 1).

***Melanophidium cf. wynaudense*.**—Length approximately 4 mm (~24% of 17 mm TL), reaching subcaudals 3–4; shape clavate with numerous convoluted folds, similar to *M. punctatum*; sulcus spermaticus simple, shallow, and smooth, winding obliquely through folds of organ, terminating at apex; apex nude, forming a flattened circular surface comprising convoluted folds of tissue with a central depression. Convoluted folds on flattened apical cap may be interpreted as flounces. Overall appearance is bulbous and mushroom-like (Fig. 2).

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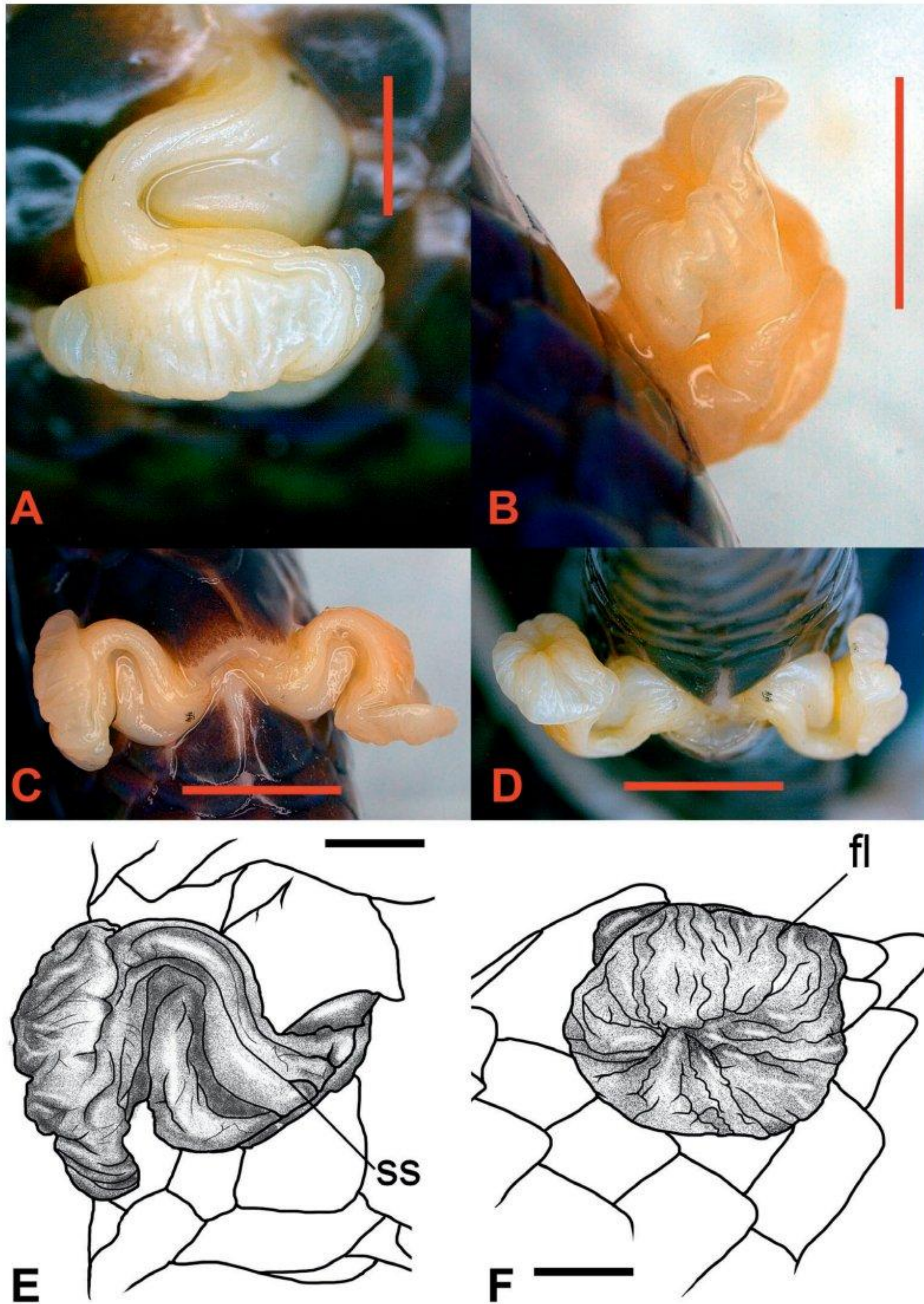


Fig. 2. Everted hemipenes of *Melanophidium wynaudense* CESS-291 in photograph (A–D) and illustration (E, F). Views are sulcate (A, C, E) and asulcate (B, D, F). Scale bars in A, E, and F are 1 mm; B is 2 mm; and C and D are 3 mm. Abbreviations: fl, lobular flounces; ss, sulcus spermaticus.

Plectrurus perrotetii.—Length approximately 2–2.5 mm (~15% of 13–15 mm TL); shape simple and attenuate; simple, straight, shallow, and smooth sulcus spermaticus terminating at apex; naked and undifferentiated; apex nude. Overall appearance is a very simple, elongate, coniform organ (Fig. 3).

Rhinophis karinthandani.—Two specimens; length approximately 2.0 mm (~16.6–18.2% of 11–12 mm TL); reaching up to the 1st subcaudal when adpressed posteriorly; hemipenes single, broad at the base (1.1–1.3 mm), appears asymmetrically bilobate, with a broad nude outer lobe and an inner lobe with a narrower apical projection or papilla; inner lobe of the right hemipenis having an apical depression or dimple in

VPRS 0721121 (likely due to incomplete eversion); the lobes diverting approximately 1.4 mm from the base. The extended apical projection of the inner lobe cylindrical, short, with small papillae more prominent toward the apex. Base of the inner lobe with large globular folds in sulcate and asulcate view. Outer lobe irregularly shaped, wider than the inner lobe, and without prominent ornamentation. Sulcus spermaticus examined in VPRS 0721121 is simple, shallow, and narrow and terminating at the apical depression of the inner lobe. Base and body with obscure convoluted folds or flounces in asulcate view (Fig. 4).

Rhinophis melanoleucus.—Organ originally figured in Cyriac et al. (2020: figs. 5, 6); updated description given here for

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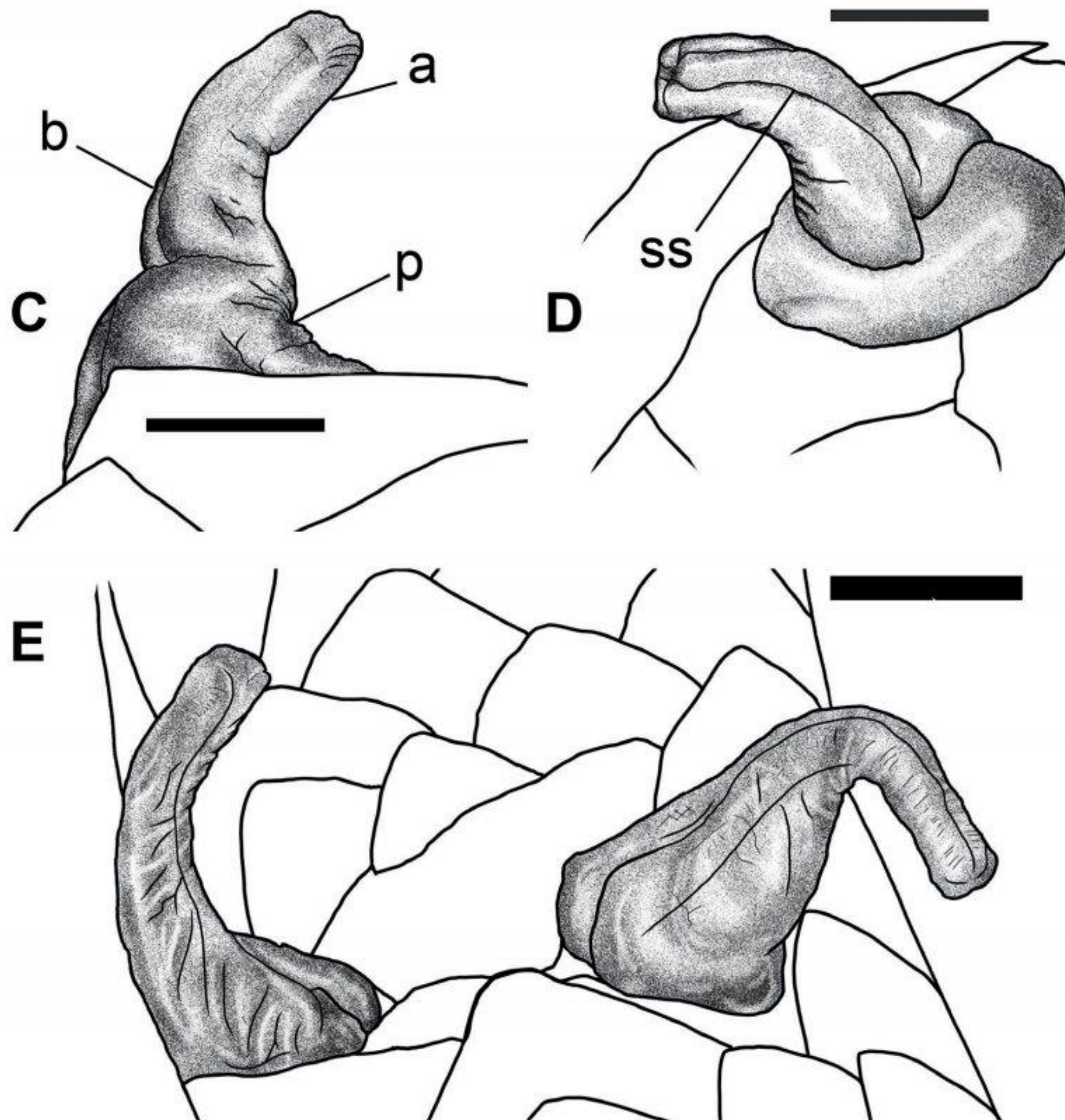
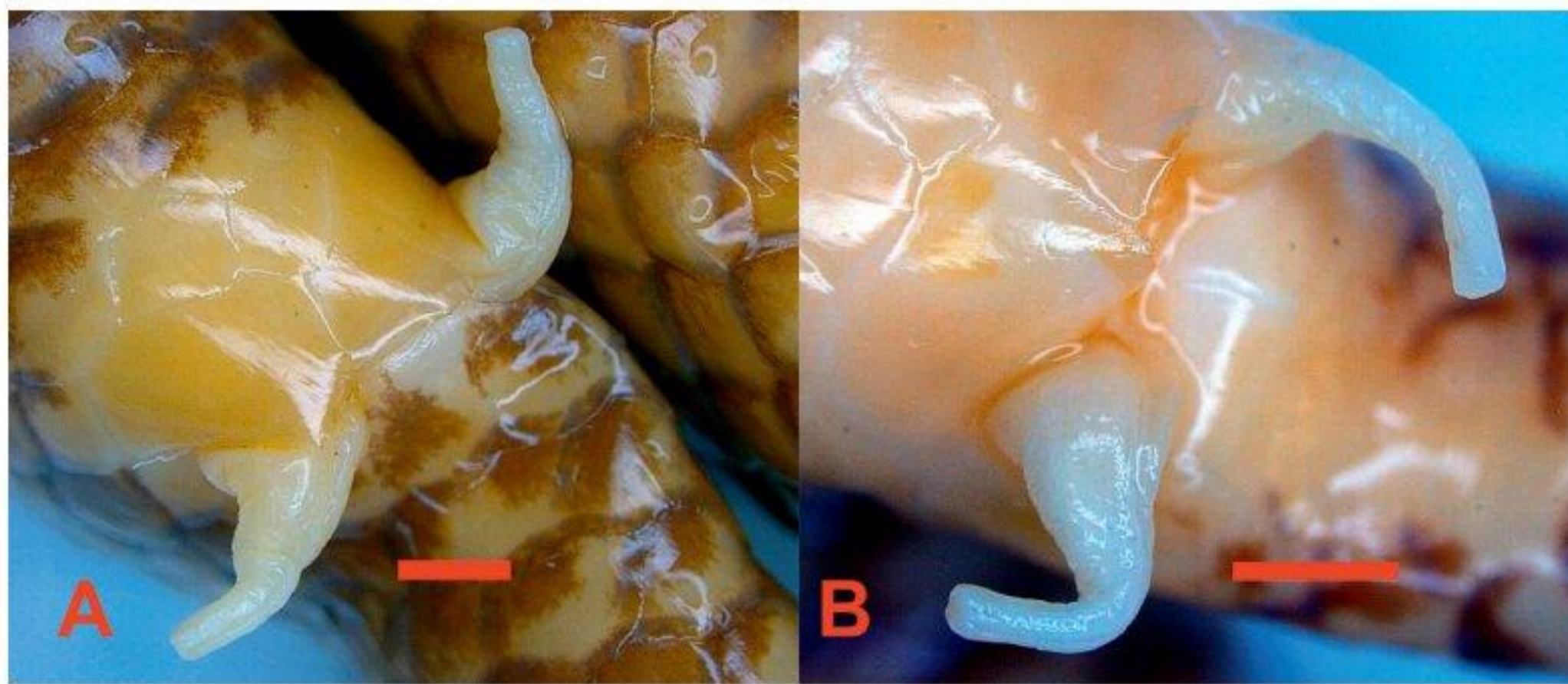
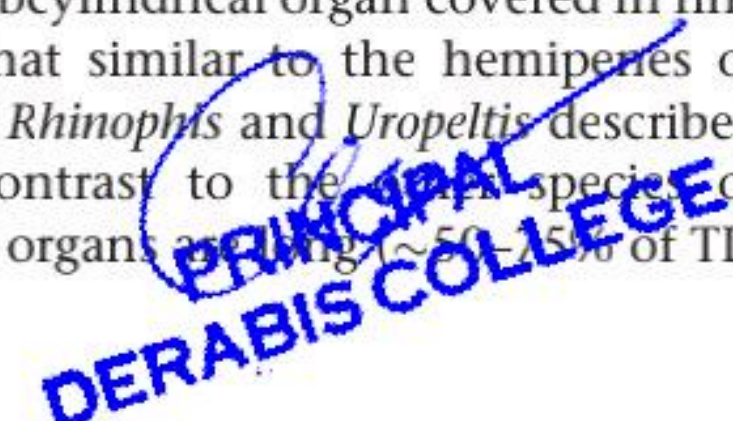


Fig. 3. Everted hemipenes (photograph [A, B] and illustration [C–E]) of *Plectrurus perrotetii* CESS-324 (A, C, and D) and CESS-325 (B and E). Organ is simple, cylindrical, elongate, and conical with an enlarged pedicel. Views are sulcate (A, B, D, E) and asulcate (C). All scale bars are 1 mm. Abbreviations: a, apex; b, body; p, pedicel; ss, sulcus spermaticus.

everted organs of the paratype BNHS 3537. Length approximately 2.1 mm (~18% of 11.5 mm TL); reaching up to the 2nd subcaudal when adpressed posteriorly; hemipenes short and broad; organs appear asymmetrically bilobate (originally interpreted as unilobate with an asulcate median lobular process). Inner lobe subcylindrical, broad (~1.2 mm in width) and densely ornamented with small, prominent, spines throughout; outer lobe small (~0.8 mm in width), shorter than the inner lobe, and with irregularly arranged longitudinal folds; lobes extending ~1.5 mm from the base; straight, shallow, and smooth sulcus spermaticus covered by a large flap and several globular folds at the base of the lobes,

and terminating at the apex of the inner lobe; basal portion with irregular large horizontal folds or flounces. Overall appearance is a bifurcated cylinder with asymmetrical lobes (Fig. 5).

Rhinophis saffragamus.—Field observations and low-resolution photographs gathered by one of us (AdS) for a live specimen show a simple, subcylindrical organ covered in fine spines or papillae, somewhat similar to the hemipenes of other Sri Lankan species of *Rhinophis* and *Uropeltis* described here and elsewhere. In contrast to the species of *Rhinophis* and *Uropeltis*, the organ is ~50–75% of TL;



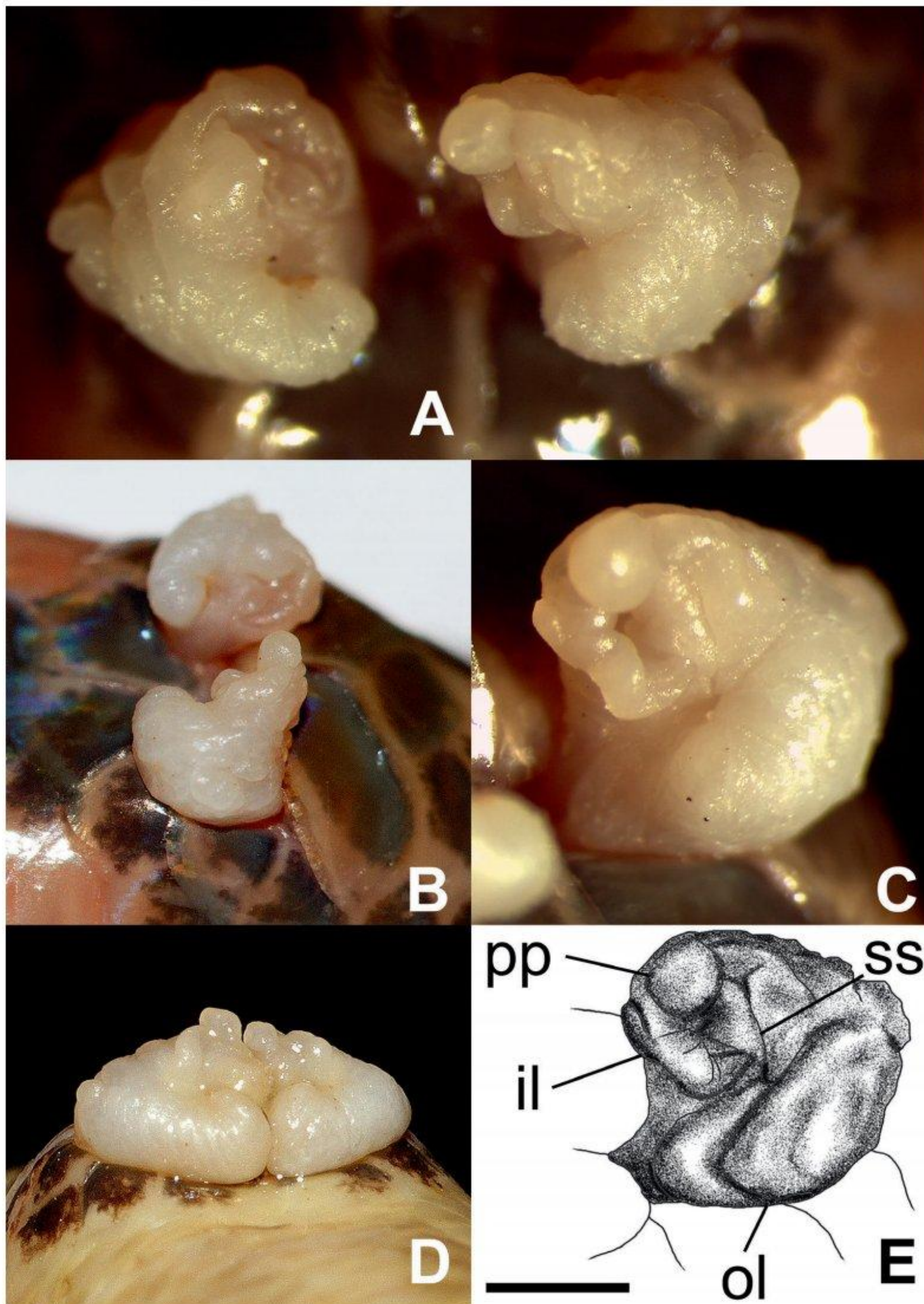


Fig. 4. Partially everted hemipenes of two specimens of *Rhinophis karinthandani*, VPRS 0721121 (A–C, E) and paratype BNHS 3545 (D), showing unusual, possibly bilobate condition. No fixed scale bar available for photos; both organs ~2 mm, ~16–18% TL. Scale bar for drawing 1 mm. Abbreviations: il, inner lobe; ol, outer lobe; pp, apical papilla; ss, sulcus spermaticus.

greater than any other species of *Rhinophis* or *Uropeltis* for which this is known), recurved and forming a complete half-circle, and possessing a red fleshy lobe on the proximal (interior or inner) surface of the sulcal lips in sulcate view (Fig. 6). Whether the curvature is an artifact of eversion and preservation is difficult to determine.

F6

Rhinophis sanguineus.—Length approximately 2.1 mm (~18% of 11.5 mm TL); reaching up to the 1st subcaudal when addressed posteriorly, shape single, appears asymmetrically bilobate with a broad nude outer lobe and an inner lobe with a narrower apical projection; the lobes diverting approximately 1.2 mm from the base. Extended apical

projection of the inner lobe cylindrical with small papillae at base in asulcate view and convoluted folds in sulcate view; short spines around the tip. Outer lobe irregularly shaped with large, convoluted folds. Sulcus spermaticus simple, straight, broad, and deep, terminating at the tip of the extended apical projection of the inner lobe. Base and body with small regular transverse flounces in asulcate view (Fig. 7).

Teretrurus cf. hewstoni.—Length approximately 1.3 mm (~18.6% of 7 mm TL); shape simple with a broad base and a slightly truncated apex; base of the hemipenes with short, irregular folds or flounces; simple, straight, and shallow sulcus spermaticus terminating at apex; apex naked and

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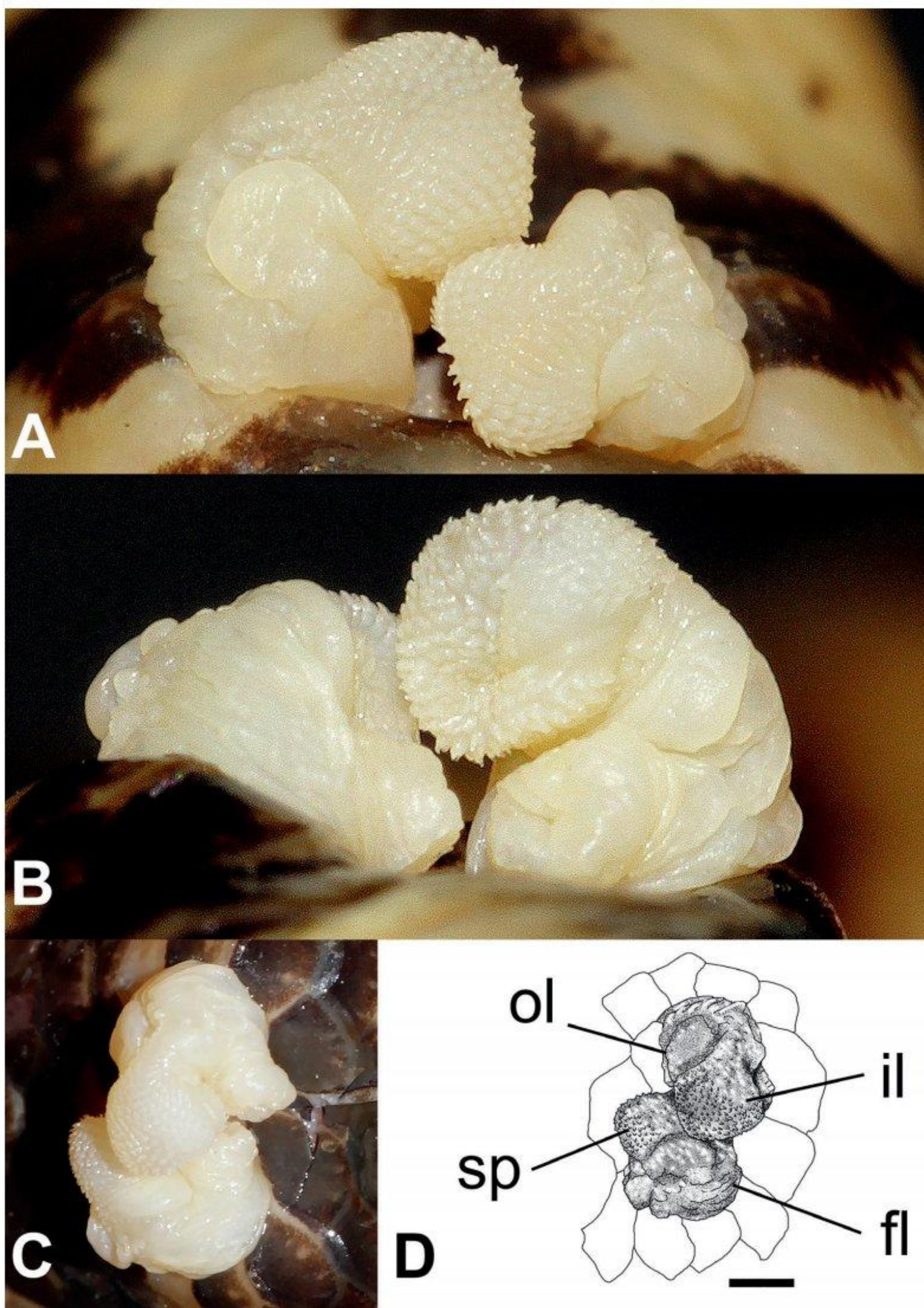


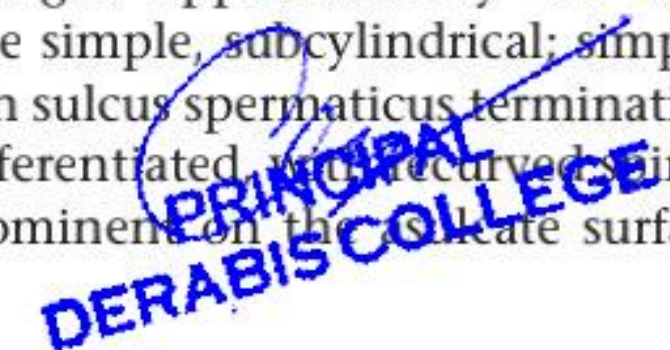
Fig. 5. Partially everted hemipenes of a paratype of *Rhinophis melano-leucus* (BNHS 3537; see Cyriac et al., 2020) in asulcate (A) and sulcate (B) views along with ventral aspect (C–D), showing unusual, possibly bilobate condition. Whether this is an artifact of preservation, a lobular process, or a truly distinct bilobed morphology requires additional study. No fixed scale bar available for photographs (A–C); 1 mm for illustration (D); organs ~2.1 mm, ~18% TL. Abbreviations: fl, basal flounces; il, inner lobe; ol, outer lobe; sp, fine lobular spines or hooks.

undifferentiated. Overall appearance is a very simple, coniform organ (Fig. 8), somewhat similar to that of *Plectrurus* (see above).

***Uropeltis bhupathyi*.**—Length approximately 4 mm (~30% of 13 mm TL); reaching 3rd to 4th subcaudal scales when adpressed posteriorly; shape subcylindrical (or possibly bulbous), simple, and lacking spines; lobular head visibly convex, not quite flounced; lobe width greater than pedicel width, sulcus spermaticus thin, not raised, short and simple, terminating at apex; sulcal lips naked, not easily discernible from surrounding parts of apex; capitular groove barely if at all visible; lateral body of lobe head smooth, lacking spines; sulcus spermaticus barely visible in sulcate view, being

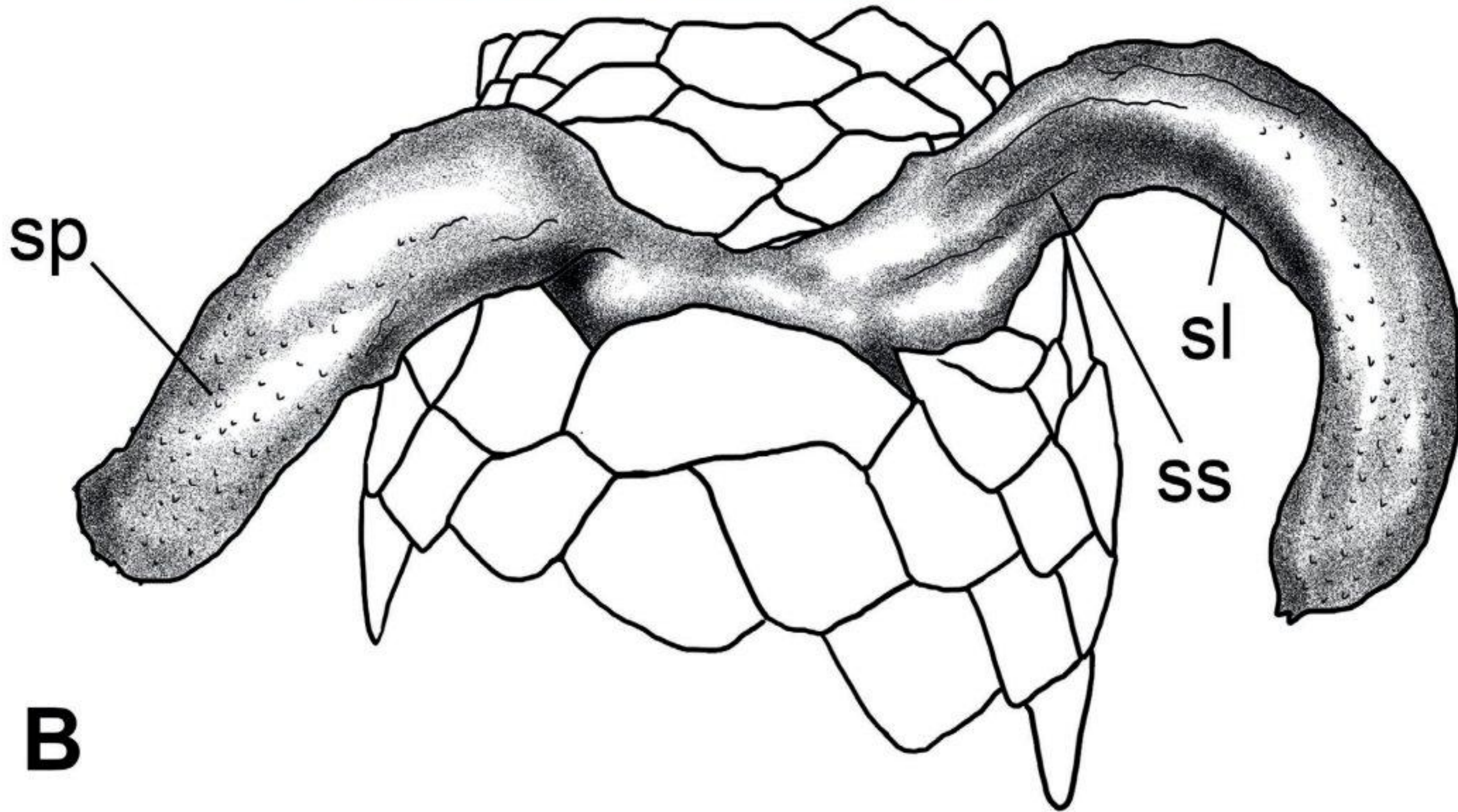
obscured by thick and muscular pedicel. The bulbous appearance of the organ may result in part from the damage accumulated from the vehicle strike. However, we are confident that this organ represents the hemipenis and not prolapsed viscera, as it is bilaterally paired and originates anterior to the vent. Overall appearance is a robust, smooth, and bulbous organ that is narrower basally and broader distally (Fig. 9).

***Uropeltis cf. ceylanica*.**—Length approximately 1.5 mm (~16% of 9.1 mm TL); shape simple, subcylindrical; simple, straight, shallow, and smooth sulcus spermaticus terminating at apex; ornamented and differentiated, with recurved lines on the distal half, more prominent on the sulcate surface





A

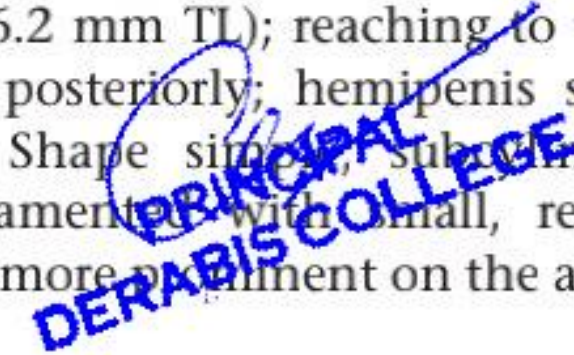


B

Fig. 6. Photograph (A) and drawing (B) of partially everted hemipenes of *Rhinophis saffragamus* in partial sulcate view. No fixed scale bar available; length of everted portion of organs ~50–75% of TL (see de Silva and Ukuwela, 2020 for extensive description of the full specimen). Abbreviations: sl, fleshy, lobular sulcal lips; sp, fine lobular spines or hooks; ss, sulcus spermaticus.

and near the apex; apex flattened and undifferentiated from immediately adjacent body of organ, with prominent spines. Overall appearance is of a cylinder or rod covered in fine spines or hooks (Fig. 10), similar to several other known species of *Rhinophis* and *Uropeltis* (Smith, 1943; Gower and Wickramasinghe, 2016; Ganesh and Achyuthan, 2020).

Uropeltis macrolepis "mahableshwarensis".—Length approximately 7.1 mm (~44% of 16.2 mm TL); reaching to the 5th subcaudal when adpressed posteriorly; hemipenis slightly damaged toward the tip. Shape similar to subcylindrical, narrower at the base; ornamented with small, recurved spines at the apex and body, more prominent on the asulcate



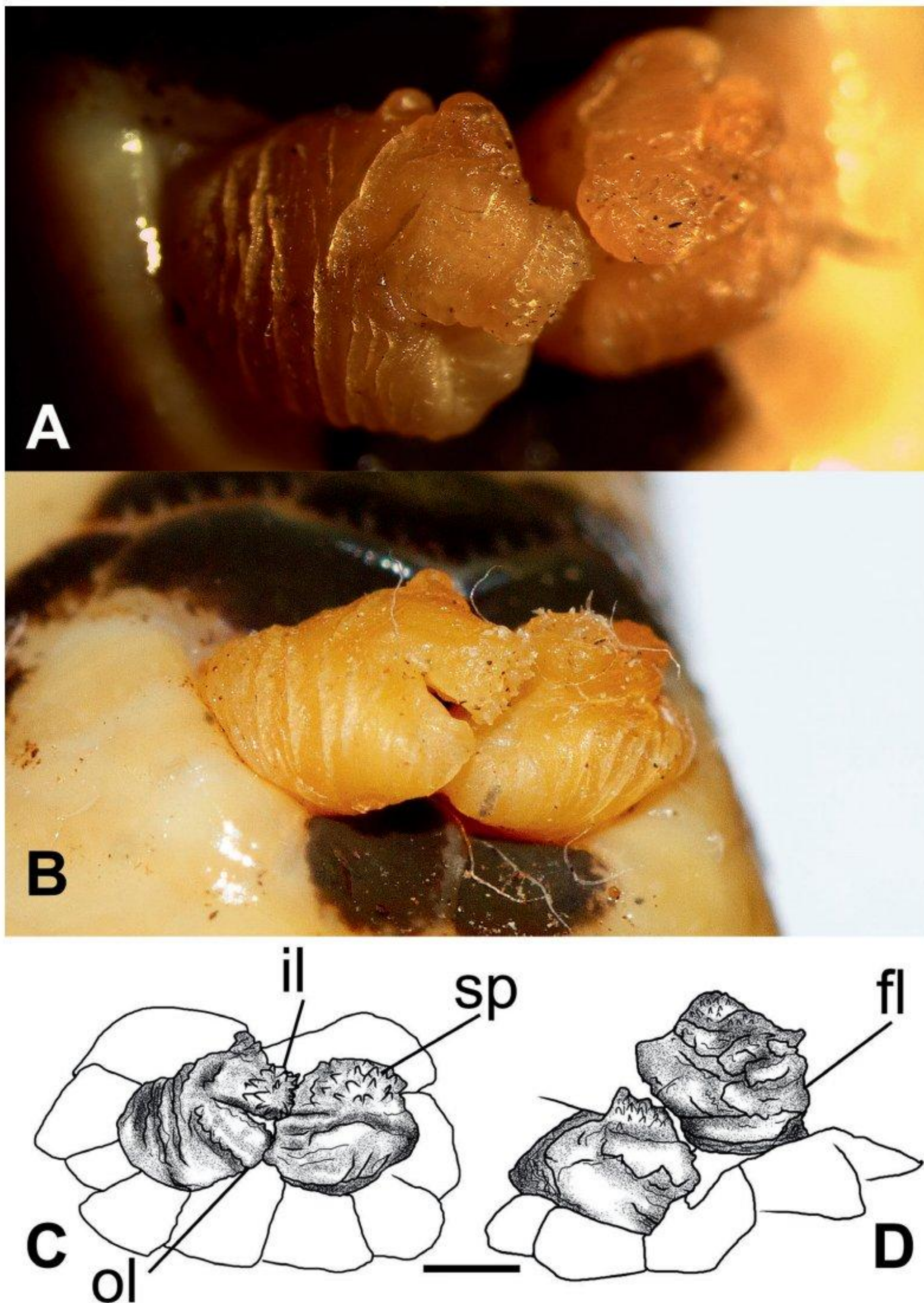


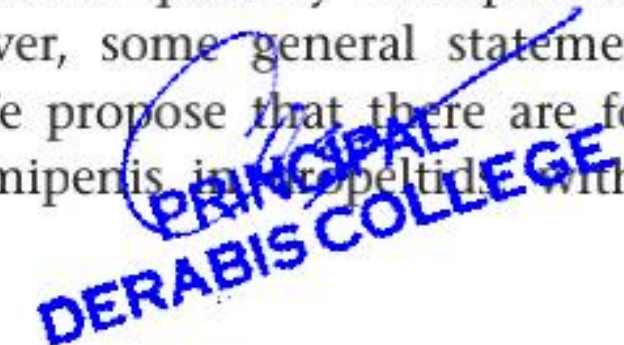
Fig. 7. Partially everted hemipenes of *Rhinophis sanguineus* (VPRS 0918093) in asulcate (A, B, D) and sulcate (C) view, showing short, stout organs with median lobular processes potentially representing a bilobate condition. No fixed scale bar available for photographs (A, B); 1 mm for illustrations (C, D); organs ~2.1 mm, ~18% TL. Abbreviations: fl, basal flounces; il, inner lobe; ol, outer lobe; sp, fine lobular spines or hooks.

surface. Overall appearance is a cylinder covered in spines and tapering toward the base of hemipenis with large horizontal folds or flounces. The damaged area of the organ is darkened for illustration (Fig. 11).

***Uropeltis rajendrani*.**—Organ originally figured in Ganesh and Achyuthan (2020: img. 1H-I); updated description given here for everted organ of the holotype BNHS 3359. Length approximately 3 mm (~23% of 13 mm TL); extending to the 2nd subcaudal when addressed posteriorly; organ fairly short and stout; unilobed and spiny, bearing tiny flounces; with a shallow sulcus spermaticus with rounded lip; plain and smooth pedicel in asulcate view (Fig. 12).

DISCUSSION

We provide initial descriptions of hemipenial morphology for 12 species from five genera. Of these, *Melanophidium* cf. *wynaudense*, *Plectrurus perrotetii*, and *Uropeltis* cf. *ceylanica* are the type species of their respective genera (McDiarmid et al., 1999). Since our observations were of opportunistically everted organs, we cannot yet present a comprehensive overview of uropeltid hemipenes or quantify intraspecific or intrageneric variation. However, some general statements can be made in summary. We propose that there are four distinct, known types of hemipenis in uropeltids, with a possible fifth.



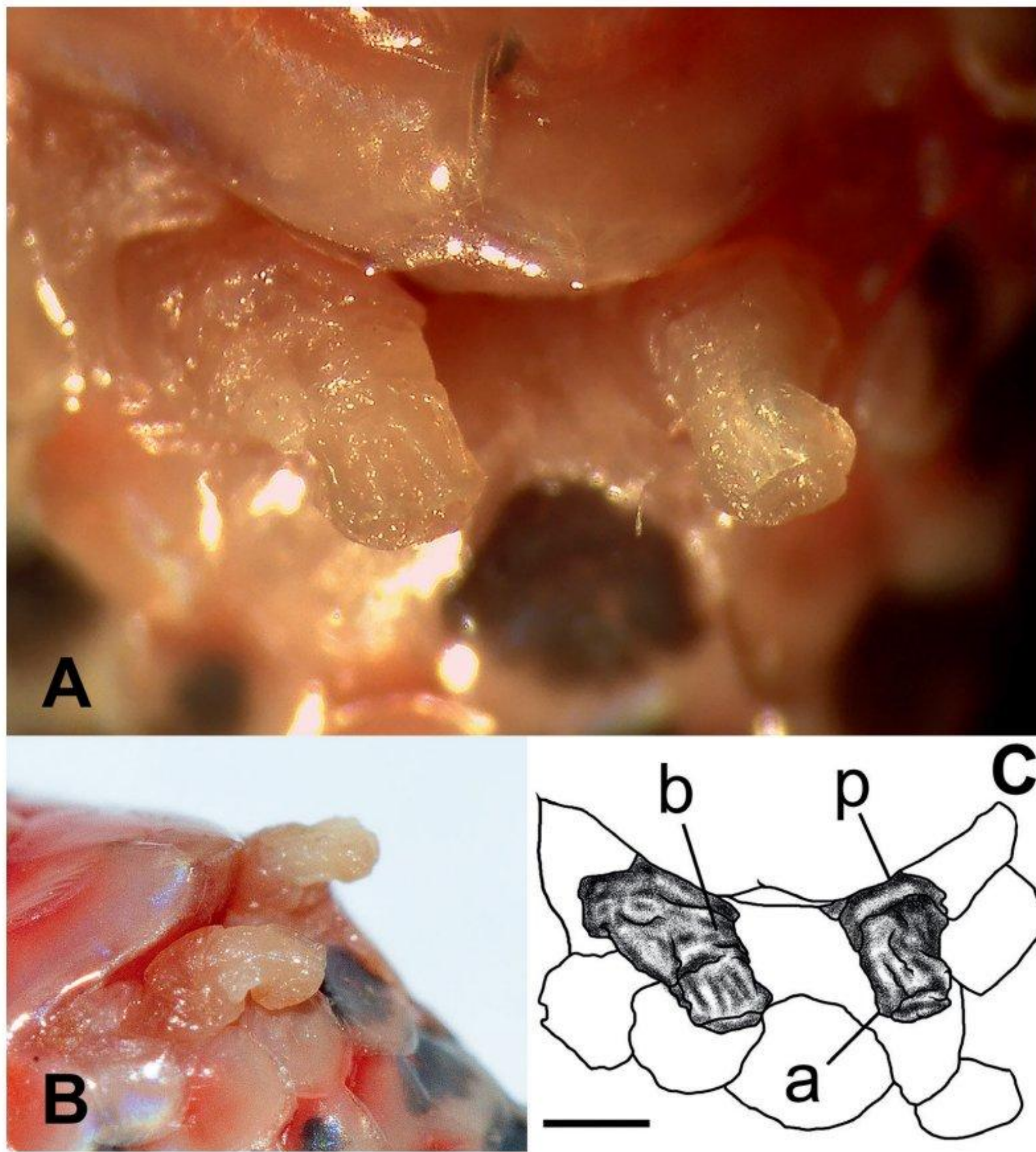


Fig. 8. Partially everted hemipenes of *Teretrurus* cf. *hewstoni* (VPTH 0721123) in asulcate view (A–C). Organ is simple, cylindrical, elongate, and conical with an enlarged pedicel. No fixed scale bar available for photographs (A, B); 1 mm for illustration (C); organs ~1.3 mm, ~19% TL. Abbreviations: a, apex; b, base; p, pedicel.

First are bulbous, mushroom-shaped organs with a winding sulcus spermaticus and numerous convoluted folds. In *Melanophidium*, all surfaces are uniform in character and lack obvious ornamentation such as calyces, papillae, and spines observed in other lineages. Thus, they may be considered naked and undifferentiated. However, the convoluted folds of the organ could be considered flounced ornamentation, particularly near the apex (Figs. 1, 2). Second are simple, undifferentiated, and unadorned cylindrical or coniform organs in *Plectrurus* and *Teretrurus* (Figs. 3, 8). Third are short, stout, subcylindrical organs covered in fine spines with a straight or sinuous sulcus spermaticus. This is the most common type, observed in most known *Uropeltis* and Sri Lankan *Rhinophis* (Figs. 6, 10–12).

All known uropeltid hemipenes have been previously considered to be single or unilobate. However, the hemipenes of three parapatric Indian species of *Rhinophis*, *R. karinthandandi*, *R. melanoleucus*, and *R. sanguineus*, described here (and previously) give the impression of being bilobate (Figs. 4, 5, 7), forming the fourth type. Specifically, the median lobular process described by Cyriac et al. (2020) seems to represent a second capitate lobe. This is a distinguishing characteristic from the other known Sri Lankan species, which are unilobed. We refrain from drawing

a firm conclusion here pending more completely dissected and stained preparations that can be described in more detail. However, the preparations presented here and previously from four specimens of three species provide robust confirmation that hemipenial morphology in this species group differs from the simple, subcylindrical morphology of most *Uropeltis* and Sri Lankan *Rhinophis*. We observe a potential fifth morphology, a large, convoluted and bulbous organ, in one roadkill specimen of *U. bhupathyi* (Fig. 9). While the organ appeared intact, we cannot be certain it was undamaged or developmentally aberrant. Hopefully, future specimens can be observed to corroborate or reject the distinctiveness of this apparently novel morphology.

Hemipenes are still unknown in the majority of uropeltid species, and in the genera *Brachyophidium* (nested within *Teretrurus*), *Platyplectrurus*, and *Pseudoplectrurus*. Whether species in these three genera possess one of the five known types or a novel form remains to be seen. Based on the similarity between some species of *Rhinophis* and *Uropeltis* and *Plectrurus* and *Teretrurus* observed here, we can currently only identify characters specific to the genus level or above. However, we also find key differences in overall morphology and ornamentation in three closely related species of Sri Lankan *Rhinophis*, suggesting that these can serve as diagnostic

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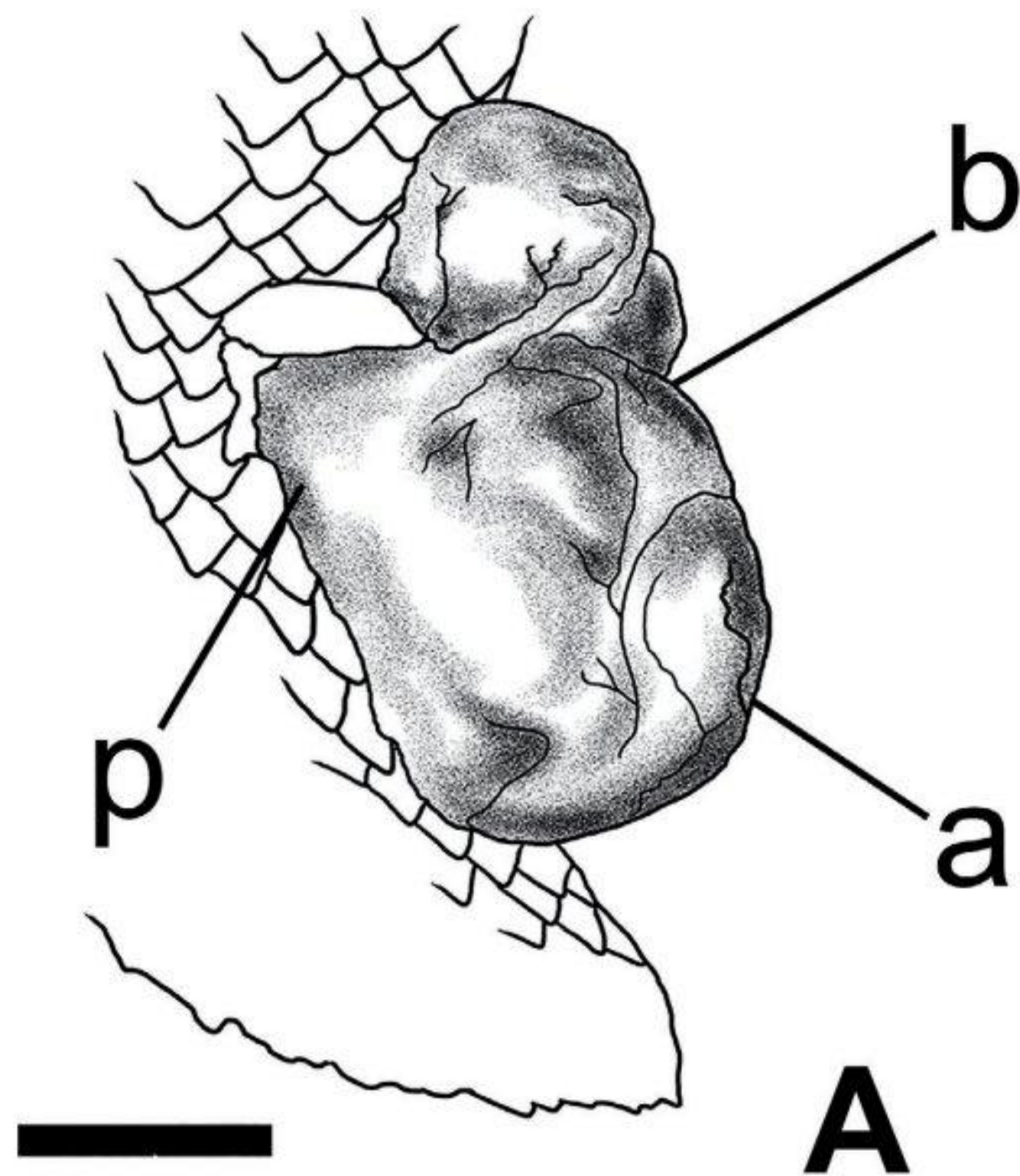


Fig. 9. Partially everted hemipenes of *Uropeltis bhupathyi* SACON/S2 in lateral view illustrated (A) and photographed (B). Scale bar 1 mm; length of lower-most everted organ ~4 mm (~30% of 13 mm TL; Table 1). Abbreviations: a, apex; b, basal portion; p, pedicel.

characters for species groups in some genera. Additional study will be needed to quantify other areas of variation (such as degree of ornamentation) to determine whether hemipenes show taxonomically useful species-specific characteristics. For instance, the number and distribution of spines in subcylindrical unilobate *Rhinophis* + *Uropeltis*-type organs may provide a potential source of quantitative variation for diagnosing species.

Hemipenial incompatibility has been long known (Arnold, 1986; Köhler et al., 2012; Nunes et al., 2012) as a strong pre-zygotic barrier among snakes (David et al., 2001, 2002; Guo and Zhang, 2001) and other squamates (Maduwage et al., 2008). Among the taxa sampled here, *Melanophidium* cf. *wynaudense* and *Plectrurus perrotetii* are broadly sympatric in parts of the western Nilgiris (Wall, 1919; Pyron et al., 2016) after accounting for some elevational differences in their occurrence (SRG, pers. obs.) and show very distinct hemipenial morphologies. Additionally, the three closely related India *Rhinophis* (*R. karinthandani*, *R. melanoleucus*, and *R. sanguineus*), which are broadly parapatric or sympatric in the Wayanad region (Sampaio et al., 2020), have a seemingly bilobate organ but show several differences in the degree of ornamentation. Though we note in passing that the strongly incompatible hemipenial structures observed here support the prevailing notion of reinforced sexual incompatibility, our lack of data for typically allopatric congeneric species precludes us from commenting further. Given the phylogenetic distance between these genera, genital incompatibility may no longer

be an important source of pre-zygotic isolation, though it may still be involved in speciation.

The hemipenes of uropeltids are highly modified and distinct from those of most of their henophidian relatives, the majority of which are at least partially bilobed, with a bifurcate sulcus spermaticus, and typically some degree of ornamentation or differentiation (Underwood, 1967; Branch, 1981). An exception is *Cylindrophis*, the sister group of Uropeltidae, in which the organ and sulcus are simple (Smith, 1943), and in *C. engkariensis* specifically resembles the *Plectrurus* organ in being coniform and smooth (Stuebing, 1994). In Uropeltidae, only in the three species of Indian *Rhinophis* examined do we observe a possibly bilobate condition, though interpretation of this median lobular process is unclear. Some uropeltids may indeed possess bilobate organs, or this structure observed in *R. melanoleucus* and *R. sanguineus* may instead represent an additional novelty in the diverse morphological structure of snake hemipenes.

In contrast to the diversity and complexity of the hemipenes of other henophidian snakes and of alethinophidians more broadly, the hemipenes of cylindrophids and some uropeltids appear to resemble most strongly those of typhlopoid blindsnakes. The organ in *Melanophidium* is highly similar to that of the African afrotyphloids *Afrotyphlops* and *Rhinotyphlops* (Branch, 1986, fig. 2). Specifically, both taxa have short, bulbous, and mushroom-shaped organs with convoluted terminal lobes or flanges. Similarly, the organ in *Cylindrophis* resembles that of the African leptotyphloids *Leptotyphlops conjunctus* and *L.*

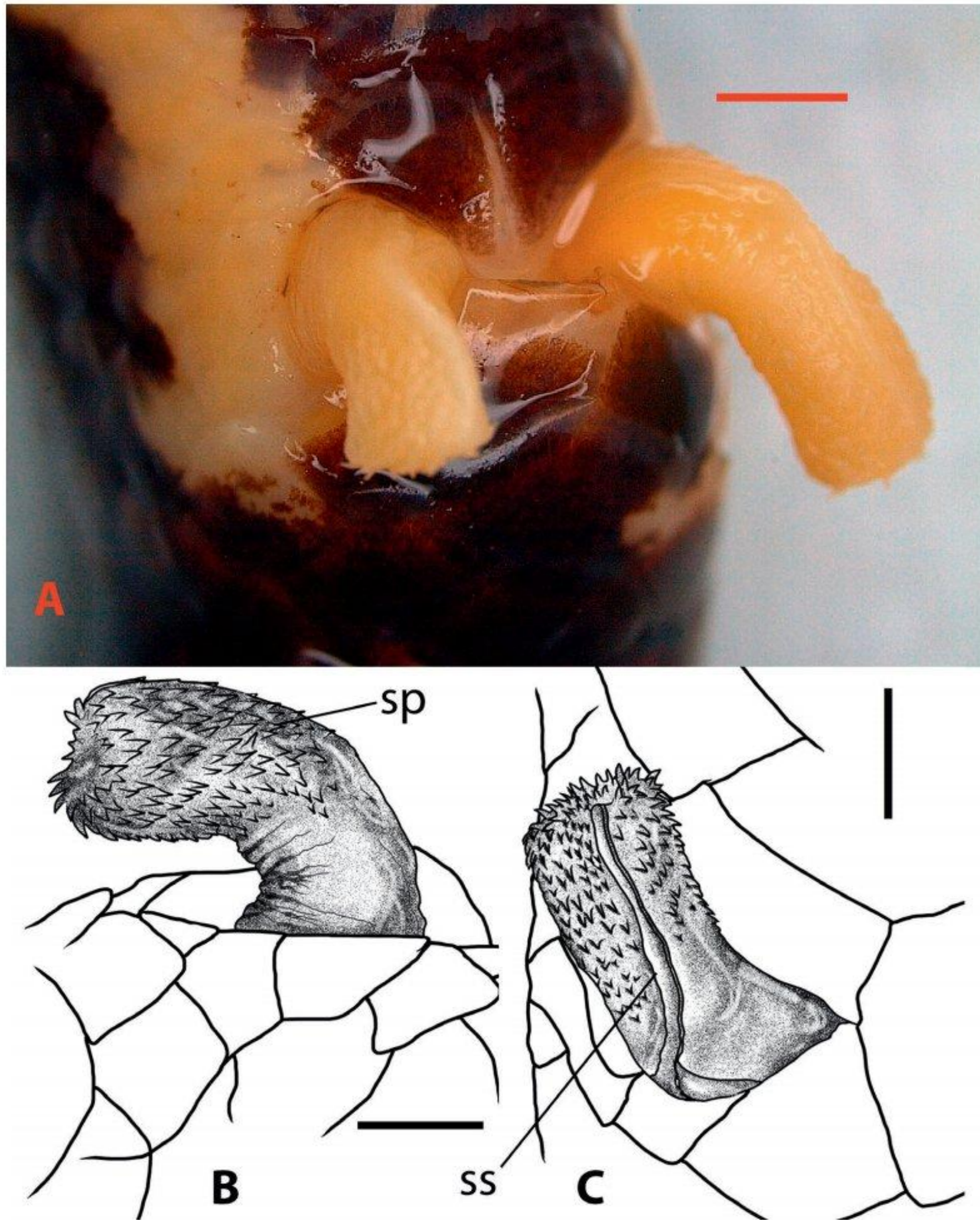


Fig. 10. Partially everted hemipenes of *Uropeltis* cf. *ceylanica* in overhead (A), asulcate (B), and sulcate (C) views. Scale bars are 1 mm. Abbreviations: sp, fine lobular spines or hooks; ss, sulcus spermaticus.

nigricans (Branch, 1986: fig. 1). In both groups, the organ is long, simple, and attenuate, with a broader, coniform base. However, Branch (1986) also reports a greater degree of ornamentation in many typhlopids (e.g., hooked terminal awns, calyces, and papillae) not seen here in uropeltids.

The subcylindrical hemipenis in Sri Lankan *Rhinophis* and some *Uropeltis* bears a gross resemblance to that of the West Indian typhlopids *Typhlops jamaicensis* and *T. richardi* illustrated and briefly described by Thomas (1966: fig. 5a). However, this comparison is not detailed, given the relative paucity of detail offered by Thomas (1966) and the overall scarcity of data on typhlopid hemipenes. The hemipenis of *T. jamaicensis* bears a resemblance to the rod-like organ of some *Rhinophis* and *Uropeltis*, but Thomas (1966) does not mention fine spines or hooks as in uropeltids. The attenuate and undifferentiated organ in *T. richardi* is also similar to that of *Plectrurus*, *Teretrurus*, and the African typhlopids described above by Branch (1986).

Among terrestrial alethinophidian and caenophidian snakes, the organ in *Cylindrophis*, *Plectrurus*, and *Teretrurus* (along with several typhlopids as noted above) also resembles that of the psammophiid caenophidian *Malpolon insignitus* (see Andonov et al., 2017). The organ in *Malpolon* is simple, cylindrical, undifferentiated, and unadorned, with a broad coniform base. This is a highly derived advanced snake that is nested within a group (Colubroides) possessing diverse and varied hemipenial morphologies, typically bilobated, highly differentiated, and heavily adorned. This suggests that the resemblance between typhlopids, cylindrophids, uropeltids, and *Malpolon* is convergent, and further underscores the evolutionarily and ecologically labile nature of hemipenis structures across snakes.

Given the prevalence of convergence toward burrowing morphologies across squamates (Lee, 1998; Da Silva et al., 2018; Ebel et al., 2020), one potential hypothesis is that the similarity between uropeltid and typhlopid hemipenes mirrors overall selective pressures for convergent similarity.

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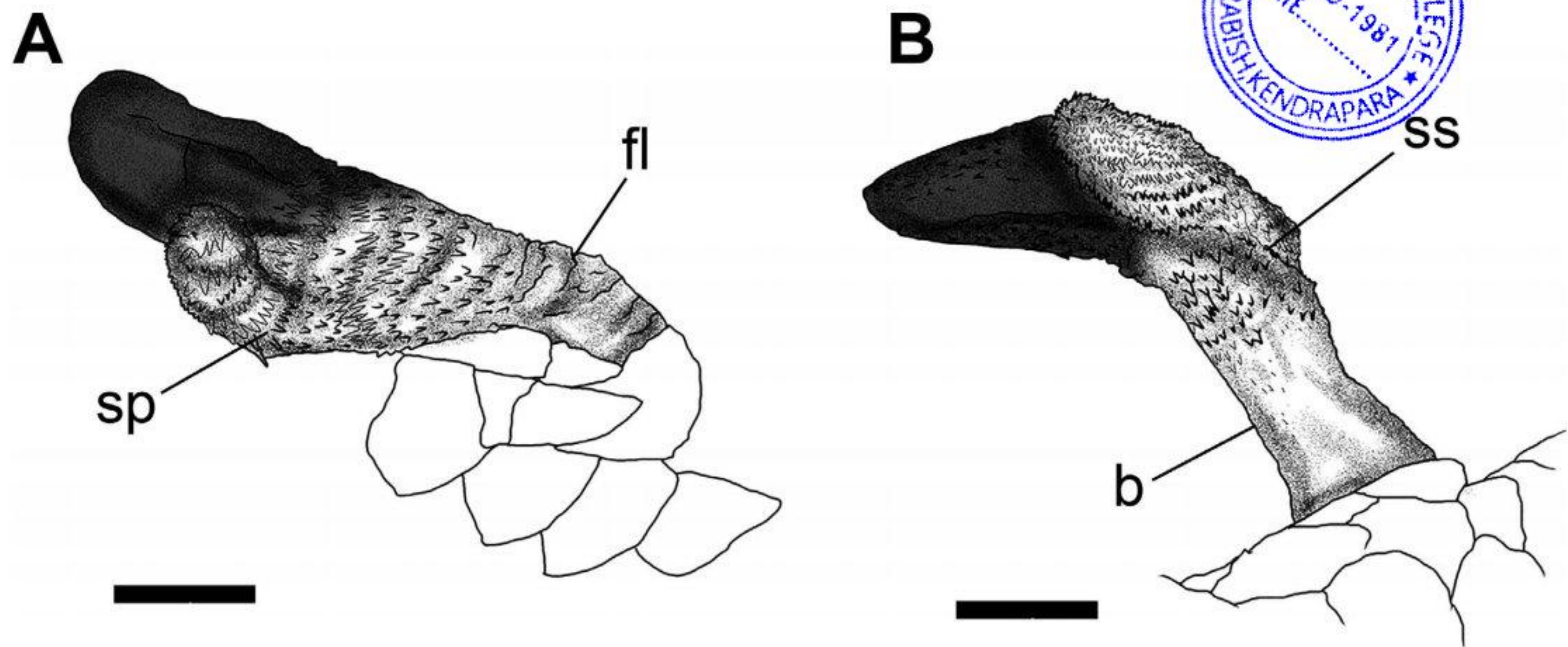


Fig. 11. Partially everted and damaged hemipenis of a roadkill *Uropeltis macrolepis* "mahableshwarensis" (U12; see Pyron et al., 2016) in asulcate (A) and sulcate (B) view. The damaged tissue is darkened; the remaining intact portion shows the typical "Uropeltis" morphology. Scale bars are 1 mm; organ length approximately 7.1 mm (~44% of 16.2 mm TL). Abbreviations: b, base; fl, folds or flounces; sp, lobular spines or hooks; ss, sulcus spermaticus.

in body form and ecomorphology. Some authors have hypothesized, but failed to support, that calcified hemipenial spines may evolve in limb-reduced taxa to replace the function of limbs in couple anchoring (Nunes et al., 2014). However, this hypothesis was for terrestrial lizard species; the hemipenial simplicity observed in fossorial snakes may simply be related to an overall simplification in body form and ecomorphological complexity related to burrowing

adaptations. In burrowing snakes, selective pressures for simplified hemipenes may arise from the physically constrained context of copulation; if individuals are mating underground in burrowed tunnels, little space may be available for cloacal contact.

In potential contradiction to this hypothesis of convergence, there are several other fossorial or semi-fossorial taxa that show very different and elaborate hemipenial morphol-

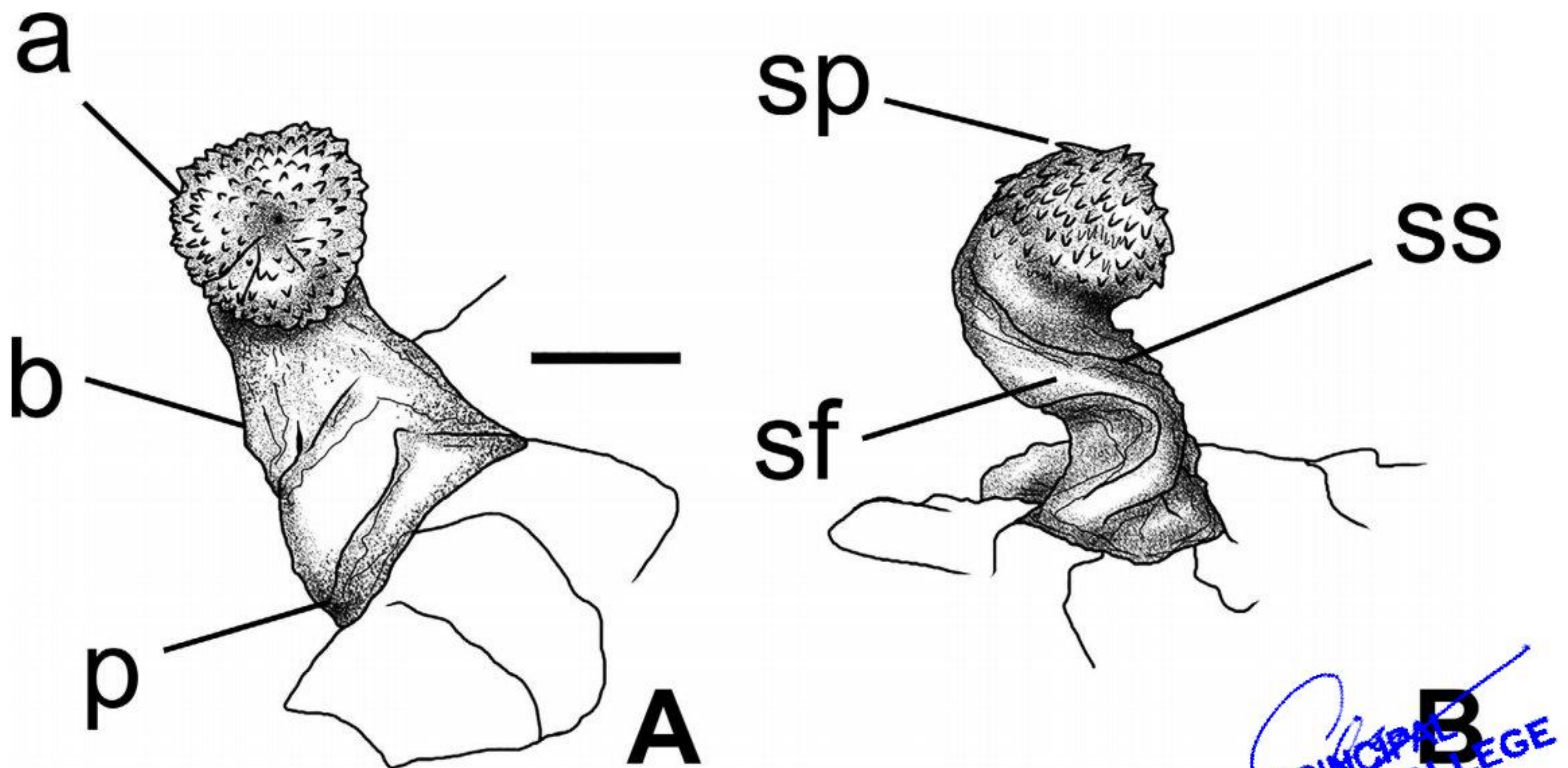


Fig. 12. Partially everted hemipenis of the holotype of *Uropeltis rajendrani* (BNHS 3359), previously photographed in Ganesh and Sathyan (2020: img. 1H–I), illustrated here in asulcate (A) and sulcate (B) views. Scale bar is 1 mm; organ is ~3 mm, ~23% of TL. Abbreviations: a, apex; b, basal portion; p, pedicel; sf, sulcal folds; sp, lobular spines or hooks; ss, sulcus spermaticus.

ogies. These include *Apostolepis* (Santos et al., 2018), *Atractus* (Schargel and Castoe, 2003), *Geophis* (figured in Campell et al., 2018; Townsend, 2009), and *Eryx* (Andonov et al., 2017). Thus, the apparent convergence between typhlopoid and cylindrophiid + uropeltid hemipenes may not reflect selective pressures related to fossorial microhabitats or burrowing behaviors, but may instead stem from sexual selection during their recent radiation (Ganesh, 2015; Cyriac and Kodandaramaiah, 2017). Alternatively, the relatively simple hemipenes observed in typhlopoids, cylindrophiiids, and uropeltids may represent symplesiomorphies from ancestral snakes, which have subsequently been heavily modified and derived in some advanced snakes. These provide alternate hypotheses that can be tested in a broader comparative context in snakes by future researchers.

Here, we provide a preliminary addition to knowledge of hemipenial variation in uropeltids, one of the least-known snake families. Uropeltids possess at least four distinct hemipenis forms, with the simple, subcylindrical type apparently characterizing the largest number of species in *Rhinophis* and *Uropeltis*. The hemipenis is still unreported in the genera *Brachyophidium*, *Platyplectrurus*, and *Pseudoplectrurus*. Hemipenes appear to be useful in diagnosing uropeltids at least to the genus level, and in differentiating between Indian and Sri Lankan *Rhinophis*. Spinous ornamentation in some species of *Rhinophis* and *Uropeltis* may prove useful in delimiting species boundaries. Despite the overall reduced body form and ecomorphology of uropeltids compared to their henophidian relatives, uropeltid hemipenes are relatively labile and variable among genera, with some superficially resembling those of typhlopoid blindsnakes. This may be due to overall convergence toward a burrowing lifestyle, or due to other factors such as sexual selection. Uropeltids and their behavior and morphology continue to be understudied, and in need of further data in all aspects.

DATA ACCESSIBILITY

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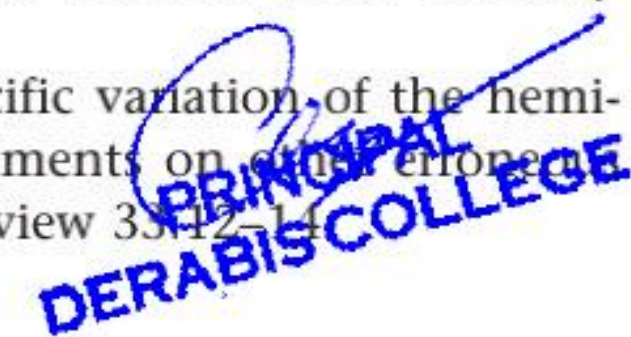
ACKNOWLEDGMENTS

This research was funded in part by US NSF grant DEB-1441719 to RAP. We thank the DBT-IISc Partnership Programme for support to KS. We thank T. Varghese of the CES Museum, and S. P. Vijayakumar, S. P. Pal, M. Prabhu, K. P. Dinesh, S. R. Chandramouli, and V. Torsekar for access to specimens. At SACON, SRG thanks P. Balsubramanian, R. Jayapal, and S. Babu for access to the museum specimens, and B. Rao and P. Karthik for curatorial help. VPC was partially funded by the Science & Engineering Research Board NPDF grant PDF/2020/000527 and thanks R. Koth and O. Adhikari for access to specimens at BNHS and photographs of the organs of paratypes of *R. melanoleucus* and *R. karinthandani*, A. Sayyed for specimens, and the Kerala Forest

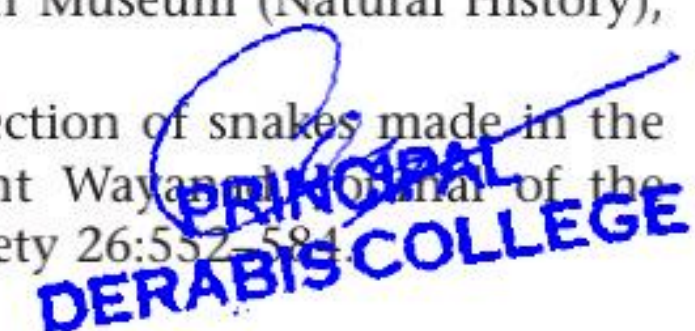
and Wildlife Department for permits issued to him (WL 10/7451/2013). In Sri Lanka, ADS and RAP thank the Department of Wildlife Conservation for issuing research permits.

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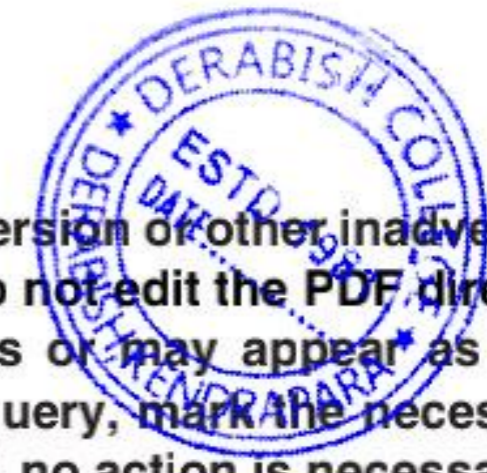
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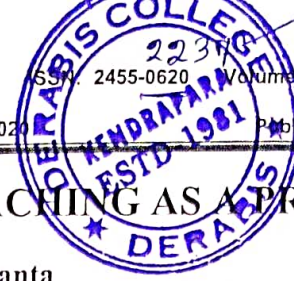
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A SPECIAL ROLE OF INTEREST IN TEACHING AS A PROFESSION

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Abstract: Role of interest is quite difficult to define and interpret when teaching as a profession of an individual. A profession is a complex social phenomenon. It owes its existence to perception by its members that they are members of this or that profession. In this sense, while speaking of a group of people as forming a profession, we are speaking about how they see themselves and are seen by others. Another part is interest which is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes or our attractions and aversions. The author observed the role of different interest factor in teaching by which teaching is the noblest of all profession in the society. It is most rewarding too, not in terms of wealth and luxuries but in term of its being the dispenser of human destinies. So we can heartily say the role of teachers' interest occupy the centre-stage in the grand opera of learning which is almost daily played as teaching in the classrooms in India.

Key Words: Interest, Teaching, Profession.

1. INTRODUCTION:

Role of interests are important in their own right and they represent a trait distinctly different from other traits. Teacher is the milestone in the classroom teaching for the process of education. If he is more interested towards his profession or sincere or hard worker or confident, then we can be assured of the nation's future. In our soil and culture a teacher is held in great respect and honour. A teacher should have positive interest or attitude to guide the students and to motivate towards the education too easily. The performance of teacher is dependent to a great extent on interests in his profession. In the present study clearly emphasized that has been made to observe and compare the teaching interest and liability feeling among the teachers and to find at the extents and limits up to which they discharge their professional obligations earnestly. An interest is an innate, acquired, learned or developed component of competency to a certain kind of work at a certain level. We can defines interest is a tendency to become absorbed in an experience and to continue it.

1.1. CHARACTERISTICS OF INTEREST AND PROFESSION:

Interests are important in their own right and they represent a trait distinctly different from other traits. Their role in the performance and achievement of any kind is no less significant than that of other relevant traits. Its role is highly impressive in teaching. The characteristic of interests are given below:

- Interests are shaped by heredity and environment
- They are fairly stable traits
- They never become permanently fixed
- They are sufficiently unique to warrant special consideration in the study of an individual or a group
- They vary with age and differ among individuals and
- They gradually crystallize as the individual begins to discover himself.

There is no definition of the term 'profession' can be regarded as authoritative. However certain characteristics are so widely accepted that they provide a good working idea of what is meant by profession. These characteristics are given below:

- A profession must be having a unique, definite and essential social service to perform.
- A profession depends upon intellectual rather than physical techniques in carrying on his works
- Entry in to a profession usually requires a long period of preparation including formal specialized training
- A profession is emphasis upon the service to be rendered rather than rewards to be gained
- Profession is a life-time occupation
- A profession is so regarded by virtue of its being governed by a well-defined organization.

1.2. DIFFERENT INTEREST FACTORS:

The teaching profession is based on different interest factors for the process of education classroom teaching. These different interest factors are:

- **Manual** : It includes activities that are manual in natural with less emphasis on thinking variable.



- **Social** : It includes welfare of others, verbal expression, control of others, office activity and responsibility.
- **Clerical** : It includes such activities as office work, number of manipulation, precision, exactness and physical activity
- **Business** : This includes business contact, verbal expression, fixed-in-complete course and sensory satisfaction
- **Outdoor**: It includes out -door activity, like agriculture manual activity, construction as well as manipulation, farming etc.

2. METHODS MEASURING INTERESTS TOWARDS TEACHING:

We can measure the interests of teacher towards teaching by the following methods:

- **Observation** : We may observe manifest interests. What a teacher actually does is a good indication of what his interests are?
- **Claims of the Counselee** : We can determine a teacher's interests from his expressed interests in a subject, activity, object or vocation.
- **Use of Instruments**: We may asses interests using an instrument like Michigan vocabulary test on the ground that if a teacher is really interested in his profession
- **Use of Inventories** : We may determine the pattern of a teacher's interest from his responses to his occupation and activity. This technique is by far the most common means of assessing interests.

2.1. Improvement of Interests towards the Teaching Profession:

The destiny of a country is being shaped in classroom. So the teachers are occupied pivot role in the society. For this reason some provision must be forwarded to improvement of interest towards teaching profession.

- Teachers should be given professional training and the latest knowledge
- Teachers at all levels should be treated as equal
- Teacher trainees should be kept in contact with actual conditions.
- All teachers should be given equal opportunities for developing and improving themselves
- 5 Unions of teachers should be established to safeguard the interest of the teachers.
- The administration should seek the cooperation of teachers.

3. CONCLUSION:

The results show that regardless of the effects of demographic variables such as gender, age, year of study or fields of study, the prospective teachers' interest in teaching can be identified through three distinctly different profiles, high, medium and low interest in teaching. Results of the present study also demonstrate that the profiles of prospective teachers' interest in teaching were significantly related to their career choice satisfaction and professional plans. The social role of the teaching profession was a factor mentioned positively by students both in the evaluation of this profession and in their expectancies in relation to the future work as a teacher. Although the idea that the teacher plays an important social role contribute to increase the interest in or the admiration of the profession, it is necessary to point out that this sole aspect is not enough to draw students neither to this field of work nor to the prospect of remaining in the career. This study has also made it possible to visualize the factors that increase the lack of interest in the teaching profession, which are mainly related to the working conditions and context of social devaluation. Thus the research findings point to the need to improve the working conditions of teachers in order to attract and retain students to the teaching career.

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ISSN (Online): 2455-7838

SJIF Impact Factor : 6.260

ISI I.F. Value : 1.241

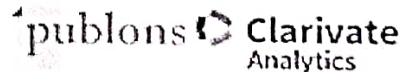
DOI : 10.36713/epra2016

EPRA International Journal of Research & Development (IJRD)

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 5, Issue:4, April 2020

Indexed By:



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A STUDY OF PRIMARY SCHOOL MERGER PROGRAMME IN ODISHA

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ABSTRACT

This study is an attempt of Primary school merger programme which reflects the policy of rationalization of school in Odisha. With the state Govt. finalizing modalities for merger of schools for system-wise transformation and quality learning, school education in Odisha is all set to go for a complete makeover. As per the roadmap prepared for rationalization of school education, around 4200 schools will be merged with schools located in the same campus or within the radius of 100 meters in the first phase before the next academic session. School listed for merger have students' enrollment of less than 20. The School and Mass Education Department of Odisha embarked on an ambitious program of primary school mergers by shutting down small village school and opening up larger centralized schools. The goal of the programme was to improve the teacher and building resources in an attempt to raise the human capital of students in poor rural areas although it was recognized that students would lose the opportunity to learn in the settings of their own familiar villages. Given the magnitude of the programme and the obvious mix of benefits and costs that such a program entails there has been surprisingly little effort to evaluate the impact of creating a new system that transfers students from school to school during their primary school period of education. In this paper, our overall goal is to examine the impact of the rural Primary School Merger programme.

KEYWORDS: *Primary School Merger Programme, Rationalization of Schools, Lead School, SLMC*

INTRODUCTION

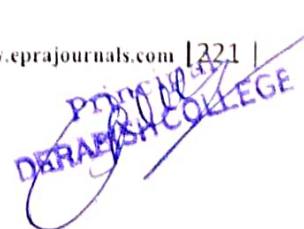
The exponential growth of elementary and secondary schools in the state in last two decades has undoubtedly resulted in expansion of access to schools and at present there is hardly any un-served habitation left in the state. But, so far as quality education is concerned there is still much room for improvement. One of the important factors affecting the pace of growth in quality education is lack of adequate number of teachers in many schools. Ironically many schools are running with very less number of teachers in our state although it has a highly favorable PTR i.e. 23:1 against the RTE Norm 40:1. This is the reason why a continuous effort has been made in last 10 years to rationalize the teachers. But rationalization of teachers alone has not solved the acute problem of vacancy of teachers in many schools especially those located in rural and remote areas. The following situations have

been found to be inhibitory in the stride towards the goal of quality education:

(a) Schools with very poor roll strength and those with better roll strength have been provided with equal number of teachers to satisfy the RTE norm.

(b) A large number of schools being there, the state has not been able to provide at least one teacher for each class in elementary schools as required in an ideal situation. Thousands of primary schools are running with only two teachers. This has forced the schools to adopt the multi-grade teaching method which probably slow down the pace of our journey towards the goals of quality education.

(c) Myriad instances are found where two or more schools with same class range or compatible range of classes are running from one campus or close vicinity.





(d) Existence of large number of schools splits and reduces the availability of material and intellectual resources for individual institutions. This also causes problem in monitoring and supervision. Deficiency in monitoring and supervision obviously affects the achievement of quality education.

6, 5 class / 7 class Secondary Schools having roll strength less than 40 shall be treated as low roll strength schools for this purpose.

However, keeping the RTE distance norms for access in view, Geographical location of school natural barriers and other local factors, Govt. may decide to modify the minimum roll strength criteria for physical merger of Low Roll Strength Schools.

The merger shall be two types such as :

RATIONALISATION OF SCHOOLS

Rationalization of schools being one of the most effective ways of solving the problems caused due to the above situations, steps have been taken in this direction in recent years by merging schools and closing down many schools with very poor roll strength. Although these steps have been taken in the right direction, a comprehensive and strategic approach to the problem was required to be worked out to ensure rational distribution of teachers in order to bring improvement in quality.

Thus formulating a comprehensive policy of rationalization of schools was under active consideration Govt. for a long period. After careful considerations have been pleased to introduce a "Policy of Rationalization of Schools" with following details:

1. Scope:

All Govt. schools both elementary and secondary schools shall be covered under the policy. The horizontal / vertical integration among Block Grant School and GIA Schools will be considered separately with detail modalities.

2. Initiatives under the Policy:

The following major initiatives shall be undertaken for implementation of the policy:

(a) Merger of Schools:

Schools located in same campus or located within a distance of 100 meters shall be merged so as to form a single institution or a composite institution which may have both elementary and secondary wing.

Further, schools with very low roll strength shall be physically merged with other schools of same range of class or higher range of class even though the distance exceeds 100 meter. A primary school with roll strength less than 20 and Upper Primary School (class I-VIII) with roll strength less than 30 shall be treated as Low Roll Strength School for the purpose of merger. Similarly, in case of Secondary schools, a 2 class Secondary School with roll strength less than 30 and a 5 class / 7 class school with roll strength less than 50 shall be treated as Low Roll Strength Schools. But in case of EBB/TSP Blocks, the Primary Schools having roll strength less than 10, in case of U.P. Schools (I to VII Class) having roll strength less than 20, 2 class Secondary Schools having roll strength less than 20 and

(i) Horizontal Merger:

Schools with same range of classes shall be merged to form a single school. The following mergers shall be treated as horizontal mergers.

- Merger of two or more Primary Schools
- Merger of two or more Primary Schools of any range
- Merger of two or more Secondary Schools of any range

(ii) Vertical Merger:

Schools with different range of classes, i.e. one with lower class range and the other with higher class range shall be merged to form a single or composite school. The following mergers shall be treated as vertical merger:

- Merger one or more Primary School with a 3 Class (VI- VII) or 8 class (I-VIII) Upper Primary School
- Merger one or more Primary School with a 5 Class (VI- X) or 7 class (IV-X) Secondary School
- Merger of one or more 3 Class Upper Primary Schools(VI-VIII) / 8 Class Upper Primary Schools (I-VIII)with a 2 Class(IX-X)/5Class (VI-X) / 7Class (IV-X) Secondary School
- Merger of one or more Primary Schools with a 2 Class (IX-X) Secondary School, provided that the linking classes are opened by Govt. in appropriate time to facilitate continuity of study of the students passing out of the top class of the primary school.

(b) Up-gradation of Schools:

In order to implement this policy of rationalization of schools Govt. may upgrade a primary School to Upper Primary School or an Upper Primary School to Secondary School in the following situations:

(i) To open link classes (VI-VIII) where it is decided to merge a Primary School with a two class Secondary School, the Primary School may be upgraded to an Upper Primary School.

(ii) Selection of Schools for Merger

The selection of schools for merger should be based on the following criteria-



- (a) All schools being merged need to be located in the same district
- (b) The schools must be Govt. managed schools
- (c) Madrasa, Sanskrit Toll, Special Schools shall not be selected for merger
- (d) The schools should be located in same campus or within 100 meter radius. In case of Low Roll Strength Schools, the 100 meter distance restriction shall not apply
- (e) Schools separated by State High Way, National High Way and Railway Line shall not be taken for merger.
- (f) Schools separated by rivers, forests, hills or any other natural barriers shall not be merged.
- (g) All aided School shall not be considered for merger with a Govt. School
- (h) In case of physical merger of Schools not located in the campus, the availability of class rooms in the School to which students to closed School shall be shifted must be verified by properly through the higher authorities.
- (i) In case of non-availability or required of class rooms to accommodate the students after physical merger, administrative merger may be taken up for the time being till construction of the additional Classrooms.

03. Implementation Modalities:

- (i) The Schools to be merged / upgraded shall be selected on the basis of UDISE data Vis-à-vis the above mentioned guidelines by a District Level Merger Committee (DLMC) under chairmanship OF Collector of the district. The DEO, DPC and all BEOs shall be the members of the committee and DEO will be the member convenor. If the committee so decides fresh verification of UDISE data may be made.
- (ii) The Schools considered for merger shall form the merger group and the School with highest class in the group will normally be the Lead School with which other Schools will merge. The Schools which will merge with the lead School shall be known s Satellite Schools. In case, there is more than one School to be the lead School DLMC will take a decision taking into account the number of classes, infrastructural and will strength in the order of such School, to select the lead School.
- (iii) The list of Schools for merger / up-gradation approved by the DLMC.
- (iv) A State Level Merger Committee (SLMC) under the chairmanship of SPD, OPEPA with SPD, RMSA and DEE as members will scrutinize the list. The Officer in charge of Access in OPEPA will convene the meetings of SLMC.

(v) After notification of Schools for merger, steps will taken by the DEO or BEO.

(vi) The records, stores, accounts movable properties of the Satellite Schools shall be handed over by the Headmasters of the concerned Schools to the H.M of the lead School.

(vii) The subsequent adjustment / transfer of employees in the Schools notified for merger shall be made as per instructions in the notification of merger.

(viii) In case of dispute in naming in the Nodal School after merger, the H.M of the Nodal School shall organize a joint meeting of the SMCs of merger group-

(ix) After merger the Headmaster of the Nodal School will take steps to record the land and property of the all merged Schools in its name in revenue records.

04. Applicability of provisions of RTE Act

The distance norm for access for children from catchment villages / habitations as prescribed in RTE Act shall not be deviated in any case of physical merger of elementary Schools.

05. Applicability of Odisha Elementary Cadre Rules

The provisions of Odisha Elementary Cadre Rules in so far as service conditions of the teachers of elementary Schools are concerned shall not be deviated in any manner after the merger.

CONCLUSION

As per the roadmap prepared for rationalization of School Education around 4,200 School will be merged with Schools located in the same campus or within the radius of 100 meters in the first phase before the next academic session. Schools listed for merger have students' enrollment of less than 20. The decision after merger of Schools was taken under the Sustainable Action for Transforming Human Capital (SATH) programme launched by NITI Aayog in three states including Odisha. Director of Elementary Education, Chudamani Seth said earlier Schools with students' strength of less than 10 were closed, but now Schools having less than 20 students will be merged with nearby Schools. "Tentatively we have found 4200 Schools which can be integrated with the next Schools. If it is a Primary School, it will be merged with Upper Primary and the latter will be clumped together with High School. Work has already begun and we are planning to complete the merger process by end of March" he said.



It was found that more than one Govt. Educational institution having different heads are functioning from one campus or adjacent campuses with independent identities and there was lack of co-ordination among these institutions while undertaking different activities like annual functions and sports meets.

The Director informed that along with the merger they would go for reduction of out of School children and dropouts in ten identified districts including Koraput, Malkangiri, Nabarangpur, Rayagada, Bolangir, Subarnaopur, Kalahandi and Nuapada besides Gajapati and Kandhamal. The School and Mass Education (SME) Department is, infact, planning to merge around 21,300 Schools by March'2020 as per the S A T H guideline. Though Odisha has 25,477 primary Schools and 2,554 upper Primary Schools with students' enrollment of less than 60, the priority will be given for merger of Schools located within the radius of one K.M.

The state has prepared a roadmap for conducting a detailed diagnostic exercise and designs a customized School Education system. The roadmap will be implemented through the State Project Monitoring Unit (PMU) which will do tracking, monitoring and course correction. Apart from Odisha, the SATH Programme is also being implemented in Madhya Pradesh and Jharkhand.

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ISSN (Online) : 2455 - 3662

SJIF Impact Factor : 5.614

ISI I.F. Value : 1.188

DOI : 10.36713/epra2013



EPRA International Journal of
**Multidisciplinary
Research**

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 6 Issue: 2 February 2020

Indexed By:



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A STUDY ON MEASURE THE LEVEL OF ACADEMIC STRESS AMONG THE HIGH SCHOOL STUDENTS OF GOVT. AND PRIVATE SCHOOL

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ABSTRACT

The Present study was to measure the level of academic stress among the high school students of Govt. & Private School and also to compare the degree of stress among boys and girls. The sample of the study consisted of 122 students each from Govt. and Private school. The data was collecting by purposive sampling technique. The sample was administered academic stress scale developed by Suchismita and Akankshya. The descriptive statistics and 't' test was used to verify the hypothesis. The findings reflect that the nature of school emerged as a significant factor in the experience of stress. The students of Govt. schools were experiencing more stress further this study also reflected that there is no gender difference in the experience of stress in now-a-days.

KEY WORDS: Academic Stress, Students of Govt. High School & Private High School.

INTRODUCTION

Academic Stress is one of the major problems among Govt. & Private High School students. Examination has become a crucial parameter to assess learning for the students time to time. They have the significant row in academic acceleration. The teachers & parents are pressurizing the students to perform better result in Exam. As a result, such pressure can stimulate stress among students. That stress can have both positive & negative effects, at a moderate level the stress can enhance performance and the same stress perceived negatively can result in academic failure consequently lead to various psychological & physiological problems now-a-days.

Stress is a normal part of every man in his life it can create in an any situation of life which may be as frustrated, angry or anxious. Webster dictionary defines that "A condition typically characterized by symptoms of mental & physical tension or strain, as description or hypertension, which can result from a reaction to situation in which a person feels threatened, pressure etc." An individual can stress in daily life in different ways and it can be viewed as the bodies' reaction both neurological and physiological.

The author found that academic stress reflects perception of individual's academic frustration, academic conflicts, academic pressure & academic anxiety. Academic frustration is a state caused by harm of some

academic goals. Academic conflict is the results of two or more quality in compatible response tendencies to academic goals. Academic pressure refers that when the student is under heavy demands on time and energy to meet academic goals. Academic anxiety reflects that apprehension of harm to some academic goals. Though academic stress makes a significant contribution in predicting school performance but also act as a negative predictor of academic performance in school children.

OBJECTIVES

1. To compare the academic stress Govt. & Private High School Students.
2. To compare the academic stress between boys and girls of Govt. & Private High School.

HYPOTHESIS

1. There is no difference in the stress level among students studying in Govt. & Private schools.
2. There is no difference in the stress level among boys & girls student.

SAMPLE

The sample consisted of 122 High School students belonging to Govt. and Private School from Derabish. Purposive Sample technique was used to collect the data. The participants' age range between 13 – 15 Yrs. who belonging to 8th, 9th & 10th class.

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VARIABLES

There are two types of variable to assess the study such as independent and dependent variables. The independent variable is types of school and gender but dependent variable is academic stress.

TOOLS AND TECHNIQUE USED

An academic stress scale was used to measure stress level among high school students. This scale was designed developed and adopted to Indian conditions by Suchismita & Akankshya. The items are classified into five areas namely Personal Inadequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher-Pupil relationship / Teaching Methods and Inadequate Study Facilities.

PROCEDURE OF DATA COLLECTION

The study was conducted in classroom group setting and contacted personally in their respective schools for data collection. Prior consent was taken from the school before administering the survey. The rapport was established with the students and instructions were given and participants were asked to complete the scale. The entire procedure took approximately 10 – 20 minutes.

RESULTS AND DISCUSSION

The primary objective of the study was to measure level of academic stress between Govt. & Private high school students. To attain the objective and verify the hypothesis, the data were analyzed using SPSS 18.0, Mean, SD and 't' test were calculated. The students belonging to Govt. high school report a higher level of academic stress in all the five factors name: personal inadequacy, fear of failure, interpersonal difficulties with teachers, teaching methods and inadequate study facilities. The obtained 't' ration indicates that there is significant differences between Private & Govt. school students on all the dimensions of academic stress, hence null hypothesis that stress level of students do not differ significantly in terms of nature of schools is rejected. The result of the present study is magnitude of academic stress among public school students was particularly high and academic stress, overall adjustment of students were correlated to each other for both public school and private school students. In adequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments and disorganization surrounding academic assignments and schedules were found to be common stressors among students. The casual factors for the differences in the stress level among the Govt. Students might be due to negative attitude towards school and learning, uneven distribution of student teacher ratio, low socio-economic status, lack of parental involvement due to lower level of

parental education when compared to private high school students. In addition poor infrastructure, less supportive teachers towards academic attainment, monotonous teaching methods, poor interpersonal relationship with other students or teachers also contributes in the increase level of stress.

The second objective of the study was to compare gender differences in academic stress which reflects that there is no significant gender difference in experience of stress hence the null hypothesis that stress level do not differ significantly in terms of gender is accepted. The findings of the present study are that the female are more inclined to suffer from higher levels of distress. They are more likely to endorse the fear of failure than males. Lack of gender difference in the stress level found in the present study might be due to unequal sample size and female students from both the types of schools were combined.

CONCLUSION

The present study is an attempt to indicate that students of Govt. High School experience a higher level of academic stress when this is compared to the students of private high school. Both boys and girls student do not differ significantly in their academic stress score. So the researcher gives more important to them.

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ICT SUPPORT FOR DISTANCE LEARNING

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ABSTRACT

The present day life is very much complicated, which is relating to information explosion and population explosion. This study is related with ICT support for distance learning. So distance learning is getting more dependent on information and communication technology (ICT) has been playing an important role in the delivery strategies of distance learning. The advanced technology has introduced variety of techniques for the students to enhance knowledge. The direct interaction is established by educational technologies. This study focuses it is defined as a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.

Keyword: ICT, DISTANCE LEARNING, ODL

1. INTRODUCTION

Information communication technology has become widely used in the field of distance learning. In our country, ICT are being used in many institutions of higher education without any networking among themselves. But distance education is prepared to grand success by ICT. The use of ICT enhances the quality education in distance education. It is linked with the modern science of gathering, storing, manipulating, processing and community desired information.

ICT is playing a catalytic role in distance learning system to meet the requirements and expectations of the learners in large scale. It has various proven tools and technologies to tailor to the needs of a learner at various phases of learning phase such as the admission phase, the learning phase, the evaluation phase and certification phase. The learners are remote to the institution but they are very eager to learn in Open and Distance learning (ODL) system. It is very difficult to provide various services to the learners at different phases of a student learning cycle due to limited human resources available so far. ICT is a prime resource to overcome such limitation. ODL is getting more dependent on ICT and has been playing a very important role in the delivery strategies of distance education. The application of new technologies in the distance education context provides an appropriate starting point for delineating the knowledge base required of expert teachers in today's global society. The effective integration of ICT into the educational system is a complex multifaceted process that involves not just technology indeed given enough initial capital.

Each country uses the modern technology for educational purposes and development. So open and distance education provides in both developed and developing countries have been quick to realize the potential application of the new information and communication technology.

2. ICT SUPPORT FOR DISTANCE LEARNING:

ICT support the learners to communicate: learner with instructor, learner with learner and learner with learning material. All the technologies such as computers, audio-visual devices and communication are integrated and subsumed in information technology. While integration of technology with the ODL system the following factors need to be considered:

1. Accessibility
2. Cost Effectiveness
3. Human Acceptance
4. Pedagogical Suitability
5. Quality Concern
6. Flexibility
7. Indirect Education
8. Learner-centered

At present educators are excited by the success of information technologies and want to implement them to instruction. Today's society is said to have entered into the age of a new social revolution that is information revolution. By the digital revolution, technologies in computers, audio-



visual devices and communications are integrated and other forms of computer based technology. It has its tremendous potential to facilitate increasing access and to improve the relevance and quality of education. The modern technologies use in open and distance learning are telephone tutoring, tele-conferencing, audio-graphics, video-conferencing, fiber-optics, tele-text, video text, computer, internet, multimedia, CAI, broadcasting technologies, e-books, the w.w.w., on-line data base, on line forum, satellite etc. The use of computer technology gives a new strategy and more autonomy to the learners. ICT has empowered the learner community like never before. E-mails, e-mail groups, on-line forums, webinars in place of seminars and web conferencing have made the learning process very flexible where learners can learn anytime, anywhere at their own pace. Learners have been now active in constructing of new experiences. Social Networking technologies like blogs, wikis, media-sharing services and collaborative editing tools are helpful for sharing and exchange of information. The SN sites have their educational values. Besides, they have enabled learners to interact with each other by crossing geographical barriers and providing more learning opportunities. It fosters the feeling of peer to peer connectedness, provides support to one another, exchange information and provide suggestion to deal with academic problems. The author has revealed that SN sites facilitate arousing a feeling of inter-connectedness when used as a supplementary tool in teaching learning process. They open up vistas for distance learners to come together and discuss among them and learn from peer-to-peer interaction. SN tools have also encouraged learners to articulate options and have contributed towards enriching their learning experiences. ICT literacy is the capability (knowledge, skill and aptitude) of a person to identify, search, effectively and present specific information in order to build knowledge and develop critical and creative thinking pertinent to a field of study. This phenomenon has given birth to the contemporary and advance in our ways of life. ICTs are having a revolutionary impact on educational methodology both conventional and distance education levels globally. Distance learning can also be refer to as a type of education, typically college level, where students work on their own at home or at the office and communicate with faculty and other conferencing, chat rooms, bulletin boards, instant messaging

3. MULTIMEDIA BASED EDUCATION:

Distance learning provides multimedia based education content to the learners at a distance utilizing standard data networking, protocols and infrastructure. The information and communication technology based media is very significant for distance learners. In the ODL system, a number of media and technologies are used to provide education to the distance learners. There are five important media in distance education such:

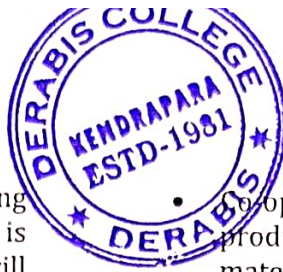
- (a) Direct human contact (Face-to-face)
- (b) Text (including still graphics)
- (c) Audio
- (d) Television
- (e) Computing media (internet and on-line technologies)

The author gives the opinion that it is better to use limited number of technologies in order to reduce redundancy and wasteful expenditure. One medium may serve a teaching function better than another in a particular area because of its inherent potentiality to address the transmission of knowledge. It is now-a-days more widely recognized that no single medium can be fit for all sorts of learning needs. For example, T.V. is very effective and cost-efficient for the transmission of detailed information. Distance education on demand has been a way of reaching students who are unable to attend a traditional classroom base course. Due to increasing pressure in higher education, distance education is a reality in the present world. One of the strengths of the multimedia model of distance education is that it has concentrated efforts on improving the quality of the student's individual interaction with learning materials.

4. ADVANTAGES OF ICT IN DISTANCE EDUCATION:

ICT is a most important and powerful tool in distance education. For any developing countries, ICT have the potential for increasing access to an improving the relevance and quality of education. The use of computers in open and distance education has provided new pedagogical

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strategies in distance learning as well as giving more autonomy to the distance learners. It is hoped that new educational technologies will enrich the distance interaction between teacher and student. The use of each media gives both variety and the chance of accommodating different learning styles. It is now-a-days more widely recognized that no single medium can be effective for all kinds of learning needs and that each technology has its own strength and weakness. For example, TV is very effective for learning, whereas print material is very effective and cost-efficient for the transmission of detailed information. The ICT support in distance education makes the total system very dynamic and vibrant. It has tremendous potential to influence the teaching and learning in an effective and efficient way. It has been demonstrated that they use of ICT can improve the quality of the learner's learning experience and fulfill the dream of life-long education. The main advantages of ICT support in distance learning are:

- Cost-effectiveness
- Independence of time and place
- Quality of education
- Teaching a lot of students simultaneously
- Tracing valuable educational resources
- Bridge the gap between the old and the new system, learner and teacher

5.KEYNOTES

- Learner's socio-economic, political, cultural and geographical background that influence his/her ability to learn using different forms of technology
- Specific learning objectives of the unit of the learning material
- User-friendly in nature
- The nature of the subject matter
- Characteristics of the target group of the learner
- Availability of the ICT infrastructure in the ODL institutions

Cooperation of all concerning the production and dissemination of learning material using ICT tools

- Managing technology in quality delivering of information

6.CONCLUSION

With the enhancement in ICT and its increasing use and accessibility, learners community is now leading towards the digital learning. Distance learners are more inclined and tempted to use mobile technology because of its promising characteristics. Application of technology in the field of education is not the ultimate goal, instead of we should use it to pursue quality. ICT are potentially powerful enabling tools for educational change and reform. Rapid advances in ICT pose new opportunities as well as challenges for every society in the education sector; ICT has enormous potential to help countries address issues of access to learning, quality of the teaching, learning process and management of education systems. In order to ensure the quality of education, the distance education institutions must be careful about the use of proper technologies and media. We have to think the use of media and technology in regard to appropriateness and acceptability in the society as well as on the ability of the institution offering the program. So ICT support education in distance learning system enables to make it more friendly, acceptable and reliable for all in now-a-days. ICT in distance learning opens up educational opportunity to those who because of distance, physical inadequate and work commitments cannot make them available for a normal schooling. Therefore, effective manpower training is crucial using ICTs ,because ICTs are tools that on the one hand can facilitates human resources development and on the other hand ,helps us to take full advantage of the potential of technology to enhance quality student learning via distance education.

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A handwritten signature in blue ink, written over the printed name "Principal DERABISH COLLEGE".



A STUDY ON JOB ANALYSIS AND JOB SATISFACTION

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Abstract: This paper reflects the core function of a programme of guidance is to solve the 'Man-job' equation. Whereas it is necessary that a counsellor is informed about the available jobs, he should also know "What makes a worker decide that a job is "good" or "bad". This is possible only through job analysis and an understanding of the principles of job satisfaction. People spend most of their time at work and their motivation is considered to be an important factor" for job performance. So guidance work cannot be initiated without a thorough knowledge of the duties and conditions of work of the job to be filled and of the human capacities essential to succeed in it. It basically related with the concept of job analysis, purposes of job analysis, limitations of "job analysis, concept of satisfaction, factors on which satisfaction depends, etc. The researcher of this study concluded that job analysis means the discovery and study of the essential features of each job to provide the information needed for job description. The studies of job satisfaction have revealed that the degree of job satisfaction from a particular job depends on the number of potentialities that it can draw on.

Key Words: Job Analysis, Job satisfaction, Man-job Equation.

1. INTRODUCTION:

In India, jobs are very important to individuals. They help to determine standards of living, places of residence, status and even one's sense of self-worth. They are important to organizations also because they are the means of accomplishing organizational objectives. Traditionally, organizations used to define jobs in a rigid way. A job was that what it requires does not change; it is designed to be immutable and unchanging, irrespective of the various incumbents performing them. In real world, however, jobs are not static, they are subject to change. But job satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of his work day. A degree of satisfaction from a particular job depends on the number of potentialities that it can draw on.

2. MEANING OF JOB ANALYSIS:

Job analysis is a systematic and detailed examination of jobs. It is the process of collecting information about a job – that is the knowledge. Skills and the experience needed to carry out a job effectively. In other words, job analysis refers to the anatomy of the job,. It is a complete study of job, embodying every known and meaning of job analysis. It is the process of determining, by observation and study, and reporting pertinent information relating to the nature of a specific job. It is the determination of the tasks which comprise the job and of the skills, knowledge abilities and responsibilities required of the workers for successful performance which differentiates the job from all others.

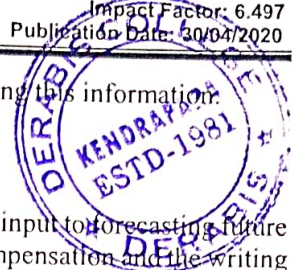
According to **Ordway Tead** "Job analysis is the scientific study and statement of all the facts about a job which reveal its content and the modifying factors which surround it". Further **Edwin, B. Flippo** has defined "Job analysis is the process of studying and collecting information relating to the operations and responsibilities of a specific job. The immediate products of this analysis are job descriptions and job specifications". Job analysis means the discovery and study of the essential and distinctive features of each job, to provide the information needed for job descriptions, specifications, evaluation and classification. It is the initial determination of the tasks which comprise the job. A job may be analyzed according to the mental requirements, Physical requirements, responsibilities and working conditions. Thus, an attempt is made to rate the man on that job according to personality physique and attitude, the individual on how will be meets the specific mental and physical requirements of his job, discharge his responsibilities and adjusts to its asking conditions.

There are three parts of job analysis such as:

- The job must be completely and accurately identified.
- The tasks of the job must be completely and accurately described and
- The requirements, the job makes upon the worker for successful performance must be identified

3. OBJECTIVES OF J.A:

- To provide the information related to job and this data can be used to make process or job simple which is as work simplification.



- To provide the information about the job and standard of each can be established using this information.
- To provide support to various personnel activities.

4. PURPOSES OF J.A:

J.A is essential ingredient of sound personnel management programme. It is the major input for forecasting future human resource requirements, Job modifications, Job evaluation, Determination of proper compensation and the writing of job evaluation, determination of proper compensation and the writing of job descriptions. The major purposes of J.A. are

- J.A. helps in evaluating the specifications for various jobs.
- It helps in bringing together the right worker for the right job. It provides a realistic basis for the hiring, training, placement, transfer and promotion of personnel.
- It along with job descriptions, which assists in the accurate determination of job opportunities for various types of man power in the industries.
- It provides information which enables us to change jobs in order to permit their being manned by personnel with specific characteristics and qualifications.
- It provides the necessary information to the management of training and development of programmes. It helps to determine the content and subject matter of in-training courses.
- It provides the opportunity for identifying hazardous conditions and unhealthy environmental factors.

5. PROCES OF J.A :

We should perform eight steps as follows for conducting job analysis, such as :

- Identify purposes of J.A
- Selection of Analyst
- Selection of Method
- Train the Analyst
- Preparation of J.A
- Collection of Data
- Review and Verify
- Develop a job Description and Job Specification.

6. METHODS OF JOB ANALYSIS:

Methods of collecting J.A. information include as:

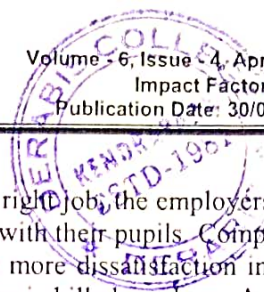
- Direct Observation Method
- Work Method Analysis of J.A :
- Critical incident technique
- Interview method
- Questionnaire Method

7. LIMITATIONS OF JOB ANALYSIS:

It is contended that job analyses are more useful in dealing with adult cases then in School / Guidance since in the time between guidance and employment, many changes in the characteristics of the job may occurs. Since job simplification is likely to increase in the future, many individuals, who are trained with the expectantly of handling a complicated job, may find that need for such training no longer exists.

7.1. CONCEPT OF JOB SATISFACTION:

Job satisfaction is defined as the extent to which an employee feels self-motivated, content and satisfied with his / her job. It happens when in employee feels he or she is having job stability, career growth and a comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individual. In a rapidly developing industrial Society, the importance of job satisfaction which is the whole matrix of job factors that make a person like his work situation and be willing to head it without distaste at the beginning of his work day cannot be over-emphasized. It is an important to the employer, the worker and the community. Investigations have shown that when a man is satisfied with his work, the employer profits by greater output and intangible results. A satisfied employee is always important for an organization as he / she aims to deliver the best of their capability. Every employee wants a strong career growth. If an employee feels happy with their company and work, they look to give back to the company with all their efforts. Importance of job satisfaction can be seen from two perspectives i.e. from employee and employer perspective.



7. JOB SATISFACTION FACTORS:

J.S is based in the psychology of an employee, for keeping the right man on the right job, the employers must be alert to factors responsible for job satisfaction in working out predictable job choices with their pupils. Comparison studies show that a larger percentage of men than women are dissatisfied, that there is more dissatisfaction in large companies than in small companies. Those skilled workers are more satisfied than semi-skilled workers. A larger percentage of professional then managerial workers and a large percentage of managerial then commercial workers are satisfied. One fact that is constantly revealing itself in researchers among all types of workers is that salary is by no means as important to satisfaction statistical correlations show low relationships between wage level and job morale. In fact, it can be generally presumed that excluding the case of obviously poor wages, the demand for more money. Obviously poor wages, the demand for more money. Studies of job satisfaction and ratings of the prestige of occupations have revealed that the amount of responsibility and freedom enjoyed by a worker. Most research reports stress the importance of human relationships in considering the degree of satisfaction or dissatisfaction. Investigations in to relationships between satisfaction and vocational interests show that men who had chosen their jobs through interest in the type of work, preferred their jobs to their hobbies, whereas men, who had chosen their jobs mainly because of the economic return, preferred their hobbies. The complex nature of work satisfaction can now be more readily appreciated at least three major components such as extrinsic, intrinsic satisfaction and concomitant satisfactions. Every person is interested, at least to some degree in monetary returns. He must earn enough to maintain himself and usually a family even if he is willing to accept a low standard of living. There are some studies informed that workers become dissatisfied with their jobs because of:

- Lack of chances of advancement
- Lack of feeling of security for the future
- Poor physical conditions
- Lack of chances to develop group adjustments or participate in management
- Recruitment for high salary, position or title is not fulfilled.

8. CONCLUSION:

Job in work has increased in recently. Consequently we understand of jobs and their effective coordination is essential for procedural efficiency. Job analysis is needed to promote organizational efficiency by promoting satisfactions for each level. Job analysis is needed to promote organizational efficiency. Job analysis is the discovery and study of the essential and distinctive features of each job to provide the information needed for job description, specification, evaluation and classification. A job may be analyzed according to mental requirements, physical requirements, responsibilities and working conditions. It helps in bringing together the right worker for the right job. So the job information may be secured from three principal sources such as employed on the job, other employees who know the job and independent observers who watch employees performing their jobs. Job satisfaction is important to the employer, the worker and the community. It depends on a number of factors such as perusal relations, outcomes of work, interest, intrinsic satisfaction etc. But dissatisfaction increases because of fewer chances of job advancement, lack of a feeling of security, poor physical conditions and lack of chances to show initiative.

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CHALLENGES AND INNOVATIONS IN TEACHER EDUCATION

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ABSTRACT

Due to periodical modernization, the teacher education depends upon the challenges and innovation programmes in the society. There are some various challenges and innovation of teacher education are based on quality crisis, overgrowing, professional teachers, poor integration quality, rare innovation stake-holders' non-alignment, inadequate technology infusion, poor research activities, inactiveness of institution, illusive laboratories and no teacher education policy have been dealt on this paper. It is real revolutionary changes in teacher education. Now-a-days the area of education is not only limited but it has broadened in various new horizons. Challenges and innovations in education have affected teacher education. Due to the rapidly population growth, explosion of knowledge and innovative thoughts, the system of education has changed in Indian soil. Every challenges and innovations in teacher education have presented in this paper.

Keywords: Challenge, Innovation, Stimulate Experience, Teacher Education

Introduction

Teacher education is a programme which is related to the development of teacher proficiency and competence. It empowers the teacher to meet the requirements of the profession and face the challenges therein. By the innovative way teacher education can be developed time to time on the demand of the society. It encompasses teaching skill, sound pedagogical theory and professional skill. Teaching skills would include providing training and practice in the different techniques, approaches and strategies. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Then another part is pedagogical theory which includes the philosophical, sociological and psychological consideration. It would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

Objectives

- (1) To develop a good command of the subject matter of the assignment.
- (2) To develop a skill to stimulate experience in the taught, under an artificially created environment
- (3) To understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children
- (4) To develop proper attitudes towards teaching
- (5) To develop self-confidence among the teachers
- (6) To develop the capacity to extend the resources of the school

Vision of Teacher Education:

Time has come to take a step on vision of teacher education. The present scenario has already changed in the process of demand of the society. So teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of encouraging, supportive and human facilitator in teaching learning situation who enables students to discover their talents, to develop character and desirable social and human

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values to function as a responsible citizen. As an active member who make a conscious effort to contribute towards the process of renewal of school curriculum. That is to say, teacher has to be responsive and sensitive to the social contexts of education.

The present system of schooling poses tremendous burden on children. Educationists viewed that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The requirement of NCF-2005 that a teacher is to be a facilitator of children's learning in a manner that the child is helped to construct his education.

Challenges Issues in Teacher Education:

Every where there is challenge. Rapid challenges are taking place in social, political, industrial and cultural fields. The phenomenal challenges that have taken recently all over the world in different areas. It has proved that no nation can remain isolated itself from the rest of the world and survive for long. Each nation depends on others for her development. During the past years, unprecedented expansion of teacher education institutions characterizes the teacher education scenario of today. The backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. There are some challenges are –

1. Several types of teacher education institution thereby lacking in uniformity
2. Poor standards with respect to resources for colleges of education
3. Unhealthy financial condition to the colleges of education
4. Incompetent teacher educators resulting in deficiency of scholars
5. Improper selection of the candidates to be admitted
6. Traditional curriculum and teaching methods in the teacher education programme
7. Haphazard and improper organization of teacher education
8. Un-planned and insufficient co-curricular activities.

Innovation Thought:

There is need to innovation thought with different models of teacher education. So the research programme must be developed inside and outside the classroom. Institutional capacity and capability to innovative and create are a pre-requisite for the pursuit of excellence. Hence the present study has been given to innovative thought by the research programme. So the central and state govt encouraged to the teacher to take immediate thought on innovation way through the research time to time. There are some steps to reform in teacher education such as

1. Modification in centre-state financial sharing pattern from existing 100% central assistance to sharing pattern in the ratio of 75:25 for all states.
2. Continuation of support to SCERTs / SIEs strengthening and re-structuring of SCERTs., Training for Educational Administrators, Orientation training to teacher educators,
3. Contribution of support to CTEs and establishment of new CTEs
4. Contribution of support to IASEs and establishment of new IASEs
5. Establishment of Block Institutes of Teacher Education
6. Professional Development of Teacher Educators
7. Technology in Teacher Education




8. Public-Private Partnership (PPP) in teacher education

Conclusion:

This report with the statement that challenges and innovation of teacher education is necessary tool for tracking the progress towards goal of providing each child in school as suggested, however, providing the challenges and innovation in teacher education is not an easy task. It is a complex phenomenon, defined and measured in a variety of ways. In this study, teacher quality was defined as teachers' preparation and qualification which is challenged time to time. This was based on the assumption that the preparation, high quality teachers. The teachers' learning needs are shaped by their preparation, the grades and content areas they teach and the contexts in which they work. The set of professional knowledge and skills that informs good teaching is vast. Central to this knowledge base are the knowledge and skill needed to teach all students. This new vision of teacher education will require new learning on the part of all teachers in all of these domains. The knowledge that students bring with them from their families and communities that is relevant to disciplinary core ideas and crosscutting concepts is an area yet to be fully explored. In general many teachers have had limited opportunities to engage in particular area.

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ISSN (Online): 2455-7838

SJIF Impact Factor : 6.260

ISI I.F. Value : 1.241

DOI : 10.36713/epra2016

EPRA International Journal of Research & Development (IJRD)

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 5, Issue:2, February 2020

Indexed By:



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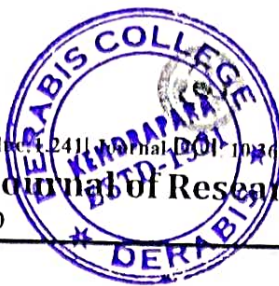


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EDUCATION FOR ECONOMIC GROWTH IN THE NATIONAL DEVELOPMENT

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ABSTRACT

A deep study on education for economic growth in the national development. There is not any country can achieve economic growth without substantial investment in human capital. Education tries to develop the quality of their lives and leads to broad social benefits to individual and society. During study it found that how economics related to education, education as an investment, education and economic growth, role of economics in the development of human resources, (like making education job-oriented, increasing productive efficiency, streamlining expenditure on education, cost-benefit analysis, manpower planning and population education). After the deep study and discussion with educationists found that education, planning and economics should be very closely inter-related.

KEY WORDS: *Education, Economic Growth, Investment, National Development*

INTRODUCTION

Man is an integral part of the society. The man is product of society where a society also depends upon its individuals for its development. So education is a major part of education development. By which, economic growth is essential towards globalization. Economics has been defined as science of man in relation to his wealth getting wealth spending activities. So it is related to two basic phenomena a such as: the wants of man and the resources of man. So man possesses physical wants such as food, clothing, shelter, comforts and luxuries. He also possesses psychological wants like belongingness, affection, love, self-expression, freedom, sense of achievement, emotions and basic urges etc. The resources are provided by nature. Economics makes a study of the unlimited wants to man and limited resources with which he wants to fulfill these wants. In this, the author points out that economics is no less connected with education. So investment in education has a unique importance to any nation. Education provides a foundation for development, the groundwork on which much of our economic and social wellbeing is built.

ECONOMICS RELATED TO EDUCATION

In the past, educationists have been discussing philosophy, sociology and psychology as the three foundations of education. But now-a-days a fourth and more foundation has come into fore-front. One of the best economics solution teacher Mr. Sanjay Kumar Mishra, who deliberately emphasized on me at the time of reporting that economics is no less related with education than the other three branches of knowledge. Briefly speaking the common areas of inter-relationship of economics and education are the following:

1. Economics determines some major aims of education
2. Economic explains the importance of education in so far as the economic growth of the country.
3. Education is itself an investment in economic terms
4. Economic teaches man to be a better producer both personal and country
5. Education removes poverty as it produces skilled labour and creates right attitude to work and development.
6. For the economic development of the country there is need for playing more attention to education.

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The above points refer that the aim of education as for earning a living and making a good economic living is one of the major aims. Every parent educate their son, not particularly for culture, but with the expectation that his child after education will become doctor or an engineer or an administrator or a professor or social reformer. He sacrifices his hard earning to the maximum, for the benefit of his children with the expectation of monetary reward. To the common man investment on education simply for career, living employment opportunity and economic wellbeing. After spending a good number of years in schools and colleges, they expect jobs which are not forthcoming in good number. First of all we should respect our culture, which has been continuing in our family. Most of the parents are deprived that continuity. This is, how, economics has a great bearing on education these days.

EDUCATION AS AN INVESTMENT

Investment in education has a unique importance to any nation because the effect of under investment in this field can never be fully recovered. The author of this paper describes on education as an investment that:

1. Knowledge as capital
2. Educational cost
3. Cost Benefit Analysis
4. Investment in On-The-Job –Training

The above observations refer that education also is an investment. This lead to another issue i.e. education leads to economic growth of a country.

NATIONAL DEVELOPMENT

The author points out on this issue that national development is growth plus change. Change in turn is social and cultural as well as economic and qualitative as well as quantitative. National development includes all aspects of the life of an individual and the nation-cultural, democratic, emotional, intellectual material, moral, physical and social. This development is not synonymous with economic development though economic development is an important fact of national development. The National Policy on Education 1986 has observed “The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to assure that the fruits of change reach all section. Education is the highway to that goal.”

EDUCATION AND ECONOMIC GROWTH

There was a time, when an economist believed that economic development of a country depends upon its natural resources. But now there are ample evidences from a good number of developed countries, which possess scarce natural resources, for the example of Holland, Norway and Denmark posses meager natural resources and yet these are highly developed countries. Similar position is with regard to Switzerland, Japan and Israel. The Arab-countries have rich in oil resources. Japan is a small country with dense population, by its per-capital income is the highest in Asia. It has been proved beyond doubt that educational development of country is the most potent factor of its economic development. it is conclusive, therefore, that there is positive correlation between educational development and economic development. Out of four factors of production viz land, labour, capital and good organization are more important than land and capital. Education promises efficient labour and sophisticated organization.

EDUCATION AS HUMAN CAPITAL IN INDIA

It has been explained above in the economic development of country, human resources are more important than the natural resources. It is, therefore imperative that education in India should be geared to this end. A number of steps need to be taken so as to k=make the educational system meaningful from the point of view of economic prosperity such as –

1. Making education job-oriented
2. Increasing productive efficiency
3. Streamlining expenditure on education
4. Cost-benefit analysis
5. Manpower-planning
6. Population education

CONCLUSION


Thus it is essential that Education planning and Economics should be very closely inter-related. No Five-Year plan will succeed fully unless Education is linked with agriculture, industry transport services and social activities. Investment in human capital must be recognized at all levels of national development. Education is indispensable to Economic development. No Economic development is possible without good Education. A balanced Education system promotes not only Economic development but also productivity and generates individual income per capita. Its influence is noticeable at the micro level of an individual family.



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ATTITUDE OF STUDENT TOWARDS PERSONAL CONTACT PROGRAMME IN DISTANCE LEARNING

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ABSTRACT

PCP provides an academic platform and learning milieu where the difficult concepts enmeshed in the course contents are explained by the role in DE. Which is to solve distance learning problems of learner. Since in the distance education system personal contact or face-to-face encounter between the learners and teachers is very minimal. PCP is organizing for the counselling and guidance of learners. This paper refers to attitude of student towards personal contact programme in distance learning. To what extent PCP are matchable, perfectable and beneficent according to their attitudes with gender difference. This paper focuses on attitude of student towards PCP in distance learning.

Keywords : ATTITUDE OF STUDENT, PCP, DISTANCE LEARNING

INTRODUCTION:

Distance education is an umbrella term which describes all the teaching learning arrangements in which the learners and the teachers are separated by space and time. This is a continuous process of teaching-learning where students reap the advantages of the direct teaching. With a view to removing of difficulties or satisfying the academic need of the distance learners, the personal contact programme is planned and organized to provide the distance learners a face-to-face teaching-learning experiences. In distance education most learning is self-directed. Learners are by their own choosing their courses. PCP provides guidance facilities to the learner. It is a short-term period of instruction. This programme is conducted in the regional study centres. This will help the learners by conducting programme. As the duration of the programme is very limited, it is practically impossible to have a sentence by sentence discussion.

OBJECTIVES OF THE PCP:

The following are the objectives of PCP at the study centre:

- To impart the knowledge of the course in a capsular and concise form highlighting its main points.
- To orient the learners about the importance of acquiring the knowledge.
- To develop an understanding of the basic and difficult concept.
- To prepare the students for responses.
- To create positive attitude in their subjects.
- To certify the learners for assignments responses.
- To build confidence amount the learners.
- To remove the feeling of loneliness.
- To restore faith upon the distance learning.



STUDENTS' ATTITUDE:

Improving students' attitude towards PCP is a major goal in distance education. Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives and reward. Thurstone said "An attitude denotes the sum total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and other any6 specific topic".

According to Damodar Bedanta, Retired Headmaster who suggests that attitude influence on the behavior of person. He also gives his valuable opinion from his service period that an attitude is a summary of a person's past experience this, an attitude is grounded in direct experience predicts future behavior more accurately, which indicates the sum total of man's inclinations and feelings.

Therefore, the researcher of this study defines attitude is a predisposition to response towards PCP in distance education. Attitude will be measured by the learner in this study various factors determine the level of attitudes towards PCP in distance education like interest, usefulness, impact and acceptance.

CHARACTERISTICS OF THE STUDY:

Attitude can be described as a tendency to react positively6 or negatively towards PCP in distance education. Every distant learner can get education through PCP within the short period in India. The students who are belongs to admitted in distance education programme. They have faced many problem to achieve the success. Awareness of people and a healthy attitude can ensure. The equity access and quality of learning through ODL system. The following characteristics of attitude are given in below :

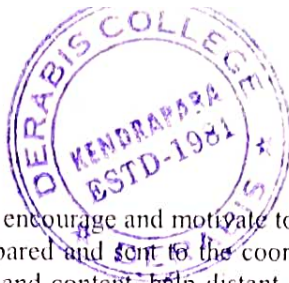
1. Attitudes are the complex combination of thing we tend to call personality, beliefs, values, behaviors and motivations.
2. It can fall anywhere along a continuum from very favorable to unfavorable.
3. It exists in every person's mind. Which helps to define our identity, guide our actions and influence how we judge people.
4. It helps us define how we see situations as well as define how we behave toward the situation or object.
5. It causes us to behave in a particular way toward an object or person.
6. It refers to one's readiness for doing work.
7. Facility of the PCP should be provided to learners above to be effective in learning for the learners.
8. PCP should be organized in the study centres

ADVANTAGE OF PCP:

- An effective support system to clarify their doubts concerning the course.
- Enhancing personal relationship with the peer counterpart.
- Maximizes face-to-face contact during the programme.,
- Learners have the chance to know about the programme in details.
- Investment of low cost more benefits.
- Provides a learning environment to the learners.

CONCLUSION:

During the PCP, The attitude of students do not turn up the distance from place of the learners to the study centre is more than 200Kms. Further, attending the programme does not entail financial support. As the study centre is unable to provide boarding a lot of learners to come to attend the programme. The distance learners find it difficult to avail leave from their authorities for attending the PCP. Most of the authorities are reluctant to grant leave. The duration of the PCP is not sufficient for the learners. Inadequate academic input is highly essential for pursuing courses. The researcher observed that PCP is organized in a number of study centres in a careless manner. It is organized as if it needs to be completed in time without taking consideration of learner's need and requirement. The researcher observed that female distant learners have high attitude towards PCP as compared male distant learners.



SUGGESTIONS OF THE STUDY:

The author of this study suggested that PCP should encourage and motivate to the learners working individually and independently. A schedule for PCP should be prepared and sent to the coordinator of the respective study centre. PCP should be rich in terms of organization units and content, help distant learners to complete any project work and assignments and should give more emphasis on self-assessment. The assignment responses should be evaluated properly counselor should be at study centre. Counsellor should be trained to solve the problem of indiscipline amount learners and lack of interaction between teachers and taught. The counselling facility should be made available at the centre. Counsellor should develop awareness of whole structure of learning the subject matter, Group discussion and educational training programme should be advance for achieving educational goals. More opportunities should be given to the distance learners to make their doubts clear. Today there is a demand of new technology of learning computer knowledge should be given to the learners. In distance study centers there should be organization of technical education. Policy makers and concerned authorities should take these fruitful suggestions for development of positive attitude towards PCP in distance education.

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LEADERSHIP ROLE OF SCHOOL HEADMASTER

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ABSTRACT: The present study is an attempt for the study of leadership role of school Headmaster now-a-days. Leadership in elementary education is one of the most important parts of the educational administration which includes school head teacher as educational leader. For this, the author presents qualities of leadership, objectives of leadership found in different fields, determinants of leadership behavior headmaster, functions of school headmaster the role and responsibility of school headmaster which will strengthen the personality of leadership and to develop professionalism for better leadership behavior of school headmaster. The dynamic role of the headmasters one of the key aspects for quality development of the student and attaining learning outcomes as stressed by many centrally challenges schemes which are based on education for all.

Keywords: Leadership, Leadership position, Laissez-faire, P.TA.

INTRODUCTION:

Leadership is the action of leading people in an organization towards achieving goals. Leaders do this by influencing employee behaviors in several ways. A leader sets a clear vision for the organization, motivates employees, guides employees through the work process and builds morale. Education is a teaching, instruction and training are its various modes indicating level of intelligence that it operates on, it keeps shifting along the continuum continuously like pendulum of a clock. Now-a-days quality of secondary education has become a matter of great concern to all. Headmaster shoulders a highly important responsibility of educating and guiding the new generation. Headmaster being the leader of the school faculty organizes the different activities for achievement the success of the students and parents. The headmaster is a resource person for parents and teachers. He can guide the teachers about different angles of matters. The author of this study in the field of secondary education is concerned that the headmasters are not utilizing the dynamic leadership qualities needed to maintain the schools. So leadership is more effective or necessary than even before. Challenges which arise in schools, which require adequate leadership of headmaster to solve them. Today, the very quality of education depends on the proper leadership which is provided time to time by the headmaster.

OBJECTIVES OF THE STUDY:

- To investigate the Leadership role of Headmaster
- To define leadership in the school context
- To discuss hierarchy and leadership roles of headmaster, supervisor, teacher and pupils
- To explain the importance of educational leadership
- To discuss leadership roles of different component for better school management

- To evaluate the guidance programme in co-operation with the staff

METHODOLOGY OF THE STUDY:

The investigation adopted survey method for the study. A simple random sampling technique was adopted for the selection of 120 school headmasters from the Kendrapara District. Participants consisted of candidates enrolled in an educational leadership programme, but already serving in a school leadership programme, but already serving in a school leadership role. Participants were asked to complete a survey about administrative challenges.

Types of leadership:

Leadership meets the needs and preferences of group members utilizes what is known about human motivation by relating an activity to its consequences and elicits the maximum contribution from each member in the group. The challenges leadership is the internal as well as psychologically developed state of behavior of a leader towards a group. So that someone can enhance the potentials to the maximum extents possible and become agents of change in school organization. Leadership can be divided into the following way:

- (A) Democratic, Autocratic or Laissez-faire
- (B) Formal and Informal
- (C) Professional and Voluntary
- (D) As a head teacher, supervisor, teacher, student
- (E) Academic, Social, Political and Intellectual

Determinants of leadership:

Functions of the principal as a leader in the school may be summed up as under:


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- (A) Understanding the children
- (B) Awareness of the different functions of the school
- (C) Achievement of goals
- (D) Attainment of positive role as a leader
- (E) Arrangement of communication process
- (F) Capable of moving sources
- (H) Assignment of school personnel
- (J) Creating a climate of high expectations

Role of the Headmaster as a Leader:

A headmaster in a school is vital to school administration. He/she is the leader for both administrative and instructional process. This is a process which is systematic, sequential, continuous and professional. A headmaster has to achieve the task mission objective of goal. For this reason, he has to build his/her team as a cohesive group and develop every individual in the team to contribute his level best. The headmaster is expected to play the multiple roles by understanding the activities in school.

- The headmaster is mainly to perform administrative role
- He plans and organizes different school activities
- Allocates duties to staff of teaching and non-teaching
- Maintains good relationship with parents community and government
- Develops networking system with other schools
- Organizes different activities time to time
- Mobilizes available resources for the development of school
- Conducts the P.T.A. to solve the different angles of problem
- Prepares budget for every session
- Provides sanitary facilities in the school campus
- Creates an atmosphere of order and discipline

RESULTS & DISCUSSION OF THE STUDY:

This paper has significantly contributed to the understanding of the potential reasons for the headmasters' leadership styles challenges as well as the possible solutions that can be adopted. Therefore the research questions established for this study have been used to achieve the objectives. The headmasters' leadership styles should be all-encompassing to give recognition to the roles of students' parents, staff and students.

CONCLUSION:

In this paper, the author discussed the issues in leadership at different level in school hierarchy. In this context, he defined a leader as anyone who is recognized by individuals or by the group as an available source of help. Really, the headmasters are the true administrators in the schools. But there is no formal training of any kind is given to them with the result that they have no sound theoretical and practical experience of administration now-a-days. The govt of state has not taken any eye-catching training programme for the headmaster time to time. Effective school headmaster care deeply about student success and recognize that test scores are not the only measure of a quality education. It is believed that organizational change, which is based on leader's vision and then followed by his innovative approach to get this vision, has a relatively strong and closer relation with organizational development. Organizational changes which are perceived initiated and implanted by a visionary and innovative leadership, seems to have a relatively strong relation with success. Organizational change is not only important but also is a demand of time and leadership can play a key role in it. By immersing themselves in all aspects of the school system, headmaster monitors daily activities as well as emerging issues.

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ISSN (Online) : 2455 - 3662

SJIF Impact Factor : 5.614

ISI I.F. Value : 1.188

DOI : 10.36713/epra2013



EPRA International Journal of
**Multidisciplinary
Research**

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 6 Issue: 2 February 2020

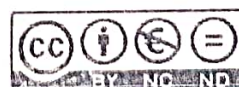
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A STUDY ON MEASURE THE LEVEL OF ACADEMIC STRESS AMONG THE HIGH SCHOOL STUDENTS OF GOVT. AND PRIVATE SCHOOL

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ABSTRACT

The Present study was to measure the level of academic stress among the high school students of Govt. & Private School and also to compare the degree of stress among boys and girls. The sample of the study consisted of 122 students each from Govt. and Private school. The data was collecting by purposive sampling technique. The sample was administered academic stress scale developed by Suchismita and Akankshya. The descriptive statistics and 't' test was used to verify the hypothesis. The findings reflect that the nature of school emerged as a significant factor in the experience of stress. The students of Govt. schools were experiencing more stress further this study also reflected that there is no gender difference in the experience of stress in now-a-days.

KEY WORDS: Academic Stress, Students of Govt. High School & Private High School.

INTRODUCTION

Academic Stress is one of the major problems among Govt. & Private High School students Examination has become a crucial parameter to assess learning for the students time to time They have the significant row in academic acceleration The teachers & parents are pressurizing the students to perform better result in Exam. As a result, such pressure can stimulate stress among students That stress can have both positive & negative effects, at a moderate level the stress can enhance performance and the same stress perceived negatively can result in academic failure consequently lead to various psychological & physiological problems now-a-days

Stress is a normal part of every man in his life it can create in an any situation of life which may be as frustrated, angry or anxious. Webster dictionary defines that "A condition typically characterized by symptoms of mental & physical tension or strain, as description or hypertension, which can result from a reaction to situation in which a person feels threatened, pressure etc" An individual can stress in daily life in different ways and it can be viewed as the bodies' reaction both neurological and physiological.

The author found that academic stress reflects perception of individual's academic frustration, academic conflicts, academic pressure & academic anxiety. Academic frustration is a state caused by harm of some

academic goals Academic conflict is the results of two or more quality in compatible response tendencies to academic goals Academic pressure refers that when the student is under heavy demands on time and energy to meet academic goals Academic anxiety reflects that apprehension of harm to some academic goals Though academic stress makes a significant contribution in predicting school performance but also act as a negative predictor of academic performance in school children.

OBJECTIVES

- 1 To compare the academic stress Govt & Private High School Students.
- 2 To compare the academic stress between boys and girls of Govt. & Private High School.

HYPOTHESIS

- 1 There is no difference in the stress level among students studying in Govt & Private schools.
- 2 There is no difference in the stress level among boys & girls student

SAMPLE

The sample consisted of 122 High School students belonging to Govt and Private School from Derabish Purposive Sample technique was used to collect the data. The participants' age range between 13 – 15 Yrs who belonging to 8th, 9th & 10th class



VARIABLES

There are two types of variable to assess the study such as independent and dependent variables. The independent variable is types of school and gender but dependent variable is academic stress.

TOOLS AND TECHNIQUE USED

An academic stress scale was used to measure stress level among high school students. This scale was designed, developed and adopted to Indian conditions by Suchismita & Akankshya. The items are classified into five areas namely Personal Inadequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher-Pupil relationship / Teaching Methods and Inadequate Study Facilities.

PROCEDURE OF DATA COLLECTION

The study was conducted in classroom group setting and contacted personally in their respective schools for data collection. Prior consent was taken from the school before administering the survey. The rapport was established with the students and instructions were given and participants were asked to complete the scale. The entire procedure took approximately 10 – 20 minutes.

RESULTS AND DISCUSSION

The primary objective of the study was to measure level of academic stress between Govt & Private high school students. To attain the objective and verify the hypothesis, the data were analyzed using SPSS 18.0. Mean, SD and t test were calculated. The students belonging to Govt high school report a higher level of academic stress in all the five factors name personal inadequacy, fear of failure, interpersonal difficulties with teachers, teaching methods and inadequate study facilities. The obtained t ratio indicates that there is significant differences between Private & Govt school students on all the dimensions of academic stress, hence null hypothesis that stress level of students do not differ significantly in terms of nature of schools is rejected. The result of the present study is magnitude of academic stress among public school students was particularly high and academic stress, overall adjustment of students were correlated to each other for both public school and private school students. Inadequate instructional methods, teacher-student relationships, heavy academic workload, poor physical classroom environments and disorganization surrounding academic assignments and schedules were found to be common stressors among students. The casual factors for the differences in the stress level among the Govt. Students might be due to negative attitude towards school and learning, uneven distribution of student teacher ratio, low socio-economic status, lack of parental involvement due to lower level of

parental education when compared to private high school students. In addition poor infrastructure, less supportive teachers towards academic attainment, monotonous teaching methods, poor interpersonal relationship with other students or teachers also contributes in the increase level of stress.

The second objective of the study was to compare gender differences in academic stress which reflects that there is no significant gender difference in experience of stress hence the null hypothesis that stress level do not differ significantly in terms of gender is accepted. The findings of the present study are that the female are more inclined to suffer from higher levels of distress. They are more likely to endorse the fear of failure than males. Lack of gender difference in the stress level found in the present study might be due to unequal sample size and female students from both the types of schools were combined.

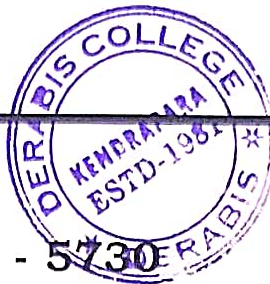
CONCLUSION

The present study is an attempt to indicate that students of Govt High School experience a higher level of academic stress when this is compared to the students of private high school. Both boys and girls student do not differ significantly in their academic stress score. So the researcher gives more important to them.

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ISSN 2277 - 5730

AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - IX

Issue - III

JULY - SEPTEMBER - 2020

ENGLISH PART - II / HINDI

Peer Reviewed Referred
and UGC Listed Journal

Journal No. 40776



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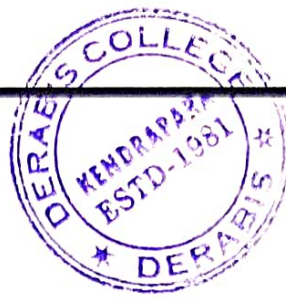
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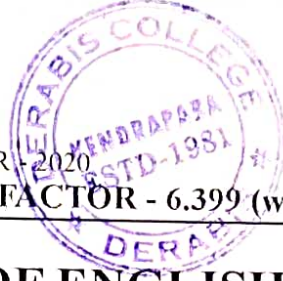
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12. Impact of Webinar during Covid-19

Dr. Kishora Kumar Bedanta

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Abstract


Now-a-days webinar becomes more popular trend of learning during covid-19 period. It is an educational, informative or instructional presentation that is made available online, usually as either video or audio with slides. It defines to facilitate, to enhance and expand learning. However, the wide implementation of webinar has led to the critical issues related to the software design and connectivity. Thus this paper will discuss the different impact of webinar during Covid-19 in order to get better understanding about critical issues in related this programme.

Keywords: Webinar, Online Education, Covid-19

Introduction

E-learning is essentially imparting education through computer and network enabled digital technologies which includes internet, computer, satellite TV, CDROM, audio and video resources. A webinar is a short for web-based seminar, which is a presentation, lecture, workshop or seminar that is transmitted over the web using video conferencing software. A key feature of a webinar is interactive elements and the ability for a presenter to give, receive and discuss information in real time.

Using webinar software participants can share audio, documents and applicants with webinar attendees. This is useful when the webinar host is conducting a lecture or information session. While the presenter is speaking they can share desktop applications and documents. Today many webinar programme conduct different universities, colleges, UGC, NAAC also. This webinar services offer live streaming options or the ability to record your webinar and publish to You-Tube and other video services later.


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Common Webinar Software Features

There are many free, ad-supported and subscription/paid webinar software and services to choose from, some of the more common and useful webinar software features include the following:

- Support for multiple presenters
- Video file sharing
- Live chat for attendees
- Screen share
- Present video(or voice)options
- Conference options
- Chat filters to connect attendees and presenters
- Other attendee incentives such as live Q & A tools, polls and feedback forms
- Live capture to save presentation or streaming capabilities
- Calendar scheduling and invites

Impact for Education sector in India

Sometimes in the second week of March, State Govt. across the country began shutting down schools and colleges temporarily as a measure to contain the spread of the novel coronavirus. It's close to a month and there is no certainty when they will reopen. This was a crucial time for the education sector such as board examinations, entrance tests or colleges and universities and competitive examinations are all held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19 school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also engender far-reaching economic and social consequences. The structure of schooling and learning including teaching and assessment methodologies, was the first to be affected by these closure. Only a handful of private schools could adopt online teaching methods. On the other hand, low income private and Govt. schools have completely shut down for not having access to e-learning solutions. The students in addition to the missed opportunities for learning, no longer have access to healthy meals during this time and are subject to economic and social stress. If the situation persists, in the long run, a decline in demand for international higher education is expected. The bigger concern, however, on everybody's mind is the effect of the disease on the employment rate.


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Recent graduates in India are fearing withdrawal of job offers from corporates because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23 % in early April and the urban unemployment rate to 30.9%. Needless to say, the pandemic has transformed the centuries-old, chalk-talk teaching model to driven by technology. This disruption in the delivery of education is pushing policymakers to figure out to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide.

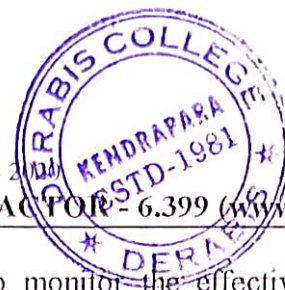
A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term. First strategy is to immediate measures are essential to ensure continuity of learning in govt. schools and universities. Open-source digital learning solutions and learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students.

The second strategy is to inclusive learning solutions especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling access and personalization of education even in the schooling system and increase the effectiveness of learning and teaching, giving students and teachers multiple options to choose from.

The third strategy is required to prepare the higher education sector for the evolving demand-supply trends across the globe-particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India.

The fourth strategy is also important to reconsider the current delivery and pedagogical methods in school and higher education. The major challenge in ED Tech reforms at the national level is the seamless integration of technology in the present Indian education System, which is the most diverse and largest in the world. Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So the quality of courses may differ across different E-Learning platforms.

In this type of crisis, a well-rounded and effective educational practice is what is needed for the capacity building of young minds. It will develop skills that will drive their employability, productivity, health and well-being in the decades to come and ensure the overall progress of India. Specifically, the webinar will consider:



- What mechanisms are in place to monitor the effectiveness of distance education programs in terms of coverage, up-take and learning?
- What is known about who is being reached and who is engaged?
- What strategies are hoping students, teachers and caretakers both access and meaningfully, engage in distance education programme
- What measures are being taken to ensure the quality of distance learning offered through different delivery system including internet, TV and radio technologies?

Conclusion

The webinar is being organized at a time when all educational institution are taking the E-learning route to complete the syllabus due to the CORONA VIRUS lockdown. We all are amid an extraordinary situation emerging out of the global Pandemic and consequent lockdown. With this unprecedented lockdown everything has come to an abrupt halt and the academic world is not an exception. Because of the forced closure of educational institutions, the entire Higher Education and School Mass Education system has been badly disturbed. In this type of system E-learning has emerged as the most effective option- both for the students and teachers as well as the school, colleges or universities managements.

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Reaction of Distance Education System at Secondary Level

Kishora Kumar Bedanta

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Abstract: The study is based on the reaction of Counselors, Co-ordinators and Regional Director towards different aspects of Distance Education Programme at Secondary Level. The paper was carried out on a sample of 104 Counselors, 26 Co-ordinators and Regional Director of Eastern Region, Odisha. The researchers were collected data by the self-made questionnaire and interview on the reaction of the Counselors, Co-ordinators and Regional Director to know the reaction towards different aspects of distance education at Secondary Level. The statistical techniques were used for analyzing the data. Percentages were calculated according to the responses. The results of the study that the students of Odisha are admitted towards NIOS Courses for the acquire degree comparatively easier than regular courses. Which is conducted in Odisha. NIOS gives preference to Female candidate, Rural groups students, S.C & S.T and Handicapped persons on admission. It also produces more job facility and provides self-satisfaction.

Keywords: Distance education system

1. Introduction

A School is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teacher. Most of the country has systems of formal education which is known as compulsory. This is vary by country to country

Comparatively, Distance Education System on long-distance learning is the education of students who may not always be physically present at a School. A distance learning programme can be completely distance learning. Where learners are staying in distance places and continue their programme of studies in Distance Education (D E) Institutions. It is teaching – learning situations where along with print medium various technological media are used to deliver study contents to learners. These media are radio, television, audio and video cassettes, mobile, computer etc. In this situation, two-way interaction takes place between learners and counsellors. The support services of learners play a major role in this situation. Today it involves online education. In this context, the education system needs to meet the meet the goals of Social Justice. Which indicates education for all. But the formal education system of Odisha Govt. unable to fulfil the destination of each citizen of the society. For this reason, distance education system can effective and meaningful alternative mode which creates the solution of the left out students. The researchers marked the reaction of the counsellors, Co-ordinators and regional director. This will help

the students in the open system to enjoy the benefits of the more flexible system together with the credibility which the conventional system offers

At present state, there are various evaluations pattern available on an offered programme by D E Institutions, which is called Accredited Institutions of NIOS. The needs of the distance learners, there are 162 AIs of NIOS spread over Odisha. The conventional face to face education being inadequate to accommodate the growing needs of the knowledge driven society and increasing desire of students for Secondary Education. NIOS is considered by many as an effective alternative educational system and students prefer to enroll in the varieties of programmes conducted by Accredited Institutions in different parts

A few studies have been undertaken at the national level as well as regional levels. In addition, at the individual level, studies have been conducted by Anand (1979), Pillai and Mohan (1983), Sahoo (1985), Pati (1993) and Srivastav (1995). In case of Odisha so far in depth study has been conducted on distance education at Secondary Level. In case of Odisha so far in depth study has been conducted on distance education at Secondary level. Although there have been studies on media aspects of formal education by Mohanty (1979), Biswal (1982), SCERT (1982), CET (1986), CIET (1989), Acharya (1995), NayaK (1995), Pradhan (2000) and Sahu (2005) in the field of higher education. No remarkable study has been undertaken either at personal level or at institutional level in the State of Odisha highlighting different aspects of distance system at the secondary level of NIOS programme.

To increase the effectiveness of Distance Education system of the state at the secondary level, it needs proper planning and management of quantitative dimensions of the system. Quantitatively the system will have to meet the academic requirements of the target group. The qualitative aspects of the system include its instructional system. Hence, an attempt has been made by the researchers to study the details on organizational and institutional aspects of Distance Education programme offered by NIOS at secondary level on the state of Odisha.

2. Objectives of the Study

To study the reaction of Counselors, Co-ordinators and Regional Director towards different aspects of Distance


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Education Programme at Secondary Level

A. Methodology of the Study

The methodology of the study includes design of the study, sample, tools used, procedure of data collection and statistical techniques used, which has been discussed in below,

B. Design of the Study

The study has been designed as descriptive survey in order to analyze the distance education system at secondary level by collecting information from the reaction of Counsellors, coordinators and Regional Director of Eastern Region

C. Sample

The researchers of the study selected 104 Counselors from 26 AIs (04 Counselors from each AIs) Further 26 coordinators of the concerned Institutions and Regional Director of Eastern Region, BBSR, Odisha constituted the sample of the present study

D. Tools Used

The researchers selected the self-made questionnaire for the counselors Further self-made interview schedule for Co-ordinator and Regional Director on NIOS to remark the reaction of distance education system at Secondary level

E. Procedure of data collection

The counselors were given questionnaire with instruction to fill it properly. The researchers personally visited the AIs and collected the information from counselors, Co-ordinators and Regional Director of Eastern Region, Bhubaneswar by using different tools

A. Statistical techniques used

In the present study to achieve the objective of the study simple descriptive statistics were used for analyzing the data. Then percentages were calculated according to the responses of the counsellors, coordinators and Regional Director.

3. Findings

The following findings of the present study were discussed in below:

- The students, parents, counsellors and newspaper advertisements were the first source of information for the learners about NIOS programme
- With the help of AI's the students took admission in the NIOS programme
- The people are attracted towards NIOS programme only the reasons of less expenses and expecting sure success.
- The students have taken admission in distance mode to acquire knowledge
- There is more emphasis as theory paper in comparison to practical
- Distance Education course produce more job facility and provides self-satisfaction In distance education centre,

sometimes the counsellors acts as a substitute for course material.

- Print materials are mostly used by the student of distance mode
- Reading materials of NIOS are highly appreciated by the students
- Text Books and reference Books are used by majority of students whereas Journal and work books are never used
- The counseling and PCP sessions are not sufficient.
- Tutor marked assignments (TMAs) are submitted regularly in each subject
- The counselors viewed that there is more emphasis on theory papers than practical this course produce more job facility and provides self-satisfaction
- A majority counsellor agrees that PCPs are useful to student, personal attention is essential in PCP classes, teacher student rapport is satisfactory and PCP can initiate the learners towards proper learning
- The counsellors are viewed that more training programme should be organized for the NIOS teacher
- The counselors are of strong opinion that assignment helps the students to improve the skill of reasoning
- The majority coordinators did not appreciate the admission twice a year
- Some of the coordinators are of view that in some AIs the printed study materials and reference books are provided to the students in library. Occasionally the audio, video, and CDs provided by NIOS
- The coordinators viewed that the model answer and the evaluation procedure should be provided the learner and evaluator in time. There is no need or orientation training to evaluators
- The Co-ordinators viewed that students do not come prepared with relevant doubts and there is a lack of seriousness towards regularity in attending counseling
- The Co-ordinators viewed that the assignment helps the students to develop proper learning habits and study skills.
- The students are not serious in submitting assignment regularly.
- The existing examination system helps in identifying learning difficulties
- There is no difficulty in conducting examination once in a year
- Limited time is given for preparation of assignments.
- Assignments help the students to improve the skill of reasoning
- The delay of result publication is a major problem for the learners in distance system of education
- The Regional Director suggested that more flexible time frame should be adopted for admission. The NIOS should conduct admission by planning to introduce 'Walk in admission' if possible at any time of year
- The Regional Director of NIOS wants separate library,



laboratory, hostel and bus for all the AIs. So that the students' strength can be increased. The Regional Director also needs facility for multimedia course productions and interactive digital communication for all AIs

- The Regional Director viewed that handicraft is one of the most important sectors of Odisha state economy. It involves a large number of people all over the state. The areas, which can be addressed through distance mode, may include application of new technology in handicrafts.
- The Regional Director also viewed that Odisha as a land of mine. mining studies can also be introduced through distance mode at secondary level.

4. Conclusion

Odisha as a state has made great stride in the field of distance education. This can be resumed from the improvement desirability towards distance education programme. From the above study it was found that the course offered by distance mode in NIOS are difficult in comparison to courses offered by formal mode. The NIOS proposes to have content free and a competency-based examination, which means that no particular book will be used to formulate questions, but the questions would be set from general reference

Besides providing education to out of school children through distance mode, NIOS has introduced 'Examination-on-Demand Scheme' to reduce the burden of examination among the distance learners. The NIOS proposes to have a content free and competency-based examination, which means that no particular book will be used to formulate questions, but the questions would be set from general reference

NIOS has adopted a multi-level delivery mechanism and AIs

approach with print material as the main source of learning. NIOS not only regularly revises the course materials, but also designs these as self-learning materials with simple language and adequate illustrations and graphics. Flexibility and innovation are the hallmarks of NIOS, which have adopted a student-focused approach. Unless proper counseling and guidance are provided, the students may not really benefit from the flexible system. As a result, NIOS plays a vital role in developing a network among the state open schools for maintaining quality and relevance. It can be concluded that NIOS authorities should take necessary steps to remove the problems for expansion of secondary education in distance mode.

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ISSUES OF ORGANISATION TO ASSESS GUIDANCE SERVICES IN SCHOOL



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Abstract

The present study was undertaken the issues of organization to assess the guidance service in school level with the reference needs, objectives, principles and requisites of guidance programme and organization of guidance services. There is the need assessment different guidance services time to time on the basis of students. The study requisites of a good guidance programme and also different types of guidance committees may be necessary for different institutions as no single pattern structure can fulfill the needs and requirements of each school. The issues of different guidance service is collected data on basis of pupil inventory service, occupational information service, placement service and follow-up-service. In fact organization of guidance service or programme in the school is not a recent attempt by the developed countries of the world. But in India, it has not got any clear picture on it as like other developed countries. That is why careful attempts should be taken by the Govt. or anyone to receive grand success in the organization of the guidance services in the school.

Key Words: *Pupil Inventory Service, Occupational Information Service, Placement Service & Follow-up Service.*

Introduction:

Guidance service is an integral part of education in school level. Broadly speaking, the term of guidance service is used to denote some help or assistance given to the student. There is a need for it from the stand point of the student and from that of the society. The student is confronted with many issues due to rapid increase in the complexity of economic life and the conditions of living. These problems which are as varied as life must be met and solved, which can be done through expert and proper guidance service must be provided in school level. Mainly guidance service given in the school include all sorts of school guidance activities and programmes which are meant for students in order to maximize their potentialities, achieve realization, self direction and self development, choose suitable career plan, make better adjustment every level. According to the following issues can be treated as the need for organizing guidance services in schools.

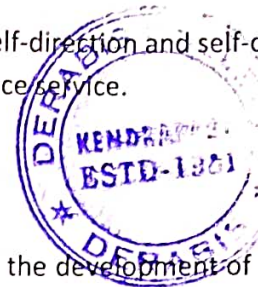
Need of Organization of School Guidance service:

Life is becoming complex in the modern age. Needs of the individual and society are fast changing. For fulfilling and satisfying these needs of students, there is need to organize guidance services in Schools. Accordingly, the following statements can be treated as the need for organizing guidance services in Schools, In past School was considered as an institution only, which is to meet the literary goal, to satisfy theoretical knowledge, to spend leisure time of the students. But, at present the same achievements are insufficient for the students to challenge the Society. Keeping point of this view, now-a-days School should be for the preparation for the goals of students as well as education.

- i) It helps the students and their parents to make right and appropriate career plans for next period.
- ii) It helps the students and their parents to make right and appropriate career plans for next period.
- iii) It helps the understand to the needs of students.
- iv) It enables the guidance workers to recognize the degree of interest of the students.
- v) It prepares students to find out a suitable occupation.
- vi) It provides knowledge to each student for better adjustment in the School.

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- ii) It creates consciousness to the School going children to adjust in the home.
- viii) It creates ample opportunities to the students for achieving self-realization, self-direction and self-development.
- ix) It consumes time, energy and money by the systematic organization of guidance service.
- x) It helps in developing good human relationship.



Objectives of organization of guidance service in School :

It has already known to us that a well-organised guidance programme is essential for the development of the students. to understand that the students are the best human assets for the Society. For this reason it has become an urgent need to organize guidance service in School keeping certain following objectives of it.

- i. To help the students to know and develop their abilities and interests.
- ii. To help the students to understand their strength at the level of their ability.
- iii. To help students to make realistic educational and vocational choices.
- iv. To determine the needs and requirements of the students.
- v. To enable the students to understand different problems of students.
- vi. To ensure proper utilization of resources.
- vii. To enable the students to find the purpose and function of each type of School.
- viii. To enable the students become conscious about new trends of occupation any job opportunities available.

Principles of organizing guidance services:

To carry out the guidance programme in School, the guidance services are organized keeping in conformity with following principles:

- i. It should be meant for the students
- ii. It should treat the students in its entirety
- iii. It should meet the specific needs of the students
- iv. It should be directed towards improving students self-direction and self-knowledge.
- v. It should be most priority on the staff who are linked with guidance programme.
- vi. It should be stored with adequate information
- vii. It should be provided for leadership
- viii. It should be made adequate provision for testing tools.

Requisites of organizing Guidance Service:

Guidance is not direction. It is not the imposition of one's point of view upon another. It is not carrying the burden: another's life. So the following minimum conditions are considered as requisites of organizing guidance service:

- i. The administration of School should accept the guidance programme.
- ii. The financial allocation should be properly mentioned.
- iii. The active cooperation, coordination and assistance of all the teachers should be provided properly.
- iv. The provision for guidance should be mentioned in the School time table as well as in the School budget.
- v. The teacher should be played his role as the career master.
- vi. Attempts should be organized to make parents aware about the guidance programme.
- vii. Guidance services in each School must be given through proper weightage.

The School authorities should provide scope and facilities for the implementation of the decision in guidance.

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Organisation of Guidance Services:

Each programme of guidance fulfills the organization of different guidance services. These guidance services are accepted the characteristics of guidance service. It has no identity without its services as features. For this reason, it is essential to organize the guidance services in the School. The School should obtain all relevant data of the students and try to explore the potentialities of individuals. It has to maintain the students record. It serves the needs of students with their educational, personal and social life. It should assist the students to understand their strengths, to make the decisions about course, to make occupational choice and to solve their personal and social problems. It also assists the students time for appropriate placement programme. There should be follow-up services to determine to which the students are doing well in the course of study. The guidance service is handled smoothly among the headmaster, teachers, counsellors, career masters etc.

1. Pupil Inventory Service

It means collection of data about a pupil which tends to distinguish him from other pupils. It is concerned with gathering, filling and use of data. It involves several methods of collecting information about the pupil. This service system collects and detailed information about the pupil. Such information relates to the pupil's abilities, achievements, aptitudes, interests, attitudes, bio-data, Socio-economic background and aspirations in life. Such information is made up to date regularly. The guidance counsellor who is in charge of guidance should remain in charge of maintaining the pupil inventory service.

2. Occupational Information Service :

This helps in providing information about various occupations and vocations to the pupils. It is natural that information about anything energizes an individual. For different categories of individuals, different types of information are important. This information service provides a variety of information to the pupils on various occupations. Securing of information about the individual is not enough. The individuals also need information to make right selections. Whether it be in the area of selecting a job or a subject of study. The occupational information centre will serve this purpose. This service is very useful for students of secondary and higher secondary classes. It is a service designed to assist pupils to explore the world of work. This service provides information about various vocational cases. There are some important types of information that pupils need are as follows: educational information, occupational information, industrial information, training, health information, recreational, Socio-economic and cultural information.

3. Placement Service :

It is the service that deals with placing the students in or helping the pupils to secure employment while in the School ; also to help those who have left the School and also to help those who have left the school in setting a job. After choosing a course and after making necessary preparation for it, the pupil must be helped to enter it with due care and confidence. For this reason, a separate service is adopted in the school guidance services which is called placement service. This placement service is given to the pupil in entering into a course or a vocation. This refers to assisting the pupil to find a right place in a course of study. The placement service is applied in three areas such as personal, educational ; and vocational.


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Follow-up service:-

Follow-up study of the student after his actual placement is an important phase of guidance programme. A follow-up till us whether a person placed in a job is going ahead satisfactory and how far placement service has been a success in finding him a suitable job. So this service refers to systematic evaluation of the effectiveness of the guidance programme in service and placement service in particular it is the component of a complete and compact guidance programme. It may be called monitoring service. It looks that pupils are rightly placed or not.

**Conclusion:-**

Thus, it goes without saying that organization of guidance service is the help given to the individual to identify his strengths and limitations and to enable him plan his own course of action. In fact, the real guidance service is a service designed to help an individual to solve his own problems of life.

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A Special Role of Interest in Teaching as a Profession

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ABSTRACT

Role of interest is quite difficult to define and interpret when teaching as a profession of an individual. A profession is a complex social phenomenon. It owes its existence to perception by its members that they are members of this or that profession. In this sense, while speaking of a group of people as forming a profession, we are speaking about how they see themselves and are seen by others. Another part is interest which is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes or our attractions and aversions. The author observed the role of different interest factor in teaching by which teaching is the noblest of all profession in the society. It is most rewarding too, not in terms of wealth and luxuries but in term of its being the dispenser of human destinies. So we can heartily say the role of teachers' interest occupy the centre-stage in the grand opera of learning which is almost daily played as teaching in the classrooms in India.

Keywords: Interest, Teaching, Profession

INTRODUCTION

Role of interests are important in their own right and they represent a trait distinctly different from other traits. Teacher is the milestone in the classroom teaching for the process of education. If he is more interested towards his profession or sincere or hard worker or confident, then we can be assured of the nation's future. In our soil and culture a teacher is held in great respect and honour. A teacher should have positive interest or attitude to guide the students and to motivate towards the education too easily. The performance of teacher is

dependent to a great extent on interests in his profession.

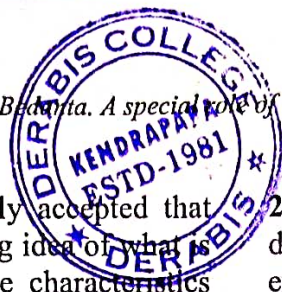
In the present study clearly emphasized that has been made to observe and compare the teaching interest and liability feeling among the teachers and to find at the extents and limits up to which they discharge their professional obligations earnestly. An interest is an innate, acquired, learned or developed component of competency to a certain kind of work at a certain level. We can defines interest is a tendency to become absorbed in an experience and to continue it.

CHARACTERISTICS OF INTEREST AND PROFESSION:

Interests are important in their own right and they represent a trait distinctly different from other traits. Their role in the performance and achievement of any kind is no less significant than that of other relevant traits. Its role is highly impressive in teaching. The characteristic of interests are given below:

1. Interests are shaped by heredity and environment
2. They are fairly stable traits
3. They never become permanently fixed
4. They are sufficiently unique to warrant special consideration in the study of an individual or a group
5. They vary with age and differ among individuals and
6. They gradually crystallize as the individual begins to discover himself.

There is no definition of the term 'profession' can be regarded as authoritative. However,



characteristics are so widely accepted that they provide a good working idea of what is meant by profession. These characteristics are given below:

1. A profession must be having a unique, definite and essential social service to perform.
2. A profession depends upon intellectual rather than physical techniques in carrying on his works
3. Entry in to a profession usually requires a long period of preparation including formal specialized training
4. A profession is emphasis upon the service to be rendered rather than rewards to be gained
5. Profession is a life-time occupation
6. A profession is so regarded by virtue of its being governed by a well-defined organization.

DIFFERENT INTEREST FACTORS:

The teaching profession is based on different interest factors for the process of education classroom teaching. These different interest factors are:

1. **Manual:** It includes activities that are manual in nature with less emphasis on thinking variable.
2. **Social:** It includes welfare of others, verbal expression, control of others, office activity and responsibility.
3. **Clerical:** It includes such activities as office work, number of manipulation, precision, exactness and physical activity
4. **Business:** This includes business contact, verbal expression, fixed-in-complete course and sensory satisfaction
5. **Outdoor:** It includes out -door activity, like agriculture manual activity, construction as well as manipulation, farming etc.

METHODS MEASURING INTERESTS TOWARDS TEACHING:

We can measure the interests of teacher towards teaching by the following methods:

1. **Observation:** We may observe manifest interests. What a teacher actually does is a good indication of what his interests are?

2. **Claims of the Counselee:** We can determine a teacher's interests from his expressed interests in a subject, activity, object or vocation.

3. **Use of Instruments:** We may asses interests using an instrument like Michigan vocabulary test on the ground that if a teacher is really interested in his profession

4. **Use of Inventories:** We may determine the pattern of a teacher's interest from his responses to his occupation and activity. This technique is by far the most common means of assessing interests.

Improvement of Interests towards the Teaching Profession:

The destiny of a country is being shaped in classroom. So the teachers are occupied pivot role in the society. For this reason some provision must be forwarded to improvement of interest towards teaching profession.

1. Teachers should be given professional training and the latest knowledge
2. Teachers at all levels should be treated as equal
3. Teacher trainees should be kept in contact with actual conditions.
4. All teachers should be given equal opportunities for developing and improving themselves
- 5 Unions of teachers should be established to safeguard the interest of the teachers.
6. The administration should seek the cooperation of teachers.

CONCLUSION

The results show that regardless of the effects of demographic variables such as gender, age, year of study or fields of study, the prospective teachers' interest in teaching can be identified through three distinctly different profiles, high, medium and low interest in teaching. Results of the present study also demonstrate that the profiles of prospective teachers' interest in teaching were significantly related to their career choice satisfaction and professional plans. The social role of the teaching profession was a factor mentioned positively by

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students both in the evaluation of the profession and in their expectancies in relation to the future work as a teacher. Although the idea that the teacher plays an important social role contribute to increase the interest in or the admiration of the profession, it is necessary to point out that this sole aspect is not enough to draw students neither to this field of work nor to the prospect of remaining in the career.

This study has also made it possible to visualize the factors that increase the lack of interest in the teaching profession, which are mainly related to the working conditions and context of social devaluation. Thus the research findings point to the need to improve the working conditions of teachers in order to attract and retain students to the teaching career.

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How to cite this article: Bedanta KK. A special role of interest in teaching as a profession. International Journal of Research and Review. 2020; 7(3): 112-114.



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ISSN (Online): 2455-7838

SJIF Impact Factor : 6.260

ISI I.F. Value : 1.241

DOI : 10.36713/epra2016

EPRA International Journal of Research & Development (IJRD)

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 5, Issue:4, April 2020

Indexed By:



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A STUDY OF PRIMARY SCHOOL MERGER PROGRAMME IN ODISHA

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ABSTRACT

This study is an attempt of Primary school merger programme which reflects the policy of rationalization of school in Odisha. With the state Govt. finalizing modalities for merger of schools for system-wise transformation and quality learning, school education in Odisha is all set to go for a complete makeover. As per the roadmap prepared for rationalization of school education, around 4200 schools will be merged with schools located in the same campus or within the radius of 100 meters in the first phase before the next academic session. School listed for merger have students' enrollment of less than 20. The School and Mass Education Department of Odisha embarked on an ambitious program of primary school mergers by shutting down small village school and opening up larger centralized schools. The goal of the programme was to improve the teacher and building resources in an attempt to raise the human capital of students in poor rural areas although it was recognized that students would lose the opportunity to learn in the settings of their own familiar villages. Given the magnitude of the programme and the obvious mix of benefits and costs that such a program entails there has been surprisingly little effort to evaluate the impact of creating a new system that transfers students from school to school during their primary school period of education. In this paper, our overall goal is to examine the impact of the rural Primary School Merger programme.

KEYWORDS: *Primary School Merger Programme, Rationalization of Schools, Lead School, SLMC*

INTRODUCTION

The exponential growth of elementary and secondary schools in the state in last two decades has undoubtedly resulted in expansion of access to schools and at present there is hardly any unserved habitation left in the state. But, so far as quality education is concerned there is still much room for improvement. One of the important factors affecting the pace of growth in quality education is lack of adequate number of teachers in many schools. Ironically many schools are running with very less number of teachers in our state although it has a highly favorable PTR i.e. 23:1 against the RTE Norm 40:1. This is the reason why a continuous effort has been made in last 10 years to rationalize the teachers. But rationalization of teachers alone has not solved the acute problem of vacancy of teachers in many schools especially those located in rural and remote areas. The following situations have

been found to be inhibitory in the stride towards the goal of quality education:

(a) Schools with very poor roll strength and those with better roll strength have been provided with equal number of teachers to satisfy the RTE norm.

(b) A large number of schools being there, the state has not been able to provide at least one teacher for each class in elementary schools as required in an ideal situation. Thousands of primary schools are running with only two teachers. This has forced the schools to adopt the multi-grade teaching method which probably slow down the pace of our journey towards the goals of quality education.

(c) Myriad instances are found where two or more schools with same class range or compatible range of classes are running from one campus or close vicinity.

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(d) Existence of large number of schools splits and reduces the availability of material and intellectual resources for individual institutions. This also causes problem in monitoring and supervision. Deficiency in monitoring and supervision obviously affects the achievement of quality education.

RATIONALISATION OF SCHOOLS

Rationalization of schools being one of the most effective ways of solving the problems caused due to the above situations, steps have been taken in this direction in recent years by merging schools and closing down many schools with very poor roll strength. Although these steps have been taken in the right direction, a comprehensive and strategic approach to the problem was required to be worked out to ensure rational distribution of teachers in order to bring improvement in quality.

Thus formulating a comprehensive policy of rationalization of schools was under active consideration Govt. for a long period Govt. After careful considerations have been pleased to introduce a "Policy of Rationalization of Schools" with following details:

1. Scope:

All Govt. schools both elementary and secondary schools shall be covered under the policy. The horizontal / vertical integration among Block Grant School and GIA Schools will be considered separately with detail modalities.

2. Initiatives under the Policy:

The following major initiatives shall be undertaken for implementation of the policy:

(a) Merger of Schools:

Schools located in same campus of located within a distance of 100 meters shall be merged so as to for a single institution or a composite institution which may have both elementary and secondary wing.

Further, schools with very low roll strength shall be physically merged with other schools of same range of class or higher range of class even though the distance exceeds 100 meter. A primary school with roll strength less than 20 and Upper Primary School (class I-VIII) with roll strength less than 30 shall be treated as Low Roll Strength School for the purpose of merger. Similarly, in case of Secondary schools, a 2 class Secondary School with roll strength less than 30 and a 5 class / 7 class school with roll strength less than 50 shall be treated as Low Roll Strength Schools. But in case of EBB/TSP Blocks, the Primary Schools having roll strength less than 10, in case of U.P. Schools (I to VII Class) having roll strength less than 20, 2 class Secondary Schools having roll strength less than 20 and

for 5 class / 7 class Secondary Schools having roll strength less than 40 shall be treated as low roll strength schools for this purpose.

However, keeping the RTE distance norms for access in view, Geographical location of school natural barriers and other local factors, Govt. may decide to modify the minimum roll strength criteria for physical merger of Low Roll Strength Schools.

The merger shall be two types such as :

(i) Horizontal Merger:

Schools with same range of classes shall be merged to form a single school. The following mergers shall be treated as horizontal mergers.

- Merger of two or more Primary Schools
- Merger of two or more Primary Schools of any range
- Merger of two or more Secondary Schools of any range

(ii) Vertical Merger:

Schools with different range of classes, i.e. one with lower class range and the other with higher class range shall be merged to form a single or composite school. The following mergers shall be treated as vertical merger:

- Merger one or more Primary School with a 3 Class (VI- VII) or 8 class (I-VIII) Upper Primary School
- Merger one or more Primary School with a 5 Class (VI- X) or 7 class (IV-X) Secondary School
- Merger of one or more 3 Class Upper Primary Schools(VI-VIII) / 8 Class Upper Primary Schools (I-VIII)with a 2 Class(IX-X)/5Class (VI-X) / 7Class (IV-X) Secondary School
- Merger of one or more Primary Schools with a 2 Class (IX-X) Secondary School, provided that the linking classes are opened by Govt. in appropriate time to facilitate continuity of study of the students passing out of the top class of the primary school.

(b) Up-gradation of Schools:

In order to implement this policy of rationalization of schools Govt. may upgrade a primary School to Upper Primary School or an Upper Primary School to Secondary School in the following situations:

- (i) To open link classes (VI-VIII) where it is decided to merge a Primary School with a two class Secondary School, the Primary School may be upgraded to an Upper Primary School.
- (ii) Selection of Schools for Merger

The selection of schools for merger should be based on the following criteria-



- (a) All schools being merged need to be located in the same district
- (b) The schools must be Govt. managed schools
- (c) Madrasa, Sanskrit Toll, Special Schools shall not be selected for merger
- (d) The schools should be located in same campus or within 100 meter radius. In case of Low Roll Strength Schools, the 100 meter distance restriction shall not apply
- (e) Schools separated by State High Way, National High Way and Railway Line shall not be taken for merger.
- (f) Schools separated by rivers, forests, hills or any other natural barriers shall not be merged.
- (g) All aided School shall not be considered for merger with a Govt. School
- (h) In case of physical merger of Schools not located in the campus, the availability of class rooms in the School to which students to closed School shall be shifted must be verified by properly through the higher authorities.
- (i) In case of non-availability or required of class rooms to accommodate the students after physical merger, administrative merger may be taken up for the time being till construction of the additional Classrooms.

03. Implementation Modalities:

- (i) The Schools to be merged / upgraded shall be selected on the basis of UDISE data Vis-à-vis the above mentioned guidelines by a District Level Merger Committee (DLMC) under chairmanship OF Collector of the district. The DEO, DPC and all BEOs shall be the members of the committee and DEO will be the member convenor. If the committee so decides fresh verification of UDISE data may be made.
- (ii) The Schools considered for merger shall form the merger group and the School with highest class in the group will normally be the Lead School with which other Schools will merge. The Schools which will merge with the lead School shall be known s Satellite Schools. In case, there is more than one School to be the lead School DLMC will take a decision taking into account the number of classes, infrastructural and will strength in the order of such School, to select the lead School.
- (iii) The list of Schools for merger / up-gradation approved by the DLMC.
- (iv) A State Level Merger Committee (SLMC) under the chairmanship of SPD, OPEPA with SPD, RMSA and DEE as members will scrutinize the list. The Officer in charge of Access in OPEPA will convene the meetings of SLMC.

- (v) After notification of Schools for merger, steps will taken by the DEO or BEO.
- (vi) The records, stores, accounts movable properties of the Satellite Schools shall be handed over by the Headmasters of the concerned Schools to the H.M of the lead School.
- (vii) The subsequent adjustment / transfer of employees in the Schools notified for merger shall be made as per instructions in the notification of merger.
- (viii) In case of dispute in naming in the Nodal School after merger, the H.M of the Nodal School shall organize a joint meeting of the SMCs of merger group-
- (ix) After merger the Headmaster of the Nodal School will take steps to record the land and property of the all merged Schools in its name in revenue records.

04. Applicability of provisions of RTE Act

The distance norm for access for children from catchment villages / habitations as prescribed in RTE Act shall not be deviated in any case of physical merger of elementary Schools.

05. Applicability of Odisha Elementary Cadre Rules

The provisions of Odisha Elementary Cadre Rules in so far as service conditions of the teachers of elementary Schools are concerned shall not be deviated in any manner after the merger.

CONCLUSION

As per the roadmap prepared for rationalization of School Education around 4,200 School will be merged with Schools located in the same campus or within the radius of 100 meters in the first phase before the next academic session. Schools listed for merger have students' enrollment of less than 20. The decision after merger of Schools was taken under the Sustainable Action for Transforming Human Capital (SATH) programme launched by NITI Aayog in three states including Odisha. Director of Elementary Education, Chudamani Seth said earlier Schools with students' strength of less than 10 were closed, but now Schools having less than 20 students will be merged with nearby Schools. "Tentatively we have found 4200 Schools which can be integrated with the next Schools. If it is a Primary School, it will be merged with Upper Primary and the latter will be clumped together with High School. Work has already begun and we are planning to complete the merger process by end of March" he said.

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It was found that more than one Govt. Educational institution having different heads are functioning from one campus or adjacent campuses with independent identities and there was lack of co-ordination among these institutions while undertaking different activities like annual functions and sports meets.

The Director informed that along with the merger they would go for reduction of out of School children and dropouts in ten identified districts including Koraput, Malkangiri, Nabarangpur, Rayagada, Bolangir, Subarnaopur, Kalahandi and Nuapada besides Gajapati and Kandhamal. The School and Mass Education (SME) Department is, infact, planning to merge around 21,300 Schools by March'2020 as per the S A T H guideline. Though Odisha has 25,477 primary Schools and 2,554 upper Primary Schools with students' enrollment of less than 60, the priority will be given for merger of Schools located within the radius of one K.M.

The state has prepared a roadmap for conducting a detailed diagnostic exercise and designs a customized School Education system. The roadmap will be implemented through the State Project Monitoring Unit (PMU) which will do tracking, monitoring and course correction. Apart from Odisha, the SATH Programme is also being implemented in Madhya Pradesh and Jharkhand.

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Impact of Parental High Expectation in Primary Education

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Abstract:

The present study discusses impact of parental high expectation of primary education in Odisha. This study is based on descriptive survey method. It is conducted through survey model, which involves interviews with 180 parents of the primary schools children of Derabish Block in Kendrapara district of Odisha. The role of parental expectation is affecting children's academic progress, which has received and substantial attention from psychologists and sociologists over the past half century. The results of study refer that parental expectations of the objectives of primary education are mostly in conformity with the general objectives of primary education. The parents complain indiscipline in school campus, low academic qualification teachers, lack of dedicated teachers towards education, insufficient administration in the school, lack of supervision, teaching has not done total period in the school hour, inadequate in-service training programme, insufficient infrastructure, over-workload for a teacher, excess other social activities involved by a teacher in school hour and unskilled teachers involved in this high sensible dignitaries human being institutions. Most of the parents are unconscious primary education about their children.

Key Words: Parental High Expectations, Ethnic Differences, Primary Education

Introduction:

The impact of parental high expectations in affecting children's academic progress has received substantial attention now-a-days. In general, parental expectations have been found to play a critical role in children's academic success. Although, the term "parental expectations" has been defined in various ways in the literature most researchers characterize parental expectations as realistic beliefs of judgements that parents have about their children's future achievement as reflected in course grade, highest level of schooling attained. Parental expectations are based on an assessment of the child's academic capabilities as well as the available resources for supporting a given level of achievement.

Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve. To the extent that parental aspirations reflect the value parents place on education. They are based on parents' personal goals as well as community norms about schooling and its role in promoting professional and personal success. The author of this study tends to measure parental aspirations by asking the year of schooling parents "want" or "hope" their children to achieve. The Constituent Assembly of India adopted and enacted the Indian Constitution on the twenty-sixth of Nov, 1949. The constitution become effective from 26th Jan. 1950. There are some specific provisions made in the constitution for education. Regarding free and compulsory education the constitutions makes the provisions under article 45 in the following manner "The State shall endeavour to provide within a period of ten years from the commencement of this constitution free and compulsory education for all children until their complete the age of fourteen years."

During time to time different efforts were made from the govt. Side to implement the new system of education in the way its intended. But from the very beginning of the implementation of the plan, many teachers found the new system somewhat confusing. The mid-term and full-term evaluation of National Education System plan implementation observed a big mismatch between the intended and implemented

curriculum. The full term evaluation team examined the plan thoroughly and their report suggested some necessary measures on the very plan itself.



Characteristics:

Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve. To the extent that parental aspirations reflect the value parents place on education. They are based on parents' personal goals as well as community norms about schooling and its role in promoting professional and personal success. Although parental aspirations and expectations are conceptually distinct, in terms are sometimes used interchangeably. On occasion, the author of this study assesses parental aspirations and expectations separately but combines them into a single measure for analytic purposes. This study focuses exclusively that measured parental expectations about their children's future academic achievement. However, parent involvement in the education is necessary. There are many ways like parents guide their children during studies, plays with children, aware on wrong habits, socialized with children in community and involving in schools activities but mainly from school size. They are not giving more important on parental involvement among their children in schools. Really parents are regarded as the first agency of the education. In order to make primary education more qualitative, suitable and competitive, its syllabus must be relevant to the needs interests and aspiration of parents' as well as society. In this paper, the author refers to race as well as to ethnic, which can be defined as an individual's heritage based on nationality, language or culture.

Parents' Expectations of Primary School Student:

According to Mrs Suchismita Pradhan, who is the teacher of Narua Project Primary School, Narua, Kendrapara, emphasizes that parental involvement is an important and essential to make a good performance in education to their children. However, parents are guardians, teachers and care takers for improving their children. There is a strong positive relationship between parental education or parental involvement and time spent with children. However parenting education programmes offer multiple benefits to parents as well as to their children. Parent expectation have been posited as affecting student outcomes both directly through interactions with their children and indirectly through parental beliefs and perceived efficacy in providing academic support to their children. It is conceivable that the longer a student stays at school, parent aspirations will alter in line with grades the student gets from teachers. In other words, originally optimistic parental expectations could decline when parents received student grades that were lower than their expectations for their children. Mr Jayadev Das, DEO of Derabis College critically commented on that high parents' expectations positively influence older students' achievement and self-perceptions. On his view, the author of this paper expected that parent perceptions of their 11 to 16 year students' academic achievement were closely related children's self-perceptions because the perceptions and expectations of parents contributed to students' self-perceptions. He also clearly suggested that the low pattern of question prepared by the board, which cannot support the intellectual development of the child.

In order to find out expectations regarding the objectives of primary education, they were asked to report their expectations regarding the understanding skills and competences, they would want in their children. In response to this query, more than 80% of parents reported that primary education completes must be able to write correspondence letters and application, read on books and up- to-date newspapers, solve daily life problem related to the operations of the four fundamental rules. Parents of disadvantaged children wanted their children to be skilled enough to work and earn. When asked about the reasons for sending children to school, they wanted their children to have a govt.

Race / Ethnicity Differences in Parental Expectations:

This survey model of study which is interviewed on 180 parents commented that the race of parents along with their education level play an important role in defining their expectations of educational attainment. The author observed that differences in parental expectations existed between immigrant parents and native-born minority parents. Immigrant parents were found to maintain high aspirations consistently overtime from standard I to V. Comparatively than native born minority parents. The high expectations correlated positively with parental education and children's level of academic performance. It clearly points out that parental expectation has positively correlated to children achievement.

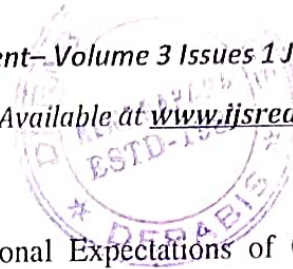
At conclusion, it appears that Asian American parents hold higher expectation than do parents in other groups, but it is difficult to draw a definitive conclusion regarding the relative expectations of African American and European American Parents. At present, we will discuss that these inconsistent findings are partially attributable to differences across studies in the child's age at the time parental expectations were assessed, the way in which parental expectations were elicited, variability across racial groups of socio economic status.

Parents Opinion on the School Activities:

There are 80% of parents expected that children must be learning something good in the school. This implies that they do not seem much concerned with whatever activities are going in the school. For example, one third of the parents were found to be dissatisfied with the functioning of the school itself. They had many complaints against teachers and their teaching. Their main complaint is related to the teachers and their teaching. They are of the opinions that the programmes of school activities have not been delivered to the required extent by teachers including their concerned people and authorities. Regarding school activities the main observations of the unsatisfied parents are lack of discipline in schools, low academic qualification of teachers, teachers involved in politics, lack of dedication on part of teachers, lack of supervision from the concerned office time to time, teaching not usually done through the whole period and school hours, the over workload by the teacher, different categories teachers are appointed by the govt. Time to time, irregular appointment of the teacher, low profile category teachers appointed by the govt. and no emphasis on cultural and physical development of children.

Conclusion:

The conclusion of the present study informs that parental high expectations of the objective of primary education are mostly in conformity with general objectives of primary education. Some parents desire that their children to be able to communicate in English. So parental reasons for education their children at the primary level is to make them able to solve daily life problems related to reading, writing and general arithmetic. Most of the parents indicated that the need for teaching some work skills and for making their children more obedient, respectful and religious. Parental attributions about the causes of successful school performances are likely to affect the relation between students' prior performance and parents' expectations about future performance. In order to meet the parental expectations and the national requirement, provisions should be made for incorporating some socially useful work skill in the primary education curriculum. There are some parents gives their opinion that there is lack discipline in the school campus, profile teacher, inadequate staff member of the school, over-workload, insufficient text-book and no emphasis on physical and cultural programme in the school. A majority of parents were unaware of the elective subjects interesting to their children. It is clear that children should be motivated by their guardians to work hard in school. Parents should not become overbearing for their children.



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ROLE OF PARENTAL ATTITUDE TOWARDS GIRLS' EDUCATION

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ABSTRACT

This study investigated the role of parental attitude towards girls' education. Now-a-days, girls' education is drawing attention of our government, parents and educationists. According to the census report of India Government, the percentage of educated women is very low in our country comparatively than men. So our country is suffering from the oppression of women. One of the main reasons for the lack of girls' education in India is the male-dominated society. Even though the country is making progress, the belief that women belong in the home is still widely held. Changes in a demographic profile of nation depend largely on attitude and behaviour of individual. Gender in equality is a very serious issue in the Asian nation, which is why 10 million female babies have been aborted over the past 20 years. A son's education is given more importance because it is thought that daughters will eventually get married and live with their husband, so many believe that a girl's education is not of much help directly to her family. These causes should be found and proper solutions should be worked but so that all women receive education.

Keyword: Girls' Education, Gender Inequality, Parental Attitude

INTRODUCTION:

Education is a necessary component for the growth of a nation and educating girls still continues to be a problem in most developing countries. India has made quite considerable progress with an overall increase in literacy rate from 64.8% in 2001 to 74.04 % in 2011, but girls' education in India still requires improvement in a number of ways. The literacy rate of women, according to 2011 census is 64.46% while the male literacy rate is 82.14%. The highest literacy rate of women in Kerala is 92 % but the lowest female literacy rate is in Rajasthan 52.66%. Though there has been a substantial increase in the number of literate women in the past few years, the number still falls low for the entire nation.

A girls' education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex, India remains patriarchal society. Male inheritance and property ownership, early marriage, violence against women and trafficking are all serious issues in the country. There are some school, but most girls do not attend, often because of religious reasons or cultural pressure. When women have a voice there can be change made to existing laws changing the future for young girls.

Parental attitude have a strong impact on their children towards education. They play important role in developing habits and social character of the child. The relationship between child and parent is the most natural. A girl child spends a few hours in school but the rest of the time of the day that child spends with her parents. Therefore a great responsibility for her education lies upon home rather than any other agency.

PARENTAL ATTITUDE:

In the development of child's personality the influence of parents' attitude is a meaningful factor. Parents' attitude here means thinking and feeling of their children's future career. Attitude in this study is defined as the behaviour of the parents towards girls' education. The main aim of education is to modify the behaviour of the child according to the need and expectancy of the society. Attitude may be positive or negative, whenever our view towards a thing or a person is not pleasing and we dislike them, it is negative attitude and when the presence of a person, thing incident and thought pleases us, it is called as positive attitude. An attitude is a readiness to respond in such a way that behaviour is given in a certain direction. Hence, this study posses the role of parental attitude towards girls' education in Kendrapara District.

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OBJECTIVES OF THE STUDY:

The objective of this study is to explore parents' attitude towards girls' education. These specific objectives are:

1. To study attitude towards girls' education of rural parents.
2. To study attitude towards girls' education of urban parents.
3. To study attitude towards girls' education of educated parents.
4. To study attitude towards girls' education of uneducated parents.

SAMPLE:

The size of the sample is consisted 120 girl students of class X belonging to Govt. and Private High School of Kendrapara district. The convenience sample technique was used to collect the data.

TOOLS AND TECHNIQUES USED:

The data is collected from the students by self-prepared questionnaire. The author of this study used this questionnaire and marked the parental attitude towards girls' education. The author of this study analysis the collected data by a suitable statistical technique of Critical Ratio.

DELIMITATION OF THE STUDY:

1. The size of the sample is confined to only 120 girls student of Class X
2. It is confined to Government and Private High School of Kendrapara District only.
3. The findings of the study are based on the assumption that respondents have given the correct information.

INTERPRETATION OF DATA:

In order to accomplish the objectives of the study the self prepared questionnaire was applied to role of parental attitude towards girls' education.

Table01. Significant Difference in the attitude towards girls' education of Urban and Rural parents

Group	Number	Mean	Mean Difference	SD	CR	Level of Significant
Urban	60	26.74	0.91	2.02	2.43	At 0.05 level
Rural	60	25.83		2.95		

Table 01 informs that there is significant difference in the attitude towards girls' education of Kendrapara. The CR value is found 2.43 which are significant at 0.05 level. Mean score of Urban parents are significantly higher than rural parents. The probable reason is that urban parents are more consciousness of girls' education than rural parents.

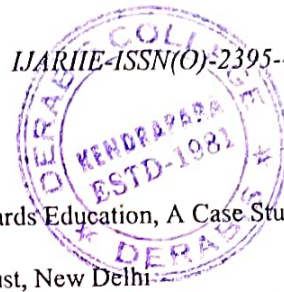
Table02. Significant Difference in the attitude towards girls' education of educated and uneducated parents

Group	Number	Mean	Mean Difference	SD	CR	Level of Significant
Urban	60	26.57	1.57	2.162	2.44	At 0.05 level
Rural	60	25		3.535		

Table 02 indicates that there is significant difference in the attitude towards girls' education of educated and uneducated parents. The CR value is found 2.44. Mean score of educated parents are significantly higher than uneducated parents. The main reason is that the educated parents are more up-to-date and self-conscious about the girl child comparatively than uneducated parents.

CONCLUSIONS:

The conclusion that can be drawn as a result of the findings is that the urban parents show more readiness and consciousness towards girls' education. Educated parents are more positive attitude towards girl education. The parents should not discriminate against their girl child but rather treat all children equally and provide same opportunities for them.



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ISSN NO : 0474-7269



Govt. of Odisha

THE ODISHA HISTORICAL RESEARCH JOURNAL

Volume LVII No. 3 & 4

Published by :

Dr. Jayanti Rath
Superintendent of Museum

Odisha State Museum
Bhubaneswar

2018


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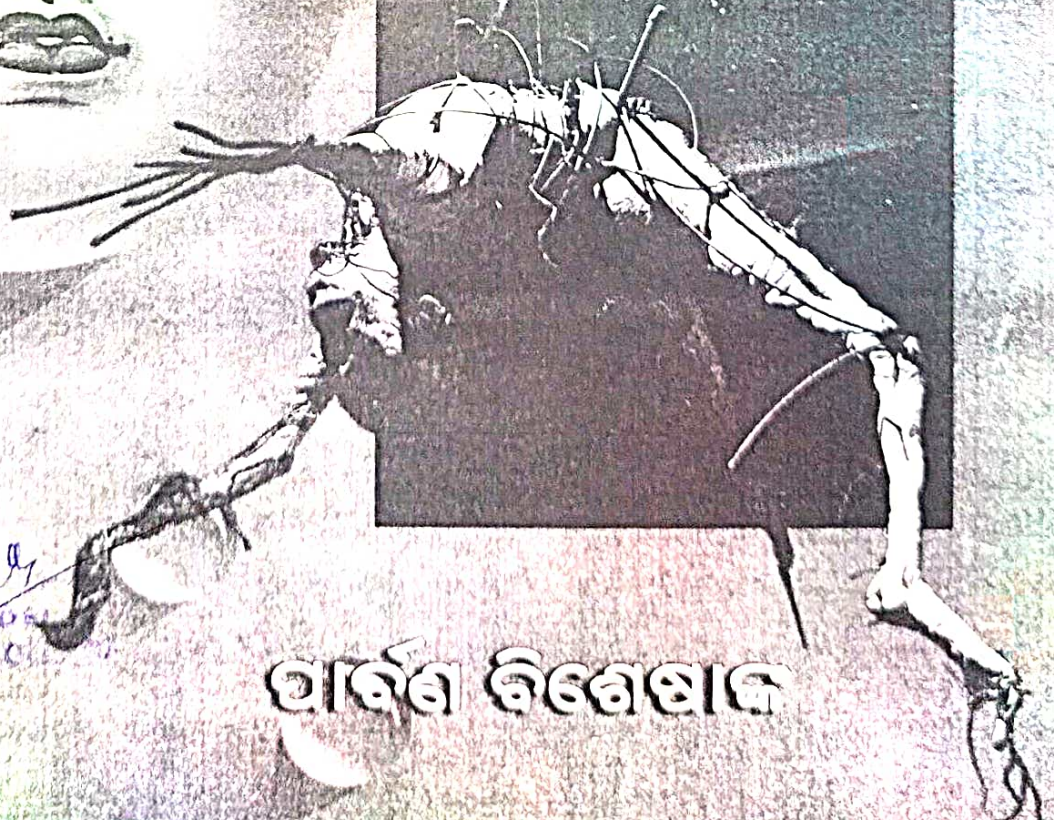
declared in his proclamations of 1436 A.D. inscribed on the Jagannath temple at Puri and Lingaraja temple at Bhubaneswar, that the territory over which he was ruling was named Odra Rajya. Oriya Mahabharata of Saraladasa refers to the Kingdom of Kapilesvaradeva as Odra Rastra or Odisha Rastra¹⁵.

Utkal is another ancient name of present State Odisha. The Mahabharata refers at Utkal consists of Odras, Makalas, Kalingas and Andhras. The Ramayana and the early Buddhist literature like Vinaya Pitaka and the Jatakas refers the Utkala Janapada was outside the limits of the Majjhimadesa. Pargitar suggests that Utkala comprised the southern portion of modern Chotanagpur region. In the Asanapat inscription of Satrubhanja (Post-Gupt period) mention Utkal as Ubhaya Toshalis. Raghuvamsa of Kalidas (600 A. D.) describes at Utkal territory lies in the close proximity of the Kalinga country¹⁶.

Kosala, the ancient Odisha's name Kosala mentions in the *Mahabharata*, as *Dakshina Kosala*. The Allahabad Prasasti of Gupta king Samudragupta (350 A.D.) describes Kosola along with the territories of *Dakshinapatha*. The Chinese Pilgrim Yuan Chawng visited in 639 A.D. and in this time the Kosala compressed of present state of Bilaspur and Raipur of Chatisgarh together with the districts of Sundargarh, Sambalpur and Balangir in Odisha. The Somavamsi king Yayati-II succeeded in unifying Kosala and Utkala under one political banner (11th Century A. D.) The Gangas of Utkala (1112 A. D.) defeated the Kalachuris and occupied territory falling within the districts of modern Sambalpur and Balangir districts. The glory of Kosala revived under the Chauhana rule and in the 16th Century A. D. the Political gravity shifted from Patnagarh to Sambalpur¹⁷.

In Odisha the distribution of punch-marked coins, both imperial and Kosala types have been reported from different places. These coins are found either in a hoards or as stray finding. The finding places and distribution of these coins are considered as representing trade centres and routes, respectively. From these findings it is clear that besides circulating Imperial or Mauryan variety of coins, the site located in Odisha especially in the western part were circulating with local symbols known as 'Kosala' type. A hoard of 539 Nos¹⁸ of imperial variety of coins from the old ruins of 'Asurgarh' in Kalahandi district, 10 No's of coins from 'Jharapara' near Bhubaneswar, 49 coins from 'Jagamara' hoard in Puri district, 379 coins from Salipur hoard in Cuttack District, 334 coins from 'Pandia' hoard near the Rock Edict of Asoka at Jaugada in Ganjam District and a hoard containing 360 coins from Samantarapur near the ruins of Sisupalagarh are noticed. Same type of the coins have also been reported from the excavations at Sisupalagarh and Udayagiri hills in 1962-63. From Dundu hoards near Bahalda in Mayurbhanj district was found 192 no's of coins, at the time of excavation at Manamunda-Asurgarh in Boudh district found 01 no. of coin; 162 no's of Kosala or Janapada type coins¹⁹ from Sonpur hoard in the district of Suvarnapur, 19 stray find coins from middle Mahanadi valley in Bolangir district,

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ଡେରାଫିଶ



ସୂଚୀପତ୍ର



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ପ୍ରବନ୍ଧ.....

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Sally
Principal
DERABISH COLLEGE

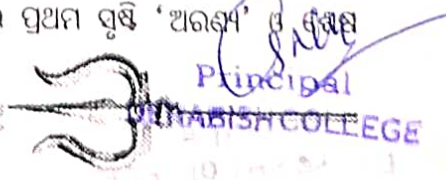


କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ କାବ୍ୟ ଜଗତ ଡକ୍ଟର କିଶୋର ଚନ୍ଦ୍ର ମଲ୍ଲିକ

ସମକାଳୀନ ଓଡ଼ିଆ କବିତା କ୍ଷେତ୍ରରେ କବି ନୀଳମଣି ପରିଡ଼ା ଏକ ବଳିଷ୍ଠ କବି ପ୍ରତିଭା ଓ କବି ଜଣେ ଉଚ୍ଚକୋଟୀର କବିର ସ୍ୱାକୃତି ତଥା ମାନ୍ୟତା ଲାଭ କରିଛନ୍ତି । କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ଜନ୍ମ ୧୯୪୮ ମସିହା ମାର୍ଚ୍ଚ ୧୮ ତାରିଖ କେନ୍ଦ୍ରାପଡ଼ା ଜିଲ୍ଲାର ମାନପୁର ଗ୍ରାମରେ । କେନ୍ଦ୍ରାପଡ଼ା ସ୍ୱୟଂଶାସିତ ମହାବିଦ୍ୟାଳୟରୁ ଓଡ଼ିଆ ବିଭାଗ ମୁଖ୍ୟ ଓ ସିନିୟର ପ୍ରାଧ୍ୟାପକ ପଦବୀରୁ ୨୦୦୮ ମସିହାରୁ ଅବସର ଗ୍ରହଣ କରିଛନ୍ତି । ବିଂଶ ଶତାବ୍ଦୀର ଷାଠିଏ-ସତୁରୀ ଦଶକରୁ ଲେଖନୀ ଚାଳନା କରି ଓଡ଼ିଆ କବିତାକୁ ନାନା ଦିଗରୁ ସେ ସମୃଦ୍ଧ କରି ଆସୁଛନ୍ତି । ପ୍ରୟୋଗବାଦୀ ଆଧୁନିକ କବିତାରେ, ଚିତ୍ରକଳ, ପ୍ରତୀକ, ମିଥ, ପ୍ରେମ, ମୃତ୍ୟୁ, ସ୍ମୃତିବାଦ, ଅସ୍ତିତ୍ୱବାଦ ଓ ପ୍ରଗତିବାଦକୁ ଆଧାର କରି କବି ଆଧୁନିକ କାବ୍ୟିକ ରୀତିରେ ନିଜର କାବ୍ୟାଦର୍ଶକୁ ଅଦ୍ୟାବଧି ବେଶ୍ ସଫଳ ଭାବେ ରୂପାୟିତ କରି ଆସୁଛନ୍ତି । ସମକାଳୀନ ଜୀବନର ଅନୁଭବ, ପାଞ୍ଚାତ୍ୟ ଭାବ, ଦର୍ଶନ, ଐତିହ୍ୟ, ପୁରାଣ, ପରମ୍ପରା ଓ ଲୋକକଥା, ସ୍ୱଳ୍ପନ ଶୈଳୀ ଓ ବାକ୍ ବିନ୍ୟାସ ଅନୁଭବର ଗଭୀରତା ଓ ଚିରନ୍ତନତା ପ୍ରତି ନିଶ୍ଚଳ ଅନୁରକ୍ତି ତାଙ୍କ କାବ୍ୟ ଜିଜ୍ଞାସାର ବିଶେଷତ୍ୱ । କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ପ୍ରତ୍ୟେକ କବିତାରେ ଗୋଟିଏ ରହସ୍ୟମୟ ଜଗତର ଅନୁଭବ, ମାନବୀୟ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବ୍ୟାକୁଳତାକୁ ଶ୍ୱେଷ ରୂପେ ହୃଦୟଙ୍ଗମ କରିହୁଏ । ଶବ୍ଦ ଓ ଅର୍ଥର ସମନ୍ୱୟରେ କବି ନୀଳମଣି ଜୀବନର ଯେଉଁ ଆଲୋଖ୍ୟଟିଏ କବିତାରେ ଆଜି ଦିଅନ୍ତି, ତା'ର ମାନବୀୟ ଆଦେଶ ଅନନ୍ୟ । ଅଦ୍ୟାବଧି ତାଙ୍କର ଛଅଗୋଟି କବିତା ସଂକଳନ ପ୍ରକାଶ ହୋଇସାରିଛି । ତାଙ୍କର ସୃଷ୍ଟି ସମ୍ପର୍କ ମଧ୍ୟରେ 'ମନୋରମା କାହାଣୀ (୧୯୯୫) ଭୂଲୋକ

(୧୯୯୮) ରକ୍ତନଦୀ ସନ୍ତରଣ ଓ ଅନ୍ୟାନ୍ୟ କବିତା (୧୯୯୯) ଚତୁର୍ଥପଦ (୨୦୦୦) ନଦୀ ନକ୍ଷତ୍ର (୨୦୦୧) ଓ ମୁକ୍ତିର ସନନ୍ଦ (୨୦୧୧) ଆଦି ପ୍ରଧାନ । କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ପ୍ରଥମ କବିତା 'ନଈ' ଐତିହାସିକ ରେଭେନ୍ସା କଲେଜର ଇଷ୍ଟ ହଷ୍ଟେଲରୁ ପ୍ରକାଶିତ 'ଜାଗରଣ' ପ୍ରତିକାରେ ୧୯୬୭-୬୮ ମସିହାରେ ପ୍ରକାଶ ପାଇଥିଲା । ୧୯୭୦-୭୨ ମସିହା ବେଳକୁ କବିଙ୍କ କବିତା 'ଝଙ୍କାର', 'ନବରବି', 'ଆସନ୍ତାକାଲି', 'ସପ୍ତର୍ଷି', 'ଇସ୍ତାହାର' ଓ 'ଗୋକର୍ଣ୍ଣିକା' ଆଦି ପ୍ରତିକାରେ ପ୍ରକାଶିତ ହୋଇସାରିଥିଲା । ସମ୍ପ୍ରତି ଉଗବତୀ ଚରଣଙ୍କ ଦ୍ୱାରା ସମ୍ପାଦିତ 'ଆଧୁନିକ' ପ୍ରତିକାକୁ ପରମ୍ପରା ସୂତ୍ରରେ ତା'ର ମୁଖ୍ୟ ସମ୍ପାଦକ ଭାବରେ ବର୍ତ୍ତମାନ ସମ୍ପାଦନା କରୁଛନ୍ତି । କବି ନିଜେ 'ମୁକ୍ତିର ସନନ୍ଦ' କବିତା ସଂକଳନରେ ଲେଖିଛନ୍ତି- "ମୋ କବିତା ମୁଖ୍ୟତଃ ପ୍ରେମ, ମୃତ୍ୟୁ, ପ୍ରଗତିବାଦ, ସ୍ମୃତିବାଦ, ଅସ୍ତିତ୍ୱବାଦ, ରୋମାଞ୍ଚିକ୍ ଚେତନା ଓ ଜୀବନବାଦକୁ ନେଇ ରଚିତ" । କବିତା ରଚନା ପାଇଁ ସେ ଓଡ଼ିଶାର ବହୁ ସାରସ୍ୱତ ଅନୁଷ୍ଠାନ ଦ୍ୱାରା ସମ୍ମାନିତ, ପୁରସ୍କୃତ ଓ ସମ୍ବର୍ଦ୍ଧିତ ହୋଇଛନ୍ତି । କେନ୍ଦ୍ର ସରକାରଙ୍କ ସଂସ୍କୃତି ବିଭାଗ ତରଫରୁ 'ସାହିତ୍ୟରେ ସିନିଅର ଫେଲୋସିପ୍' ମଧ୍ୟ ପ୍ରାପ୍ତ ହୋଇଛନ୍ତି । 'ବିଂଶ ଶତାବ୍ଦୀର ଓଡ଼ିଶା ଉପନ୍ୟାସରେ ସାମାଜିକ ବାସ୍ତବବାଦ' ଶୀର୍ଷକ ଗବେଷଣା ନିବନ୍ଧ ନିର୍ମିତ କବିଙ୍କୁ ସିନିୟର ଫେଲୋସିପ୍ ମିଳିଅଛି ।

କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ପ୍ରଥମ କବିତା ସଂକଳନ 'ମନୋରମା କାହାଣୀ' । ଏହି ସଂକଳନ ୧୯୯୫ ମସିହାରେ ପ୍ରକାଶିତ ହୁଏ । ସଂକଳନର ପ୍ରଥମ ସୃଷ୍ଟି 'ଅରଣ୍ୟ' ଓ ଶ୍ରେଣୀ





ଉପାଳ୍ପନା



କବିତା 'ନଈ ଆରପାରି' । ଏହି କବିତା ସଂକଳନରେ ୪୪ଟି କବିତା ସ୍ଥାନ ପାଇଛି । ସ୍ଥାନ ପାଇଥିବା କବିତା ଗୁଡ଼ିକ ମଧ୍ୟରୁ 'ଅରଣ୍ୟ', 'ମରୁଡ଼ି', 'କଟକ', 'ଆମାୟତା', 'ପାପ', 'ଗୃହସ୍ଥ', 'ସୌଦାମିନୀର ମୃତ୍ୟୁ', 'ପିକ୍‌ନିକ୍', 'ବୈନିକ ଦୁଃଖ', 'ମେଘ', 'ମାଷ୍ଟାଣୀ', 'ଶରତ ରତ୍ନରେ ଜହ୍ନ', 'ମନୋରମା କାହାଣୀ', 'ନିଜ ପାଇଁ ନାନାବାୟା' ଆଦି ପ୍ରଧାନ । ପ୍ରେମ, ବିରହ, ସ୍ମୃତି ଓ ସ୍ୱପ୍ନ ଏହି ସଂକଳନରେ ଥିବା ପ୍ରତିଟି କବିତାକୁ ରସସିନ୍ଧୁ କରିଛି । ରୋମାଞ୍ଚିକ୍ ଭାବଚେତନା, ପ୍ରଣୟ ଓ ବିଚ୍ଛେଦର ସ୍ୱର ସଂକଳନସ୍ଥ କବିତାଗୁଡ଼ିକର ମୁଖ୍ୟ ବିଭବ । 'ଶରତ ରତ୍ନରେ ଜହ୍ନ' କବିତାରୁ ଏକ ଉଦାହରଣ ନିଆଯାଇପାରେ- 'କିଏ ସେ ପ୍ରେମିକା/ ମାସ ମାସ ବର୍ଷ ବର୍ଷ / ଖରା ବର୍ଷା ଶୀତ ଓ କାକର / ସବୁ ବୁଢ଼ା ହେଲେ + + + / ଶରତ ରତ୍ନର ଜହ୍ନ / ସ୍ୱପ୍ନ, ଫୁଲ ଓ ଲହୁଣୀ ପରି କୋମଳ / ବୈଶାଖର ପଳାସ ଓ ବଣ ନିଆଁ / ଆମ ଆକର୍ଷଣ ।

ଏକନିଷ୍ଠ ପ୍ରେମ ହେଉଛି ପୂର୍ବ ଆକାଶରେ ଦେଖା ଯାଉଥିବା ଧ୍ରୁବତାରା ପରି ସତ୍ୟ । ଯେତେ ଝଡ଼ଝଞା ଆସିଲେ ମଧ୍ୟ ସେ ତାହାର ଗତିକୁ ବଦଳାଇ ଦିଏନି । ସେହିପରି ପ୍ରକୃତ ପ୍ରେମ କେବେ ବଦଳେ ନାହିଁ । କବିଙ୍କ ଭାଷାରେ-

'ପ୍ରେମ କେତେ ରଙ୍ଗ ବଦଳାଇ ବସିଲାଣି / ଏକନିଷ୍ଠ ପ୍ରେମ ଆକାଶର ଧ୍ରୁବତାରା / ହୀରାର ପାଚୋରୀ ଲୁହାର ଦୁର୍ଗ / ନଦୀର ଧ୍ରୁସର ଶଯ୍ୟା ଟପି / ମୋ ପ୍ରେମିକା ବାଇଗଣି ରତ୍ନ ଆସୁଅଛି / ଗୋଟିଏ ରଙ୍ଗର / ନଈ ଆରପାରି ମୋ ପ୍ରେମିକାର ଗାଁ । (ନଈ ଆରପାରି) ମନୋରମା କାହାଣୀ ସଂକଳନସ୍ଥ ପ୍ରତ୍ୟେକଟି କବିତା ଭାବଦେ୍ୟାତକ ଓ ଶକ୍ତିଶାଳୀ ।

କବିଙ୍କ ଦ୍ୱିତୀୟ କବିତା ସଂକଳନ 'ଭୂଲୋକ' (୧୯୯୮) । ଏହି କବିତା ସଂକଳନରେ ୫୦ଟି କବିତା ସ୍ଥାନ ପାଇଛି । ଏହି କବିତା ଗ୍ରହର ପ୍ରଥମ କବିତା 'ପ୍ରଥମ ଦୃଶ୍ୟ' ଏବଂ ଶେଷ କବିତା 'କବି' । ଏଥିରେ ସ୍ଥାନ ପାଇଥିବା କବିତା ଗୁଡ଼ିକ ହେଲା- 'ମୃତ୍ୟୁ', 'ଖରା', 'ପ୍ରେମିକା', 'ଭାଗ୍ୟ', 'ମୃତ୍ୟୁ ଦର୍ଶନ', 'ମେଘ', 'ମୃତ୍ୟୁଲୋକ', 'କୃଷ୍ଣଚୂଡ଼ା', 'ଭୂଲୋକ', 'ଜହ୍ନରାତି', 'ପ୍ରତିକ୍ଷା', 'ଫେରିବାର ବେଳ', 'କିଶୋରୀ ପ୍ରେମିକା ମୋର'

ଇତ୍ୟାଦି । ଏହି ସଂକଳନରେ କବି ପ୍ରେମ ଓ ମୃତ୍ୟୁର ବାସ୍ତବ ଚିତ୍ର ଉପସ୍ଥାପନ କରିଛନ୍ତି । କବିଙ୍କ ମତରେ ମୃତ୍ୟୁ ହେଉଛି ଶାଶ୍ୱତ, ସୌନ୍ଦର୍ଯ୍ୟ, ଅତିଥି, ପ୍ରିୟତମ ଓ ଭଙ୍ଗା ଖେଳନା । କବିଙ୍କ ଭାଷାରେ- 'ମୃତ୍ୟୁ ଆମ ଜୀବନର ଅଂଶ ଭଙ୍ଗାଖେଳନା / ମୁଁ ବିଶ୍ୱାସ କରେନି ମୋକ୍ଷ ନିର୍ବାଣରେ ମୃତ୍ୟୁ ଧୋଇ ଦିଏ ଆମ ଜୀବନର ସବୁ କଳାଦାଗ / ଆମର ନିୟତି କାହିଁ ବିତାଇବା ମୃତ୍ୟୁ ହୀନ ଭାଗ୍ୟ ।

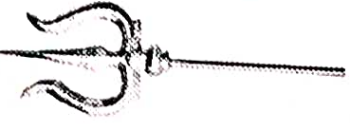
'ଭୂଲୋକ' କବିତା ସଂକଳନରେ କବି ଭୂଲୋକର ଚିତ୍ର ଦେବା ଅବସରରେ ଜନ୍ମ, ମୃତ୍ୟୁ ଓ ପ୍ରକୃତିର ବିଭବ ଓ ମାନବ ଜୀବନର ବୈଚତ୍ର୍ୟକୁ ନାନା ଭାବରେ ପ୍ରକାଶ କରିଥିବାର ମନେହୁଏ ।

କବିଙ୍କ ତୃତୀୟ କବିତା ସଂକଳନ 'ରକ୍ତନଦୀ ସନ୍ତରଣ ଓ ଅନ୍ୟାନ୍ୟ କବିତା' । ୧୯୯୯ ମସିହାରେ ଏହି ସଂକଳନ ଆତ୍ମ ପ୍ରକାଶ କରେ । ଏହି କବିତା ଗ୍ରହର ପ୍ରଥମ କବିତା 'ରକ୍ତନଦୀ ସନ୍ତରଣ', ଶେଷ କବିତା 'ସ୍ୱପ୍ନର ଉଭିଦ' । ଏହି କବିତା ସଂକଳନ ୪୦ଟି କବିତାର ସମାହାରରେ ଗଠିତ । ଏଥିରେ ସ୍ଥାନ ପାଇଥିବା କବିତା ଗୁଡ଼ିକ ହେଲା- 'ଖରାବେଳ', 'ଚରୋଟି', 'ଗୋଟିଏ ପ୍ରାର୍ଥନା', 'ଅପେକ୍ଷା', 'ସ୍ୱପ୍ନର ସାମ୍ରାଜ୍ୟ', 'ଶୈଳକନ୍ଥ', 'ଭାରତ ବର୍ଷ', 'ଗୋଧୂଳିର ଆହ୍ୱାନ', 'ନିବାସ ଯାତ୍ରା', 'ପ୍ରେମପତ୍ର', 'ସୁନାବେଶ' ଇତ୍ୟାଦି । ମଧୁସୂଦନ ରାଓଙ୍କ ଜୀବନଚିତ୍ରା କବିତା ଭଳି ସଂସାରର ଜଟିଳ ପରିବେଶରେ ସଂସାରର ଦୁଃସ୍ଥିତିକୁ ଟପିଯିବାର ମାନସିକତାକୁ କବି 'ରକ୍ତନଦୀ' ମିଥୁ ମାଧ୍ୟମରେ ପ୍ରକାଶ କରିଛନ୍ତି । ସାରଳା ଦାସ, କବିବର ରାଧାନାଥ, ମଧୁସୂଦନ ରାଓ, ରମାକାନ୍ତ ରଥ, ସାତାକାନ୍ତ ମହାପାତ୍ର, ସୌରାହୁ ବାରିକ ଓ ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବଙ୍କ ପରି କବି ନାଳମଣିଙ୍କ 'ରକ୍ତନଦୀ' ପ୍ରସଙ୍ଗରେ ରଚିତ 'ରକ୍ତନଦୀ ସନ୍ତରଣ' କବିତାଟି ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଏକ କାଳଜୟୀ ପୃଷ୍ଠିର ମର୍ଯ୍ୟଦା ଅପେକ୍ଷା କରେ । କବି ନାଳମଣି ଲେଖିଛନ୍ତି-

'ଦୁଷ୍ଟର ଏ ରକ୍ତନଦୀ/ ଦୁର୍ଲଭ୍ୟ ଏ' ରକ୍ତ ପାରାବାର / ମହାଶୟ ! କଳା ମତମତ ଅନ୍ଧାରରେ / ଆଜ ଦିନ କାଲି ରାତିଠାରୁ ଭୟାତୁର ଦିଶେ / କେମିତି ହୋ ! ପାରିହେବୁ ନିଧନ ମୁହୂର୍ତ୍ତମାନଙ୍କୁ ।


Principal
DERABISH COLLEGE

ପାର୍ବଣ ବିଶେଷାଙ୍କ: ୨୦୧୮ ୧୦୦



ଦେବାସିନୀ



‘ରକ୍ତନଦୀ ସନ୍ତରଣ ଓ ଅନ୍ୟାନ୍ୟ କବିତା ସଂକଳନ’ରେ କବି ସ୍ୱପ୍ନ, ପ୍ରେମ ଶୃଙ୍ଗାର, ପାପବୋଧ, ବିରହ ଓ ମୃତ୍ୟୁ ଚିନ୍ତନକୁ ନେଇ ଚମତ୍କାର କବିତା ରଚନା ଯଥେଷ୍ଟ ପ୍ରଶଂସା ଯୋଗ୍ୟ, ଯଥା- ଶକୁନ୍ତଳାର ପ୍ରେମ / ବିରହ ବିପ୍ଳବ ଶୃଙ୍ଗାର / ପ୍ରତ୍ୟେକଟି ନବଜନ୍ମ / ମୁଗ୍ଧ ଚକିତ ଅପେକ୍ଷା ରଖେ / ଆତ୍ମାୟତାର ଏକ ଶକ୍ତିଶାଳୀ କାବ୍ୟ ମାନସ ।

କବି ନୀଳମଣି ପରିଡ଼ା ଚତୁର୍ଥ କବିତା ସଂକଳନ ‘ଚତୁର୍ଥ ପଦ’ । ଏହି କବିତା ସଂକଳନ ୨୦୦୦ ମସିହାରେ ପ୍ରକାଶିତ ହୁଏ । ଏଥିରେ ୬୧ ଟି କବିତା ସ୍ଥାନ ପାଇଛି । ‘ଚତୁର୍ଥ ପଦ’ ସଂକଳନର ପ୍ରଥମ କବିତା- ‘ପୂର୍ବଭାଗ’ ଓ ଶେଷ କବିତା ‘ଚତୁର୍ଥ ପଦ’ । ଏଥିରେ ସ୍ଥାନ ପାଇଥିବା କବିତା ଗୁଡ଼ିକ ହେଲା- ‘ଚମ୍ପାଫୁଲ’, ‘ସୋହାଗ’, ‘ପଦ୍ମପାଲିକି’, ‘କାର୍ଗିଲରେ ଯୁଦ୍ଧ’, ‘ପ୍ରିୟତମା’, ‘ପ୍ରତିମା ନାୟକ’, ‘ନବ-କଳେବର’, ‘କବିର ସ୍ୱପ୍ନ’, ‘ରକ୍ତର ବିମାନ’, ‘ଗାଁ ବିଷୟରେ ରଚନା’, ‘ସତରାଚର’, ‘ଝଡ଼’, ‘ଚତୁର୍ଥ ପଦ’ ଆଦି ପ୍ରଧାନ । ରାଜସିକ, ଚାମସିକ ଓ ସାହିତ୍ୟିକ ଭାବନା ପରେ ମଣିଷ ମନରେ ଯେଉଁ ଚତୁର୍ଥ ଅବସ୍ଥା ଆସେ ତାହା ‘ଚତୁର୍ଥ ପଦ’ କବିତାରେ ଉପସ୍ଥାପିତ କରିବାକୁ କବି ଚେଷ୍ଟିତ । ଏହା ବ୍ୟତୀତ ରହସ୍ତମୟ ଜଗତର ଅନୁଭବ, ଐତିହ୍ୟ ପ୍ରତି ବଶମତତା ଓ ମାନବୀୟ ମୂଲ୍ୟବୋଧ ପ୍ରତି ବ୍ୟାକୁଳତା ଏଥିରେ ସ୍ପଷ୍ଟ ଅନୁଭବ କରିହୁଏ । ମାଟି, ପାଣି ଓ ପବନକୁ କବି ଗଭୀର ଭାବରେ ଭଲ ପାଇଛନ୍ତି । ପ୍ରକୃତି ସହିତ ଆତ୍ମାୟତା ଓ ସ୍ଥିତିବାଦୀ ଚେତନା ଏଥିରେ ସ୍ପଷ୍ଟ ଭାବେ ଉପସ୍ଥାପିତ । ‘ଚତୁର୍ଥ ପଦ’ କବିତାରେ କବି ମନୁଷ୍ୟର ଜନ୍ମ ପୂର୍ବର ଦଶଟି ଅବସ୍ଥାକୁ ଉପସ୍ଥାପନ କରିଛନ୍ତି । କବିଙ୍କ ଭାଷାରେ-

‘ପ୍ରଥମ ଦିନରେ ଯେବେ ଗର୍ଭେ ପଡ଼ିଗଲା ରେତ / ଦ୍ୱିତୀୟେ ରକ୍ତ ପିଣ୍ଡୁଳା ତୃତୀୟରେ ହାଡ଼ ମାଂସ // ଚତୁର୍ଥରେ ନାଡ଼ି ଶିରା ପଞ୍ଚମେ ଚକ୍ଷୁ ଓ ନାସା / ଷଷ୍ଠରେ ନାଭିକମଳ ସପ୍ତମେ ଜୀବନ / ଅଷ୍ଟମେ ଶ୍ୱାସ ପ୍ରଶ୍ୱାସ ନବମେ ଖାଦ୍ୟ ଗ୍ରହଣ / ଦଶମରେ ପଡ଼ି ତୁହି ରାବ ଦେଲୁ କୁହ କୁହ / ଜାଣିନୁ କେତେ କଷ୍ଟ ମୁଁ ପାଇଛି, ପାଇଛିରେ / ତାହା ଜାଣିଛି କେବଳ / ଆକାଶ ଉପରେ ଦିଅଁ ଦିନରାତି ଘନଶା ଯାହାର’ । (ଚତୁର୍ଥ ପଦ)

ଗୋଟିଏ ବର୍ଷ ବ୍ୟବଧାନ ପରେ କବିଙ୍କ ପଞ୍ଚମ କବିତା ସଂକଳନ ‘ନଦୀ ନକ୍ଷତ୍ର’ (୨୦୦୧) ପ୍ରକାଶିତ ହୁଏ । ୩୦ ଗୋଟି କବିତାକୁ ନେଇ ‘ନଦୀ ନକ୍ଷତ୍ର’ କବିତା ସଂକଳନ ବିମଣ୍ଡିତ । ‘ନଦୀ ନକ୍ଷତ୍ର’ର ପ୍ରଥମ କବିତା ‘ଏରସମା’ ଓ ଶେଷ କବିତା ‘ଯୁଦ୍ଧ ବନ୍ଦ ରହୁ’ । ଏଥିରେ ସ୍ଥାନ ପାଇଥିବା କବିତାଗୁଡ଼ିକ ହେଲା- ‘ଏରସମା’ । ‘ଝଡ଼’-୨.୩୪, ‘ସାବରମତୀ’, ‘ଧର୍ମାବତାର’, ‘ଜହ୍ନୁ ରାତିରେ କବି’, ‘ଚିଲିକା’, ‘ଚିତ୍ରନଦୀ’, ‘ନଦୀ ନକ୍ଷତ୍ର’, ‘ଜାରା ଶବରର ସଂଗୀତ’, ‘ସର୍ପ କୁଣ୍ଡଳା’, ‘ନକ୍ଷତ୍ର ବିଳାସ’ ଆଦି ପ୍ରମୁଖ କବିତା । କେଉଁ ଅନନ୍ତ କାଳରୁ ଆମର ଯାତ୍ରା ନଦୀ ଠାରୁ ନକ୍ଷତ୍ର ଯାଏ । ନଦୀ ଓ ନକ୍ଷତ୍ର ଉଭୟେ ଆମକୁ ଧରି ରଖୁଛନ୍ତି । ଆଦ୍ୟ ଆଷାଢ଼ର ପ୍ରଥମ ବର୍ଷା ଭିଜା ମାଟିକୁ ସ୍ପର୍ଶ କଲେ ଯେଉଁ ବାସ୍ନା ଆମ ତନୁ ମନକୁ ବିଭୋର କରେ, କଦମ୍ବ ଫୁଟିଲେ ଆମେ ଯେମିତି ବାତୁଳ ହେଉ ଠିକ୍ ସେମିତି ତାରା ଖଟିତ ଆକାଶକୁ ଦେଖିଲେ ଆମ ମନ ବିଭୋର ହୋଇଉଠେ । ଏମିତି ଭାବ ଚେତନାକୁ ନେଇ ‘ନଦୀ ନକ୍ଷତ୍ର’ କବିତା ସଂକଳନ ଗତିଶୀଳ । ନଦୀ ଆମ ଜୀବନ ପ୍ରବାହ ଏବଂ ନକ୍ଷତ୍ର ଏକ ଉର୍ଦ୍ଧ୍ୱାସିତ ଚେତନାରେ ଆଲୋକର ବିଛୁରଣକୁ ନେଇ ପୃଥିବୀରେ ଆମର ସ୍ଥିତି ଓ ସ୍ଥାପକତା । ପୃଥିବୀ ଏକ ଚିତ୍ର ନଦୀ । ମନୁଷ୍ୟ ଦେହରେ ବି ଚିତ୍ର ନଦୀ ବହୁଅଛି । ଚିତ୍ରନଦୀ କବିତାରେ କବି ଲେଖିଛନ୍ତି-

‘ଏ ଦେହରେ ଚିତ୍ର ନଦୀ ବହୁଅଛି / ବ୍ରାହ୍ମଣୀ- ବିରୁପା, ମହାନଦୀ ଭଳି / ଜନ୍ମରୁ ମୃତ୍ୟୁ ପର୍ଯ୍ୟନ୍ତ ପଲ୍ଲୁୟିତ ମହାକାବ୍ୟ / ପାହାଡ଼ରୁ ସମୁଦ୍ର ଯେ ଦୀର୍ଘ ପଥ / କେତେ ଗୁନି ସୁନ୍ଦର ମୁହୂର୍ତ୍ତ ବଙ୍କୁନାଳ / ରୂପ ରୂପାନ୍ତରରେ ଗର୍ଭବତୀ // କିଏ ସେ ନିର୍ଗୁଣ ସଗୁଣ / କଳ୍ପ ବୃକ୍ଷ ମୂଳେ ଠୁଳ / କର୍ମର ବିପାକେ ଆମ ବନବାସ / ଅତଲୋକ ଦେବ : / ବିକଟାଳ ଏ’ ଦେହରେ ବହେ ନଦୀ / ସୋରି ସୋରି ଖରା ସୂର୍ଯ୍ୟଙ୍କ ମୂରୁଜ / ଜହ୍ନୁଙ୍କ ପାଦର ଢେର / କବିତାରେ ଫୁଲ ଫୁଟେ / ଓଲଟ ବୃକ୍ଷେ ଖେଳନ୍ତି ଲୋଚଣି ପାରା ଏହି ନଦୀ କୁଳେ ।

ସୃଷ୍ଟିର ପ୍ରାଗ୍ ଐତିହାସିକାଳରୁ ଆମ ଜୀବନ ନଦୀ ସୃଷ୍ଟିରେ ପ୍ରବାହିତ । ଆମର ସ୍ଥିତି ଦୂର୍ବିପାକ ଓ ଦୃଷ୍ଟିସହ, ବୁଦ୍ଧ, ଯାଶୁ,

Principal DERABISH COLLEGE



ଠାକୁରାଣୀ



ମହାନଦ ଓ ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଗୀତାର ମହର୍ବାଣୀ ଆମକୁ ମୁକ୍ତି ଦେଇପାରିନାହିଁ । ‘ହେବା ନହେବାର’ ଦ୍ଵୟ ଓ ଛକି ଶୂନ୍ୟ ଖେଳ ଭିତରେ ଏ’ ଜୀବନ ଏବେବି ଅମାମାସିତ । କବିଙ୍କର ଏହି ସ୍ଥିତିବାଦୀ ଦର୍ଶନ- କଥନ ବୃକ୍ଷ କବିତାରେ ପରିପ୍ରକାଶ । କବିଙ୍କ ଭାଷାରେ...

କଥନ ବୃକ୍ଷ ତଳେ / ରକ୍ତନଦୀ ପ୍ରବାହିତ / ରାଜା ଆମ ମାଗୁଛନ୍ତି / ଫୁଲ / ଫୁଲ ଦେବା କି ନଦେବା ପ୍ରଶ୍ନ / ଯୁଗ ଯୁଗ ଧରି ରହିଗଲା ଏ ଯାଏ / ଅମାମାସିତ । (କଥନ ବୃକ୍ଷ) ।

ଦୀର୍ଘ ଦିନର ବ୍ୟବଧାନ ପରେ କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ କବିତା ସଂକଳନ ‘ମୁକ୍ତିର ସନନ୍ଦ’ (୨୦୧୧) ପ୍ରକାଶିତ ହୁଏ । ‘ମୁକ୍ତିର ସନନ୍ଦ’ କବିତା ସଂକଳନର ପ୍ରଥମ କବିତା- ‘ପଦ୍ମକେଶରୀପୁର ଗାଁ’ ଏବଂ ଶେଷ କବିତା ‘ଜଗତାକରଣ’ । ଏହା ପୂର୍ବରୁ କବିଙ୍କ ୫ଟି କବିତା ସଂକଳନ ପ୍ରକାଶିତ ହୋଇ ପାଠକୀୟ ଶ୍ରଦ୍ଧା ଲାଭ କରିଛି । ଏଥିରେ ୪୬ଟି କବିତା ସ୍ଥାନ ପାଇଛି । ସେଥିମଧ୍ୟରୁ ‘ଇନ୍ଦ୍ରପ୍ରସ୍ଥ’, ‘ସନାତନ’, ‘ଅଭିମନ୍ୟୁ’, ‘କର୍ପୂ୍ୟ’, ‘ଲାଲ ଗଡ଼ର କବିତା’, ‘ନିୟମଗିରି’, ‘ଗଣଦେବତା’, ‘ଗାଁ’, ‘ରଞ୍ଜତ’, ‘ମୁକ୍ତିର ସନନ୍ଦ’, ‘ମାନପୁର ଗାଁର କବିତା’ ଆଦି ପ୍ରଧାନ । ଏହି କବିତା ସଂକଳନରେ ସମାଜ ସଚେତନତାର ସ୍ଵର ଖୁବ୍ ଶାଣିତ ଓ ସ୍ଵଷ୍ଟ । ସମାଜର ଆର୍ଥନୀତିକ ବ୍ୟବସ୍ଥା, ଦାସତ୍ଵର ମୁକ୍ତି, ଜଗତିକରଣ, ଉଦାରାକରଣ ବିରୁଦ୍ଧରେ ପ୍ରଚଣ୍ଡ ପ୍ରତିବାଦ, ଖଣିଜ ସମ୍ପଦର ସୁରକ୍ଷା, ଶିଳ୍ପାୟନ ନାମରେ ପ୍ରକୃତି ସମ୍ପଦର ଲୁଣ୍ଠନ, ଆଦିବାସୀମାନଙ୍କ ନିଜ ଭିତାମାଟି ପାଇଁ ଲଢ଼େଇ, ଶୋଷଣ ଭିନ୍ନ ଭିନ୍ନ ରୂପ, ଗାଁର ଚିତ୍ର, ନାରୀ ମୁକ୍ତିର କଥା, ଚାଷୀର ଦୂରବସ୍ଥା ଆଦି ଭାବ ‘ମୁକ୍ତିର ସନନ୍ଦ’ କବିତା ସଂକଳନରେ ଉପସ୍ଥାପିତ । ଏହା ବ୍ୟତୀତ କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ କବିତାରେ ଗାଁ ସବୁବେଳେ

ଗୁରୁତ୍ଵପୂର୍ଣ୍ଣ ସ୍ଥାନ ନେଇଛି । ଭାରତ ବର୍ଷର ଆତ୍ମା ଲୁଚି ରହିଛି ଭାରତୀୟ ଗାଁ ମାନଙ୍କରେ । ଗ୍ରାମର ଭୂଗୋଳ, ଗ୍ରାମର ଇତିହାସ ଓ ପରମ୍ପରା, ଚାଷୀର ଦୂରବସ୍ଥା କବିଙ୍କୁ ଖୁବ୍ ପ୍ରଭାବିତ କରିଛି । ଗାଁର କୃଷକ ଆଜି ହିଡ଼ମାଟି ହିଡ଼ରେ ଲଦି ଯେତେ ପୋଷୁନି । ପଇସା ରୋଜଗାର କରିବା ପାଇଁ ଦିଲ୍ଲୀ, ଦୁବାଇ, ଆରବ ଯାଉଛି । ଗାଁ- ଗାଁରେ ସରକାରୀ ଯୋଜନାର ତର୍କମା ଚାଲିଛି । ସଂସ୍କୃତି ଭିତରେ ଅପସଂସ୍କୃତି ପଶି ଆସିଛି । କବିଙ୍କ ଭାଷାରେ-

ସବୁ ଲୋକ ନିଜ ହାତରେ ଚତୁଦ ପା’ / ରାଜନୀତିର ପଶାପାଲିରେ ଓଷ୍ଠାଦ୍ ବନ୍ଦୁଛନ୍ତି/ ହିଡ଼ମାଟି ହିଡ଼ରେ ଲଦିବା ଆଜି ସ୍ଵପ୍ନ ହୋଇଛି । ଦୃଶ୍ୟମାନ ହେଉଛି ଉଜୁଡ଼ା ଷ୍ଟ୍ରେ ସଂସ୍କୃତି ମୃତ / ଅପସଂସ୍କୃତିର ରାଜ୍ ଚାଲିଛି/ ସବୁ ଗାଁ ଜ୍ୟୋତିହୀନତାର ପର୍ଯ୍ୟାବରଣ । (ମାନପୁର ଗାଁ କବିତା)

ଓଡ଼ିଆ କବିତା ରାଜ୍ୟରେ କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ଏକ ନିଜସ୍ଵ କାବ୍ୟସ୍ଵର ରହିଛି, ଯାହାର ଭାବ ଭୂମି ବେଶ୍ ବିସ୍ତାରିତ । ସେ’ ଜଣେ ମାନବବାଦୀ ସ୍ରଷ୍ଟା । ତାଙ୍କର କାବ୍ୟସ୍ଵର ନିଆରା । ମାନବାୟ ସମ୍ବେଦନଶୀଳତା ଓ ଜୀବନବାଦର ଲଳିତ ଭୂମିକୁ ଭିତ୍ତି କରି ତାଙ୍କ କବିତା ଗତିଶୀଳ । କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କୁ ମୁଖ୍ୟତଃ ପ୍ରେମ, ମୃତ୍ୟୁ ଓ ସମ୍ଭବତଃ ଜଣେ ପ୍ରଗତିବାଦୀ ଚେତନାର ସ୍ରଷ୍ଟା ଭାବରେ ଗ୍ରହଣ କରାଯାଇପାରେ । ବିଂଶ ଓ ଏକବିଂଶ ଶତାବ୍ଦୀରେ ସମକାଳୀନ ଓଡ଼ିଆ କବିତା ରାଜ୍ୟରେ କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କ ନାମ ବେଶ୍ ସୁପରିଚିତ । ସମକାଳୀନ ଜୀବନର ଅନୁଭବକୁ ଯୁଗର ସ୍ଵର ସହିତ ରୁଚି ମଧୁର ସମନ୍ଵୟ ଘଟାଇ ପରିଛନ୍ନ ଭାବରେ କବିତା ରଚନା କରିବାରେ କବି ନୀଳମଣି ପରିଡ଼ାଙ୍କର କାବ୍ୟ କୌଶଳ ଅନନ୍ୟ ଓ ଅପ୍ରତିଦ୍ଵନ୍ଦୀ ତଥା ବୈଶିଷ୍ଟ୍ୟ ଯୁକ୍ତ ।



■ ଅଧ୍ୟାପକ, ଓଡ଼ିଆ ବିଭାଗ
ଡେରାବିଶ ମହାବିଦ୍ୟାଳୟ, ଡେରାବିଶ୍
କେନ୍ଦ୍ରାପଡ଼ା-୭୫୪୨୮୯

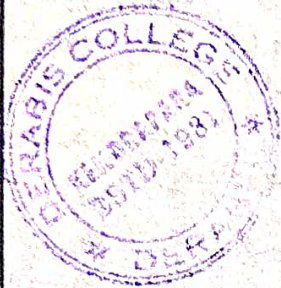

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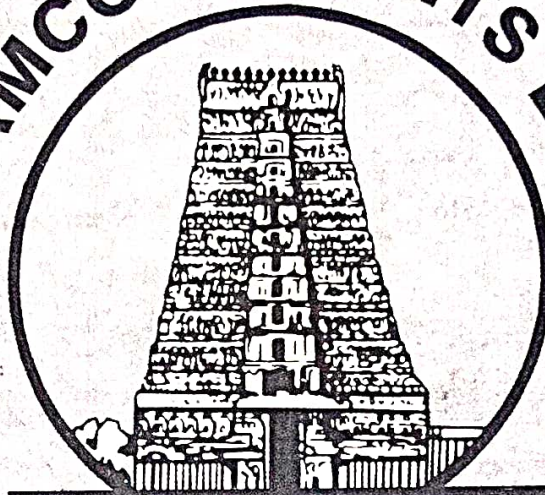
ଶ୍ରେଣୀକ ବିକାଶ ପତ୍ରିକା ଅକ୍ଟୋବର-ନଭେମ୍ବର-ଡିସେମ୍ବର-୨୦୧୮
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ISSN 2394 - 3572

ଗୌରାବ



ଶାରଦା ମହାବିଶେଷାଳ
୨ ୦ ୧ ୮



	ବାଲ୍ଲୀଳି ରାମାୟଣ: କିଛିତ୍ ଦୃଷ୍ଟି ତତ୍ତ୍ୱ ନୃସିଂହ ଚରଣ ସାହୁ		କାର୍ତ୍ତବୀରୀ ଆଚାର୍ଯ୍ୟ : ବାମାବାଦୀ ଦୃଷ୍ଟିକୋଣ ଅସୀମ କୁମାର ମଲ୍ଲିକ	୨୯୭
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	ଆଧୁନିକ ଓଡ଼ିଆ କବିତାକୁ ରଞ୍ଜିତା ନାୟକଙ୍କ... ରୂପାଲି ମଧୁସୂତା ମଲିକ	୨୫୯	ବିଷପଳ କାଶୀନାଥ ନନ୍ଦୀ	୧୨୨
	ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାରେ... ତନ୍ମୟୀରଥ (ଗବେଷିକା)	୨୬୨	ମେଘମହୁର ଲକ୍ଷ୍ମୀଧର ନାୟକ ଆଦିତ୍ୟ	୧୨୬
	ପ୍ରବନ୍ଧ କଳ୍ପଦ୍ରୁମ: ଚତୁର୍ଥ ପୁସ୍ତକ		ଗନ୍ଧ ଗବାକ୍ଷ ଦ୍ୱିତୀୟ ଅର୍ଦ୍ଧ୍ୟ ଏରୁଣ୍ଡି ବନ୍ଧ ରତ୍ନାକର ନାୟକ	୧୮୬
	ରାମଚନ୍ଦ୍ର ବେହେରାଙ୍କ ଗନ୍ଧରେ ସ୍ଥିତିବାଦୀ ଚେତନା ବସନ୍ତ କୁମାର ସେଠୀ	୨୮୫	ସ୍ୱପ୍ନ ପାଇଁ ଜମି ଖୋଜୁ ଖୋଜୁ ତତ୍ତ୍ୱ ତୁଳସୀ ଓଝା	୧୮୮
	ବ୍ୟସିତ ପ୍ରାଣର ଅନ୍ତରାଳ ଆଳାପ: 'ନୀରବ ଆଳାପ' ଜଗନ୍ନାଥ ଦାସ	୨୯୦	ଘର ନିବାରଣ ଜେନା	୧୯୨
	ଦାଦି ବୃତ୍ତର ସରଳ ଆଦିବାସୀ ... ବାବୁରଞ୍ଜନ ପାଠ			
	ପ୍ରାଚୀନ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା - ସମସ୍ୟା ଓ କିଛି ସମାଧାନ ଲକ୍ଷ୍ମୀଧର ପାତ୍ର	୨୯୫		

DERABIS COLLEGE
KENDRAPADA



ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରକୃତି ଚେତନା

ଡକ୍ଟର କିଶୋର ଚନ୍ଦ୍ର ମଲ୍ଲିକ

ପ୍ରକୃତି ଶବ୍ଦ ପ୍ରାଚୀନ ବେଦ ଓ ପୁରାଣ ସାହିତ୍ୟରେ ଦେଖିବାକୁ ମିଳିଥାଏ। ଆମ ବେଦ ଓ ପୁରାଣରେ ପ୍ରକୃତି ଦେବୀ ରୂପେ ପୂଜିତ ହୋଇ ଆସୁଥିଲେ। ସ୍କୁଲ ଭାବରେ ଦେଖିବାକୁ ଗଲେ ବୈଦିକ ସାହିତ୍ୟରେ ପ୍ରକୃତିକୁ ଦୁଇଭାଗରେ ବିଭକ୍ତ କରାଯାଇଛି। ଗୋଟିଏ କ୍ଷଣ ଭଙ୍ଗୁର ଅନ୍ୟଟି ଶାଶ୍ୱତ। ସୂର୍ଯ୍ୟ, ଚନ୍ଦ୍ର, ତାରା, ନକ୍ଷତ୍ର, ପବନ, ଆକାଶ, ବାର୍ଷା, ରାତି ଓ ସକାଳ ଏସବୁ ପ୍ରକୃତିର ଏକ ଏକ ବିଗ୍ରହ ରୂପ। ପ୍ରକୃତିର ବୈଚିତ୍ର୍ୟ-ତାକୁ ଦେଖି କବି, ଭାବୁକ, କଥାକାର ଓ ଚିନ୍ତକ ବିସ୍ମିତ ହୋଇଥାନ୍ତି। ପ୍ରକୃତିର ବିସ୍ମୟ ରୂପ ହିଁ ସୃଷ୍ଟାର ସୃଷ୍ଟିରେ ରୂପପାଏ। ପ୍ରକୃତିର ତାତ୍ପର୍ଯ୍ୟ ରୂପ ଦେଖି ମନୁଷ୍ୟ ବିସ୍ମିତ ହୁଏ। ଆଧୁନିକ ମଣିଷ ସମାଜ ନିଜକୁ ପ୍ରକୃତି ଠାରୁ ଦୂରେଇ ନେଇ ତାହା ଉପରେ ଅଧିକାର ଜାହିର କରିବା ଦ୍ୱାରା ଆଜି ତାହାର ପତନ ଘଟିବାକୁ ଯାଉଛି। ଏହି ପତନକୁ ରକ୍ଷାକରିବା ପାଇଁ ରୂଷୋ କହିଥିଲେ ପ୍ରକୃତି କୋଳକୁ ଫେରିଗଲେ ପ୍ରକୃତିର ପତନ ହେବା ଅସମ୍ଭବ ହେବ (Return to Nature)। କେତେବେଳେ ପ୍ରକୃତିର ପ୍ରଶାନ୍ତରୂପ ଆମକୁ ବିହ୍ୱଳ କରେ, କେତେବେଳେ ବଦାନ୍ୟ ହୁଏ। କେତେବେଳେ ସ୍ତବଧ କରିଦିଏ ମଣିଷ ସମାଜକୁ। ପୃଥିବୀର ପ୍ରକୃତି ବିନା ବଞ୍ଚିବା ମନୁଷ୍ୟ ପକ୍ଷରେ କଷ୍ଟକର ହୋଇଥାଏ। ମନୁଷ୍ୟ ତାର ଚିନ୍ତା ଚେତନା ଓ ଭାବ ପ୍ରବଣତାକୁ ପ୍ରାକୃତିକ ପ୍ରତୀକ ମାଧ୍ୟମରେ ପ୍ରକାଶ କରିବସେ। ପ୍ରକୃତି ସହ ମନୁଷ୍ୟର ଏକାନ୍ତ ଅନୁଭୂତିରୁ କବିତାର ଜନ୍ମ। କବିତାରେ ପ୍ରକୃତି ଚିତ୍ରଣ ସମ୍ଭବରେ ମତ ଦେବାକୁ ଯାଇ ହତସନ କହନ୍ତି - 'କବିତାରେ ପ୍ରକୃତି ଚିତ୍ରଣ ମୁଖ୍ୟତଃ ଦୁଇ ପ୍ରକାରର। ପ୍ରଥମତଃ କବିତାରେ ପ୍ରକୃତିର ବିଶ୍ୱସ୍ତ ଚିତ୍ରଣ, ଦ୍ୱିତୀୟତଃ କବିତାରେ ପ୍ରକୃତିର ଗତାନ୍ତରାଳିକ ବା ପାରମ୍ପରିକ ଚିତ୍ରଣ ହୋଇଥାଏ।

ଓଡ଼ିଆ କବିତାରେ ପ୍ରକୃତି ଚିତ୍ରଣ କଥା ବିଚାର କରିବା ପୂର୍ବରୁ ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ କାବ୍ୟ କବିତାରେ ତାହାର ସ୍ୱରୂପକୁ ବିଚାର କରାଯାଇପାରେ। ପ୍ରାଚୀନ କାବ୍ୟ କବିତାରେ ପ୍ରକୃତିର ଭୂମିକା ଥିଲା ଗୌଣ। ମାତ୍ର ବାଲ୍ୟ ସୁଲଭ ବର୍ଣ୍ଣନା ଥିଲା ମୁଖ୍ୟ। ସାରଳା ଦାସଙ୍କ 'ମହାଭାରତ' ଓ ପରବର୍ତ୍ତୀ ପର୍ଯ୍ୟାୟରେ ବଳରାମ ଦାସଙ୍କ 'ଦାଣ୍ଡିରାମାୟଣ'ରେ ପ୍ରକୃତି ଚିତ୍ରଣ ଦେଖିବାକୁ ମିଳିଥାଏ। ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟ କବିତାରେ ନାୟକ ଓ ନାୟିକାଙ୍କ ପ୍ରଣୟର ଆଲମ୍ବନ ଓ ଉଦ୍‌ଘାଟନ ବିଭବ ଭାବେ ପ୍ରକୃତି ଚିତ୍ରିତ ହୋଇଛି। ଆଧୁନିକ କାବ୍ୟ କବିତାରେ ପ୍ରକୃତି ବହୁଭାବରେ ଚିତ୍ରିତ ହୋଇଛି। ପ୍ରକୃତି କେତେବେଳେ ମା ଭୂମିକା ନିର୍ବାହ କଲାବେଳେ କେତେବେଳେ ସଖା ଭଳି ସାନ୍ନ୍ଦର୍ଭ ଦେଇଛି ତ କେତେବେଳେ ପ୍ରଣୟିଣୀ ଭଳି ପ୍ରେମ କରିଛି ଓ କେତେବେଳେ ନିଜ ପ୍ରିୟାର ମୁଖକୁ ଆଷାଢ଼ର ଭସା ବାଦଲ ଭିତରେ ଦେଖି ପୁଲକିତ ହୋଇପାରିଛି।

ଝାଡ଼ିଆ, ଶେଳା, କାଟସ, ବାଇରନ ଓ କ୍ଲେକ୍ ଯେପରି କଂରାଜୀ ସାହିତ୍ୟରେ ପ୍ରକୃତିର ବିଚିତ୍ର ରୂପ ବର୍ଣ୍ଣନା କରିଛନ୍ତି, ସେହିପରି ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ କବିତାର ରାଧାନାୟକ, ମଧୁସୂଦନ ରାଓ, ଗଙ୍ଗାଧର ମେହେର, ନନ୍ଦକିଶୋର ବଳ, ଗୋପବନ୍ଧୁ ଦାସ, ନୀଳକଣ୍ଠ ଦାସ, ଗୋଦାବରୀଶ ମିଶ୍ର, ଗୋଦାବରୀଶ ମହାପାତ୍ର, ପଦ୍ମବରଣ ପଟ୍ଟନାୟକ, କୁନ୍ତଳା କୁମାରୀ ସାବତ, କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ, ଅନୁବା ଶଙ୍କର ରାୟ, ବୈକୁଣ୍ଠ ନାଥ ପଟ୍ଟନାୟକ, ମାୟାଧର ମାନସିଂହ ଓ ରାଧାନାୟକ ଗଡ଼ନାୟକ ପ୍ରମୁଖ କବି ଗଣ ପ୍ରକୃତିର ବିଚିତ୍ର ରୂପ ସାଥୀକ ଭାବରେ ବର୍ଣ୍ଣନା କରିଛନ୍ତି।

ଆଧୁନିକ ଯୁଗର ଯୁଗସୃଷ୍ଟି କବିବର ରାଧାନାଥ ରାୟ। ସେ ପ୍ରକୃତିର ପୂଜାରୀ ଥିଲେ। ସେ ପ୍ରକୃତି ଭିତରେ ଜୀବନର ବୈଚିତ୍ର୍ୟ ରୂପକୁ ଦେଖିପାରିଛନ୍ତି। ଜୀବନ ଓ ପ୍ରକୃତି ତାଙ୍କ କାବ୍ୟରେ ଏକାକାର

(An Introduction to the Study of Literature AP-II
(Treatment of Nature in Poetry)

Principal
DERABISH COLLEGE





ହୋଇଯାଇଛି । ପ୍ରକୃତି କେତେବେଳେ ସଖା, କେତେବେଳେ ସଖୀ, କେତେବେଳେ ପ୍ରେମିକା ଓ କେତେବେଳେ ମାନବର ଦୁଃଖରେ ସାଥୀ ହୋଇ ପାରେ ବୋଲି କବି ତାଙ୍କ କାବ୍ୟରେ ଅଭିହିତ କରିଛନ୍ତି । ପ୍ରକୃତିର ସୁନ୍ଦର ରୂପରେ ମୁଗ୍ଧ ହୋଇ ସେ ଲେଖିଛନ୍ତି ଖଣ୍ଡକାବ୍ୟ 'ଚିଲିକା' । କାବ୍ୟରେ ପରିମତାର ବର୍ଣ୍ଣନା ଅତ୍ୟନ୍ତ ରମଣୀୟ । ଶରତକାଳରେ ଶୋଭା ବର୍ଣ୍ଣନା, ସନ୍ଧ୍ୟା ବର୍ଣ୍ଣନା, ଚନ୍ଦ୍ରୋଦୟର ବର୍ଣ୍ଣନା ଓ ପ୍ରଭାତ ବର୍ଣ୍ଣନା ମଧ୍ୟରେ ପ୍ରକୃତିର ଅନବଦ୍ୟ ଚିତ୍ର ତାଙ୍କ କାବ୍ୟରେ ଅପରୂପ ଶୋଭା ବିମଣ୍ଡିତ ହୋଇପାରିଛି । ଯଥା :-

ଗୁରୁ ପ୍ରାୟେ ତାଙ୍କୁ ଦୂରୁ କରି ଭାତି
ସଖୀ ପ୍ରାୟେ ତୋତେ ସ୍ମରୁଥିଲି ନିତି
ତୁଷାରର ରୋଗୀ ଗୃହେ ଯଥା ବସି
ସୁରେ କମଳିନୀ ହରିତ ସରସୀ (ଚିଲିକା)

ଅରଣ୍ୟ ଓ ଉପବନ ପାହାଡ଼, ପର୍ବତ, ସରୋବର, ସାଗର, ରତ୍ନ, ଚନ୍ଦ୍ର, ପ୍ରଭାତ ଓ ପ୍ରଦୋଷ ପ୍ରଭୃତି ବର୍ଣ୍ଣନାରେ ପ୍ରକୃତିର ସୁନ୍ଦର ପ୍ରକଟିତ । ରାଧାନାଥଙ୍କ ପାହାଡ଼, ପର୍ବତ, ସରୋବର, ସାଗର, ରତ୍ନ, ଚନ୍ଦ୍ର, ପ୍ରଭାତ ଓ ପ୍ରଦୋଷ ପ୍ରଭୃତି ବର୍ଣ୍ଣନାରେ ପ୍ରକୃତିର ସୁନ୍ଦର ପ୍ରକଟିତ । ରାଧାନାଥଙ୍କ 'କେଦାର ଗୌରୀ', 'ନନ୍ଦିକେଶ୍ଵରୀ', 'ଭାଷା' ଓ 'ଚନ୍ଦ୍ରଭାଗା' କାବ୍ୟରେ ମଧ୍ୟ ପ୍ରକୃତିର ସୁନ୍ଦର ପ୍ରକଟିତ । 'ଚନ୍ଦ୍ରଭାଗା' କାବ୍ୟରେ ସନ୍ଧ୍ୟାର ଚିତ୍ର ଅତ୍ୟନ୍ତ ମନୋମୁଗ୍ଧ କର । କବି ଏହି କାବ୍ୟରେ ଶରତ ସନ୍ଧ୍ୟାର ବର୍ଣ୍ଣନା ଦେବାକୁ ଯାଇ ଲେଖିଛନ୍ତି -

ମଧୁର ପ୍ରଦୋଷ ସମୟ / ସ୍ଵର୍ଣ୍ଣ କିରଣ ବୋଲା
କାନ୍ଦୟିନୀ ଖେଳେ ଗଗନେ / ଧୀରେ ସମୀର ଲୋଲା
(ଚନ୍ଦ୍ରଭାଗା)

ପ୍ରକୃତିର ଅନ୍ୟ ଜଣେ ରୂପକାର ହେଉଛନ୍ତି କବି ମଧୁସୂଦନ ରାଓ । ମଧୁସୂଦନ ରାଓଙ୍କ ସୃଷ୍ଟିରେ ପ୍ରକୃତି ଆଧ୍ୟାତ୍ମିକ ରୂପ ପରିଗ୍ରହଣ କରିଥିବାର ଲକ୍ଷ୍ୟ କରାଯାଏ । କବି ପ୍ରକୃତି ମଧ୍ୟରେ ପରମ ସରାଫ ସ୍ଵରୂପ ଅନୁଭବ କରିଛନ୍ତି । ଶିଶୁ ଓ କିଶୋର କବିତା ଗୁଡ଼ିକରେ ପ୍ରକୃତି ସରଳ ଓ ଜୀବନ ଚିତ୍ରର ରୂପ ନେଇଛି । ତାଙ୍କର 'ସନ୍ଧ୍ୟା' 'ପ୍ରଭାତ' 'ନଦୀ ପ୍ରତି' 'ରକ୍ଷିପ୍ରାଣେ ଦେବା ବତରଣ' 'ନବ ବସନ୍ତର ଭାବନା' 'ପଦ୍ମ' 'ଆକାଶ ପ୍ରତି' ଓ 'ନିଶାଥ ଚିନ୍ତା' ଆଦି କବିତାରେ ପ୍ରକୃତିର ଶୋଭା ପ୍ରକଟିତ । କବିଙ୍କର ଭାଷାରେ -

କୋଟି ଲାବଣ୍ୟନିଧୁରେ ପଦ୍ମରୁହି
କି ଅମୃତ ତୋ ତନୁ ଗଢ଼ିଲା ବିହି
ତୋ ରୂପ ଦରଶନେ ମୋର ହୃଦୟ
ପୁଣ୍ୟ ଆନନ୍ଦେ ହୁଏ ଅମୃତମୟ
x x x x x x x
କଲ୍ପ ପଙ୍କେ ମୁହିଁ କେଡ଼େ ମଳିନ
କେମନ୍ତେ ସରି ତୋର ହେବି ନଳିନ
ପଙ୍କଜ ଅଟୁ ତୁହିଁ ତେଣୁ ଭରସା
ପ୍ରଭାତ ତୋ ପରିଶ୍ରୁତ ହେବି ଲଭି ସୁଦଶା ।

ପ୍ରକୃତିର ଅନ୍ୟ ଜଣେ ରୂପକାର ହେଉଛନ୍ତି କବି ସୌମ୍ୟସିଂହ । ସୌମ୍ୟସିଂହଙ୍କ କାବ୍ୟରେ ପ୍ରକୃତିର ସୁନ୍ଦର ପ୍ରକଟିତ । ମଧୁସୂଦନ ରାଓଙ୍କ କବିତାରେ କବି ଖୁବ୍ ସମ୍ପାଦକ ପ୍ରକୃତିବାଦର

ପ୍ରଭାବ ସାମ୍ୟ ଥିବା କଷ୍ଟ କରାଯାଇଥାଏ । ଏହା ବ୍ୟତୀତ ନାନା ରତ୍ନର ପ୍ରାକୃତିକ ଦୃଶ୍ୟର ଚିତ୍ର, ପଲ୍ଲୀ ପ୍ରକୃତିର ଚିତ୍ର, ପ୍ରକୃତି ବର୍ଣ୍ଣନା ମାଧ୍ୟମରେ ଅତିଭୌତିକ (Metaphysical) ଚିତ୍ର ପ୍ରକଟିତ ହୋଇଛି ।

ଆଧୁନିକ ଯୁଗର ବରେଣ୍ୟ ସୃଷ୍ଟି ହେଉଛନ୍ତି ବ୍ୟାସ କବି ଫକୀର ମୋହନ ସେନାପତି । ସେ ଗଦ୍ୟ ସାହିତ୍ୟର ବିକାଶିଥିଲେ । ସେ ଗାଥାକବିତା, ଶୋକକବିତା, ବ୍ୟଙ୍ଗକବିତା, ସମ୍ବୋଧନ ଗୀତି ଓ ଚତୁର୍ଦ୍ଦଶ-ପଦୀ କବିତା ରଚନା କରି ପ୍ରସିଦ୍ଧି ଅର୍ଜନ କରିଛନ୍ତି । ତାଙ୍କ ଜୀବନ କାଳ ମଧ୍ୟରେ ସେ ଅଳ୍ପ କେତୋଟି କବିତା ସଂକଳନ ରଚନା କରିଥିଲେ । ସେଗୁଡ଼ିକ ହେଲା 'ପୁଷ୍ପମାଳା', 'ଉପହାର', 'ଅବସର ବାସରେ' 'ପୂଜାପୂଜା' ଓ 'ଧୂଳି' ଇତ୍ୟାଦି । ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି କାବ୍ୟ ନାୟିକା ହୋଇପାରି ନାହିଁ । ଅପରପକ୍ଷରେ ପ୍ରକୃତିର ବହିରଙ୍ଗ ଚିତ୍ରଣ ଅତି ସ୍ପଷ୍ଟ ।

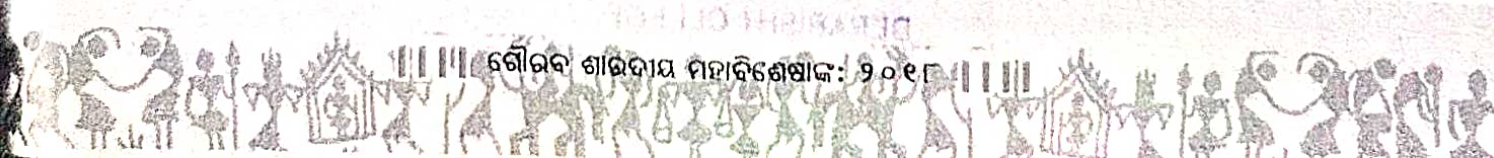
ନିର୍ଦ୍ଦେଶ କବି ଗଙ୍ଗାଧରଙ୍କ କାବ୍ୟ ଥିଲା ପ୍ରାଚୀନ ଓ ଆଧୁନିକର ମିଳନ ଭୂମି । ପ୍ରାଚ୍ୟ ସାହିତ୍ୟକୁ ଆଧାର କରି ସେ ଅନେକ କାବ୍ୟ ରଚନା କରିଛନ୍ତି । ପ୍ରକୃତି ଚିତ୍ରଣରେ ମୌଳିକତା ପ୍ରଦର୍ଶନ କରି ଓଡ଼ିଆ ସାହିତ୍ୟରେ ନିଜକୁ ଶ୍ରେଷ୍ଠ କାବ୍ୟ ପୁରୁଷ ଭାବେ ପ୍ରତିଷ୍ଠା କରିପାରିଥିଲେ । ପ୍ରକୃତି ସହିତ ସମ୍ପର୍କ ଥିଲା ତାଙ୍କର ଶୁଦ୍ଧ ଓ ପବିତ୍ର । ତାଙ୍କ କାବ୍ୟରେ ପ୍ରକୃତିରେ ମାନବୀୟ ଗୁଣାବଳୀ ଆରୋପ କରାଯାଇଛି । ଉତ୍କଳୀୟ ପ୍ରକୃତିର ମହନୀୟ ମୂର୍ତ୍ତି 'ଉତ୍କଳ ଲକ୍ଷ୍ମୀ' କବିତାରେ ପ୍ରକାଶିତ । ଗଙ୍ଗାଧରଙ୍କ ପ୍ରକୃତି ସବୁଠାରେ ବୈଚିତ୍ର୍ୟମୟୀ ଓ ଆବେଗ-ବତୀ । ତାଙ୍କର 'ତପସ୍ଵିନୀ' କାବ୍ୟ ଏକ ଅନବଦ୍ୟ ସୃଷ୍ଟି । ଏଥିରେ ଆଶ୍ରମ ବର୍ଣ୍ଣନା, ସନ୍ଧ୍ୟା ଓ ଭାଷା ବର୍ଣ୍ଣନା, ଗ୍ରୀଷ୍ମ, ବର୍ଷା, ଶରତ ଓ ବସନ୍ତ ବର୍ଣ୍ଣନାରେ କବି ପ୍ରକୃତିର ଶୋଭା ସହିତ ମାନବୀୟ ମର୍ଯ୍ୟାଦା ଫୁଟାଇ ପାରିଛନ୍ତି । 'ତପସ୍ଵିନୀ' କାବ୍ୟରେ କବି 'ଭାଷା'ର ବର୍ଣ୍ଣନା କରିବାକୁ ଯାଇ ଲେଖିଛନ୍ତି -

ମଙ୍ଗଳେ ଅଇଲା ଉଷା ବିକଟ ରାଜାବ ଦୃଶା
ଜାନକୀ ଦର୍ଶନ ତୁଷା ହୃଦୟେ ବହି
କର ପଲ୍ଲବେ ନିହାର ମୁକ୍ତାଧରି ଉପହାର
ସତୀଙ୍କ ବାସ ବାହାର ପ୍ରାଙ୍ଗଣେ ରହି
କଳକଣ୍ଠ କଣ୍ଠେ କହିଲା
ଦରଶନ ଦିଅ ସତୀ ରାତି ପାହିଲା
ସୀତାଙ୍କ ପ୍ରତି ଅବିରତ ବେଳେ ପ୍ରକୃତି ବିପ୍ଳବିନୀ ସାଜିଛି ।
କବିଙ୍କ ଭାଷାରେ -

କରିବାକୁ ନିୟତିର ସହିତ ସମର
ତୁଣ ରାଜ ଖଡ଼ଗ କରେ ଗଢ଼ିଲା ପ୍ରଖର
ବାୟା ବସା ତୁଣାରକୁ ଝାଡ଼ି ବାରମ୍ବାର
ପତ୍ରକଙ୍କ ପତ୍ର କଲା କି ଆବା ବାହାର

ଏହା ବ୍ୟତିତ 'ପ୍ରାଣୟ ବଲ୍ଲୁଲୀ' 'କୃଷକ ସଙ୍ଗୀ' ଓ 'କାଚକ ବଧୂ' ଆଦି କବିତାରେ କବିଙ୍କ ପ୍ରକୃତି ବର୍ଣ୍ଣନାର ଅଭିନବ ରୂପ ଦେଖିବାକୁ ମିଳେ ।

ଆଧୁନିକ ଉତ୍କଳର ଅନ୍ୟତମ କବି ହେଉଛନ୍ତି ପଲ୍ଲୀ କବି ନନ୍ଦକିଶୋର ବଳ । ଉତ୍କଳୀୟ ପଲ୍ଲୀ ପ୍ରକୃତି ଓ ଲୋକ ସଂସ୍କୃତିକୁ ଭିତ୍ତି



କରି ତାଙ୍କ କାବ୍ୟ ସାହିତ୍ୟ ରୁଚିମତ୍ତ। ବିଂଶ ଶତାବ୍ଦୀର ଆରମ୍ଭରୁ ନନ୍ଦକିଶୋର ବଳଙ୍କ କବି ଜୀବନ ଆରମ୍ଭ ହୁଏ। ରାଧାନାଥୀୟ କାବ୍ୟ ରିତିର ଅନୁସରଣରେ 'ସୀତା ବନବାସ' 'ଶର୍ମିଷ୍ଠା' ଓ 'କୁଷ୍ଠକୁମାରୀ' ଖାବ୍ୟ ରଚିତ। ତାଙ୍କ 'ପଲ୍ଲବିତ୍ର' 'ନିର୍ଦ୍ଦେଶୀ' 'ନିଶା ଶୋଭା' 'ଜନ୍ମଭୂମି' 'ଋତୁଚିତ୍ର' 'ପ୍ରଭାତ ସଙ୍ଗୀତ' ପ୍ରଭୃତି କବିତାରେ ପ୍ରକୃତିର ରୂପ ଶୋଭା ଓ ରହସ୍ୟ ପୂର୍ଣ୍ଣ ଚିତ୍ର ପ୍ରକଟିତ।

ତାଆଣିଆ ଖରା ପଡ଼ିଛି ବେଳ ଯାଉଛି ବୁଡ଼ି
ଅସ୍ତାବଳ ଶିଖେ ତପନ ଯାଉଛନ୍ତି ବାହୁଡ଼ି
ବିଚିତ୍ର ବର୍ଷର ବୋଇତ ପ୍ରାୟେ ଶୋଭା ପ୍ରକାଶି
ବାରୁଣୀ ଗଗନ ବଉଦ କେତେ ଯାଉଛି ଭାସି
(ବାଆଣିଆ ଖରା)

ସତ୍ୟବାଦୀ ଯୁଗର ସାଧକମାନଙ୍କ ମଧ୍ୟରୁ ଗୋପବନ୍ଧୁ ଥିଲେ ଅନ୍ୟତମ। ସେ ଥିଲେ ସତ୍ୟବାଦୀ ପତ୍ରିକାର ସଂପାଦକ ଓ ସତ୍ୟବାଦୀ ବନବିଦ୍ୟାଳୟର ପ୍ରତିଷ୍ଠାତା। ଗୋପବନ୍ଧୁ ଜାତୀୟତାବ ଚେତନାର ବାଉଁଶବନ୍ଧୁ ଥିଲେ ମଧ୍ୟ ମଣିଷ ଓ ପ୍ରକୃତିକୁ ଏକାପରି ଭଲ ପାଉଥିଲେ। ତାଙ୍କର ପ୍ରକୃତି ଚେତନା ସମ୍ମଳିତ କବିତା ଗୁଡ଼ିକରେ ରୋମାଞ୍ଚିକ ଭାବ ଚେତନା ଅପେକ୍ଷା ବାସ୍ତବବାଦୀ ଦୃଷ୍ଟିଭଙ୍ଗୀ ଅଧିକ ମାତ୍ରାରେ ପ୍ରତିଫଳିତ। ଯଥା - 'ଭାର୍ଗବୀ ପ୍ରତି', 'ଚନ୍ଦ୍ର', 'କୋକିଳ' 'ରେଳ ଉପରେ' 'ଚିଲିକା ଦର୍ଶନ' ଓ 'କାଠ ଯୋଡ଼ିତାରେ' ଇତ୍ୟାଦି। କବିଙ୍କ ଭାଷାରେ -

ରହ ରହ କ୍ଷଣେ ବାସ୍ତାୟ ଶକଟ
ଦେଖିବି ଚିଲିକା ଠାରୁ ଚିତ୍ର ପଟ
ଚିତ୍ର ମଣେ ଯେଣୁ ନାହିଁ ଅନୁଭବ
ବାସ୍ତବ ବିଶ୍ୱେ କି ଏ ଛବି ସମ୍ଭବ
ନୀଳ ବିଚିମାଳା ଧାରେ ଧାରେ ଯାଏ
ଲାଗଇ ସ୍ୱପନେ ଦେଖିଲା ପରାଏ।

(ରେଳ ଉପରେ ଚିଲିକା ଦର୍ଶନ)

ସତ୍ୟବାଦୀ ଯୁଗର ଅନ୍ୟତମ ବିଶିଷ୍ଟ କବି ନୀଳକଣ୍ଠ ଦାସ। ସେ 'ନବଭାରତ' ପତ୍ରିକାର ସଂପାଦକ ଥିଲେ। ଏକାଧାରରେ ସେ କବି, ପ୍ରାବନ୍ଧିକ ଓ ଅନୁବାଦକ। ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି ବର୍ଣ୍ଣନାର ଯେଉଁ ଚିତ୍ର ଆମେ ଦେଖୁ ତାହା ରୋମାଞ୍ଚିକ ଓ ନିଃ କ୍ଲବିକ ଭଙ୍ଗୀର ପରିଚୟ ଦେଇଥାଏ। ଏହା ବ୍ୟତୀତ ତାଙ୍କ କବିତାରେ ମନୁଷ୍ୟ ଓ ପ୍ରକୃତିର ସଂପର୍କ ଭିତରେ ଅତି ପ୍ରାକୃତ ସଭାର ସମାନ କବିଙ୍କୁ ଗୌରବାନ୍ୱିତ କରିଛି। ତାଙ୍କର ଅନୁଦିତ 'ପ୍ରଣୟିନୀ' ଓ 'ଦାସନାୟକ' ଦୁଇଟି କାବ୍ୟ। ଏଥିରେ ପ୍ରକୃତିର ବର୍ଣ୍ଣାତ୍ମ୍ୟ ଦୃଶ୍ୟ ଚିତ୍ରିତ। 'କୋଣାର୍କ' ଓ 'ଖାରବେଳ' ତାଙ୍କର ଦୁଇଟି ମୌଳିକ କାବ୍ୟ। କୋଣାର୍କ କାବ୍ୟଟି ଦୁଇ ଭାଗରେ ବିଭକ୍ତ କରାଯାଇଛି। ଯଥା 'ରାମଚଣ୍ଡରେ ରାତି' 'ରାମଚଣ୍ଡରେ ସକାଳ'। କୋଣାର୍କ କବିତାରେ ଦାହ୍ୟ ପ୍ରକୃତି ସହିତ ଅନ୍ଧା ପ୍ରକୃତିର ରୁଚି ମଧୁର ସମନ୍ୱୟ ଘଟିଛି।

କବିଙ୍କ ଭାଷାରେ ୦

ରହ ରହ ବାଆ ବତାସି ରହ ବରଷା ଧାରା
କୁଆଁର ପୁନିଆଁ ହେଉରେ ଆଜି ରଜନୀ ସାରା
ଉଠି ଆସୁ ନୀଳ ଲହରୀ ଭେଦି ତାରକା ରାଜି

ନିଶାମଣି ଶୋଭୁ ଗଗନେ ମହା - ପୁକୁର ମାଳି (ରାମଚଣ୍ଡରେ ରାତି)

ସତ୍ୟବାଦୀ ଯୁଗର ଅନ୍ୟତମ ଶ୍ରେଷ୍ଠ ସାଧକ ହେଉଛନ୍ତି ଗୋଦାବରୀଶ ମିଶ୍ର। ବହୁ ବିଚିତ୍ର ଗୁଣ ଓ କର୍ମରେ ତାଙ୍କ ବ୍ୟକ୍ତିତ୍ୱ ପ୍ରତିଫଳିତ। ସେ ଏକାଧାରରେ ଥିଲେ ଗାଥା କବି, ନାଟ୍ୟକାର, ଔପନ୍ୟାସିକ ଓ ପ୍ରାବନ୍ଧିକ। କବି ଗୋଦାବରୀଶ ଥିଲେ ପ୍ରକୃତିର ଉପାସକ। କବି ଶୈଶବ ଓ କୈଶୋରରେ ପଲ୍ଲୀ ପ୍ରକୃତି କୋଳରେ କଟାଇ ଉଚ୍ଚଶିକ୍ଷା ପାଇଁ କଲିକତା ଯାଇଥିଲେ। ଗୋଦାବରୀଶ ମିଶ୍ରଙ୍କ ଅଧିକାଂଶ କବିତା, ବୃକ୍ଷ, ଫୁଲ ତାରା, ଲତା ଓ କୋଇଲିକୁ ନେଇ ରଚିତ ହୋଇଛି। 'ଫୁଲ', 'ତାରା', 'ସ୍ତ୍ରୋତ', 'ଫୁଲତୋଳା' 'କଲିକା' ସଂଜ୍ଞାଲତା ତାରେ ସକାଳ 'ଚିଲିକା' 'ଶାଲିଆ' ଓ 'ଲତା' ଇତ୍ୟାଦି କବିତାରେ ପ୍ରକୃତିର ଅପରୂପ ବର୍ଣ୍ଣିତ ହୋଇଛି ଯଥା -

ରହି ରହି ଫୁଲ ଆସଇ ଯାମିନୀ
ତୁରିତେ ଦିବସ ଯାଉଛି ସରି
ଏ ବିଶ୍ୱରୁ ଘେନି ଅନନ୍ତ ମେଲାଣି
ସାଥ ହୋଇଯିବା ବେଗିଏ ଝଲି

ଗୋଦାବରୀଶଙ୍କ ଭାଷାରେ ପ୍ରକୃତି ନୀରବ ନୁହେଁ। ପ୍ରକୃତିର ନିଜର ଭାଷା ଅଛି। ସେ ପ୍ରକୃତି ଠାରେ ମାନବର ଆରୋପ କରିଛନ୍ତି। ପ୍ରକୃତିକୁ ମାନବ ଜୀବନର ଅଙ୍ଗ ରୂପେ ଅଭିହାତ କରିଛନ୍ତି। ପ୍ରକୃତି ଶାନ୍ତ, ସରଳ, ମାନବର ହିତକାରିଣୀ ନୁହେଁ ବୋଲି ସେ 'କାଳିଜାଇ' କବିତାରେ ପରିପ୍ରକାଶ କରିଛନ୍ତି। କବିଙ୍କ ଭାଷାରେ -

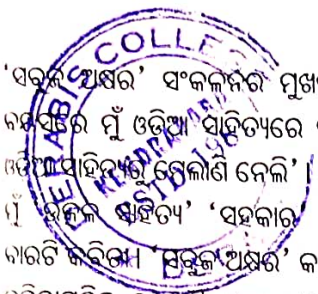
ଭାଲେରି ଶିଖରୁ ଚଳାମେଘ ଖଣ୍ଡେ
ଉଠେଲ ଆସିଲା କାହୁଁ
ଲୁଚି ଗଲେ ତହିଁ ସୂର୍ଯ୍ୟ ଦେବତା ଲୋ
ଖରା ନ ପଡ଼ଇ ଆଉ।

ମାତି ଆସୁଅଛି ଅତି ବେଗେ ମେଘ
ଜଟିଆ ନାସିକି ଧରି
ବରଷା ବତାସି ଗରଜୁ ଅଛିଲୋ
ଦିନ ଦିଶେ ରାତି ପରି।

ସତ୍ୟବାଦୀ ଯୁଗର ଅବସାନ ପରେ ସାହିତ୍ୟ ଜଗତରେ ଦେଖା ଦେଇଥିଲା ସବୁଜ ଯୁଗ। ସବୁଜ ଯୁଗର କବିମାନେ ମୁଖ୍ୟତଃ ପ୍ରକୃତିର ଉପାସକ ଥିଲେ। ପ୍ରକୃତି ସେମାନଙ୍କର ପ୍ରିୟ ସହଚରୀ ଥିଲା। ଯେଉଁ ଝରିଜଣ ମହରଥାଙ୍କୁ ନେଇ ସବୁଜ ସାହିତ୍ୟ ଗତିଶୀଳ ସେମାନେ ଅନୁବାସକର ରାୟ, ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ, କାଳଦିତରଣ ପାଣିଗ୍ରାହୀ ଓ ଶରତ ଚନ୍ଦ୍ର ମୁଖାର୍ଜୀ, ନାମରେ ପରିଚିତ। ସବୁଜ ସାହିତ୍ୟର ମୁଖପତ୍ର 'ଅବକାଶ'। ଏମାନଙ୍କ ମଧ୍ୟରୁ ଅନୁବାସକର ରାୟ ଅଗ୍ର ସାରଥୀ ଥିଲେ। ରେଭେନ୍ସା କଲେଜରେ ଛାତ୍ର ଥିବାବେଳେ ସହପାଠୀ ବନ୍ଧୁମାନଙ୍କୁ ନେଇ ଗଢ଼ିଥିଲେ 'ନନ୍ଦସେନୁ କ୍ଲବ୍'। ସେମାନଙ୍କ ମୁଖ୍ୟ ଇଚ୍ଛା ଥିଲା ଗତାନୁଗତିକ ଧାରାକୁ ପରିହାର କରି ନୂତନ ଭାବ ଚେତନାକୁ ନେଇ ସାହିତ୍ୟ ରଚନା କରିବା। ଅନୁବାସକରର ଦୀର୍ଘ ସମୟ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ନିଜକୁ ବିଶିଷ୍ଟ କରିପାରିନଥିଲେ। ବୃହତ୍ତର କର୍ମ ଜୀବନର ଆହ୍ୱାନ କ୍ରମେ ସେମାନେ ସାହିତ୍ୟରେ ନିଜର ଲେଖାକୁ ପ୍ରକାଶ କରିଥିଲେ। ସେ

Principal
DERABISH COLLEGE





'ସବୁଜ ଅକ୍ଷର' ସଂକଳନର ମୁଖବନ୍ଧରେ ଲେଖିଛନ୍ତି- '୧୮ ବର୍ଷ ବୟସରେ ମୁଁ ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପହଞ୍ଚିଲି। ବାଲଶି ବର୍ଷ ବୟସରେ ଓଡ଼ିଆ ସାହିତ୍ୟରୁ ବେଲଗଣ ନେଲି'। (୧୯୨୨-୨୬) ଋଷିବର୍ଷ ଖଣ୍ଡେ ମୁଁ 'ସବୁଜ ଅକ୍ଷର' 'ସବିତା'ରେ ଲେଖିଥିଲି ଦଶ କି ଦାରିତ କବିତା। 'ସବୁଜ ଅକ୍ଷର' କବିତା ସଂକଳନରେ ସ୍ଥାନ ପାଇଥିବା କବିତାଗୁଡ଼ିକ ନବସୌରବାଦୀ ଚେତନା ଦ୍ୱାରା ପ୍ରଭାବିତ ହୋଇଥିବା ଅନୁଭବ କରାଯାଏ। ଏହି ଚେତନା ବିଶ୍ୱ କବି ରବୀନ୍ଦ୍ର ନାଥ ଟାଗୁର ବଙ୍ଗଳା କବିତାରେ ପ୍ରଚଳନ କରିଥିବା ଶୁଣାଯାଏ। ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି ସର୍ବଦା ମିଳନର ସମ୍ଭାର ନେଇ ଜୀବନକୁ ସ୍ୱାଗତ କରିଛି। ସେ 'ସୃଜନ ସ୍ୱପ୍ନ'ରେ ଗାଇ ଉଠିଛନ୍ତି -

ଆଜିଏ ଶୁଭ ଶାରଦ ପ୍ରାତ / ଶ୍ୟାମଳ ତୃଣ ଆଲୋକ ସ୍ୱାତ /
ସମୀର ବହେ ମଧୁର।

ସବୁଜ ଯୁଗର ଅନ୍ୟତମ ସଫଳ କବି କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ। ୧୯୩୨ ମସିହାରେ ରେଭେନ୍ସା କଲେଜରେ ଛାତ୍ର ଥିବାବେଳେ ବନ୍ଧୁମାନଙ୍କୁ ନେଇ 'ନନ୍ଦସେନୁ କ୍ଲବ୍' ଗଠନ କରିଥିଲେ। ସେମାନଙ୍କ ଉଦ୍ୟମରେ ସବୁଜ କବିତା ଆତ୍ମ ପ୍ରକାଶ କରେ। ସେ ଗ୍ରାମ୍ୟ ପରିବେଶ, ଗୋରୁଗୋଠ ଓ ପାହାଡ଼ ଚୂଡ଼ା ଆରୋହଣରୁ ପ୍ରକୃତିର ସର୍ତ୍ତ ଅନୁଭବ ପାଇଥିଲେ। ତାଙ୍କର ୧୯୨୦ ରୁ ୧୯୩୨ ମଧ୍ୟରେ ରଚିତ କବିତାରେ ପ୍ରକୃତି ଚିତ୍ରଣ ଭରପୂର ଭାବେ ଦେଖିବାକୁ ପାଉ। 'ହତାଶୀର ଗାନ' 'ମଧୁ ବିବାହ' 'ଫଗୁଣ ଜ୍ୟୋତ୍ସ୍ନା' 'ବର୍ଷା ରାତି' 'ଚେତନା ସର୍ତ୍ତ' 'ଶିମୁଳି ପାଳ' ଓ 'ଲୋହିତ ବ୍ୟଥା' ଆଦି କବିତାରେ ପ୍ରକୃତିର ଅପରୂପ ଚିତ୍ର ଦେଖିବାକୁ ମିଳେ। ଯଥା -

ବଂଶୀ ବାଜିଗଲା ଦୂର ବିଲବନ ପଥେ
ସ୍ୱର ରହିଗଲା ଏ ମୋର ମରମ ଗଡେ
ଦୂର ଅତୀତର ଶୁଭୁଥିଲା ଭାଷା
କି ଗହନ ବ୍ୟଥା ଦୂରତ ଦୁରାଶା
x x x x x x
ପଞ୍ଚମ ଶୀତର ନିବିଡ଼ ବେଦନା ପରେ

ନିମେଷ ବସନ୍ତ ବହିଥିଲା କେବେ ଥରେ। (ଲୋହିତ ବ୍ୟଥା)
କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀଙ୍କ ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟର କବିତା ଗୁଡ଼ିକରେ ଉନ୍ନତସ୍ତରୀୟ ବିଷାଦ-ବାଦ ପର୍ଯ୍ୟାୟ ପରିମାଣରେ ଦେଖିବାକୁ ମିଳେ। ଉନ୍ନତସ୍ତରୀୟ ବାଦ ଅତିଭୌତିକ ଚେତନା ଓ ବିଷାଦ ବାଦକୁ ନେଇ କବିତା ଉତ୍ପତ୍ତି କରିଥିଲେ ମଧ୍ୟ କାଳନ୍ଦୀ ଚରଣ ପ୍ରକୃତିକୁ ସମ୍ପୂର୍ଣ୍ଣ ଭାବରେ ପରିହାର କରିପାରିନାହାନ୍ତି। ତାଙ୍କର 'ହତାଶୀରଗାନ' କବିତାରେ ପ୍ରକୃତି ବର୍ଣ୍ଣନା ଅତ୍ୟନ୍ତ ଚିତ୍ତକର୍ଷକ। ୧୯୩୨ ମସିହାରେ ରଚିତ 'ପୌଷମାସ ସନ୍ଧ୍ୟା' 'ପୌଷ ମଳୟ' ଆଦି କବିତାରେ ପ୍ରକୃତି ଭିନ୍ନ ରୂପ ଧାରଣ କରିଛି।

ବୈକୁଣ୍ଠ ନାଥ ପଟ୍ଟନାୟକ କବି ପ୍ରତିଭାର ଉନ୍ନେଷ ସବୁଜ ଯୁଗର ପରିଧି ମଧ୍ୟରେ। ସେ ଜୀବନ କାଳ ମଧ୍ୟରେ ବିପୁଳ କବିତା ରଚନା କରିଥିଲେ। ସେ ଥିଲେ ସତ୍ୟବାନୀ ବନ ବିଦ୍ୟାଳୟର ଛାତ୍ର। ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ ପ୍ରକୃତିର ଶ୍ରେଷ୍ଠ ରୂପକାର। ପ୍ରକୃତିର ଚିର ଚଞ୍ଚଳ ରୂପ କବିଙ୍କ ହୃଦୟରେ ଆବେଗ ଆଣିଦେଇଥିଲା। ପ୍ରକୃତି ମଧ୍ୟରେ ସେ ବ୍ୟକ୍ତିତ୍ୱ ପୂର୍ଣ୍ଣ ସତ୍ତା ନିପ୍ରସାରିଛନ୍ତି ସେ। ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି

କେତେବେଳେ ସ୍ଥିର, ଚଳଚଞ୍ଚଳ, ମୁକ୍ତ ଓ ପ୍ରଣୟ ଅଧାର। ଏହା ବ୍ୟତିତ ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି କେଉଁଠି ବିଦ୍ରୋହୀର ମୂର୍ତ୍ତି ସାଜି ବିପୁଳ କରିଛି। 'ଚିଲିକାରେ ରାତି' 'ପୌଷ ପବନ' 'ଉଷା' 'ଫୁଲର ଫସଲ' 'ଇନ୍ଦ୍ରଧନୁ' 'ନିର୍ଜନ ଉପବନ' 'ସନ୍ଧ୍ୟା' 'ପ୍ରଭାତ ସ୍ୱପ୍ନ' 'ନବ ବର୍ଷ ସଙ୍ଗୀତ' 'ବରଷା ଆସିଛି ଦୁଆରେ' ଓ 'ବର୍ଷାବରଣ' ଆଦି କବିତାରେ ପ୍ରକୃତିର ବିଭିନ୍ନ ରୂପ ବା ବିଭବ ରୋମାଞ୍ଚିକ ଆବେଗରେ ପରିପୂର୍ଣ୍ଣ ହୋଇଉଠିଛି। ଯଥା -

ସମୀର ପାଶେ କରିଛି ବ୍ୟଙ୍ଗ / ଗଗନ କେତେ ଦେଖାଏ ରଙ୍ଗ /
ହିନ୍ଦୁ ତୁଳୀ ଧୂଳୀରେ ଯାଏ ଲୋଟି / ସକଳ ନେତ୍ର ଅନ୍ତରାଳେ କାନ୍ଦେ
ଉଠି / ଭଗ୍ନପ୍ରାଣ ଗୋଟି (ଉଷା)

ଏ କବିତାରେ ପ୍ରକୃତିର ସକଳ ବିଭବକୁ ବିଦ୍ରୁପ ଛଳରେ ପ୍ରକାଶ କରିଛନ୍ତି।

ଯେତେବେଳେ ସବୁଜ ଯୁଗ ଫିକା ଓ ମଳଣ ପଡ଼ି ଆସୁଥିଲା ସେହି ସମୟରେ କବିତା ଜଗତରେ ମାୟାଧର ମାନସିଂହଙ୍କ ଆଗମନ। ଓଡ଼ିଆ ସାହିତ୍ୟ ଜଗତରେ ସେ ଜଣେ ପ୍ରେମ ଓ ପ୍ରଣୟର ଶ୍ରେଷ୍ଠ ଗୀତିକାର ରୂପେ ପରିଚିତ। ଅପାସୋରା ପ୍ରକୃତି କୋଳରେ କବିଙ୍କ ବାଲ୍ୟ, କୈଶୋର, ଶୈଶବ ଅତିବାହିତ। ସେ ଇଂରାଜୀ କବିତାରୁ ଛନ୍ଦ ସଂଗ୍ରହ କରି ଓଡ଼ିଆ କବିତାରେ ରୋପଣ କରିଛନ୍ତି। ଉତ୍କଳୀୟ ପଲ୍ଲୀ ପରିବେଶ ହିଁ ପ୍ରଥମେ କବିଙ୍କୁ ଖୋରାକ ଯୋଗାଇ ଥିଲା। ସେ ଥିଲେ ସ୍ୱଦେଶୀ ପ୍ରକୃତିର ଉପାସକ। 'ମହାନଦୀରେ ଜ୍ୟୋତ୍ସ୍ନା ବିହାର' 'ପଲ୍ଲୀ ସନ୍ଧ୍ୟା' 'ବର୍ଷା ସନ୍ଧ୍ୟା' 'ରେଜୁନ୍ ଚିଠି', 'ଚିଲିକା' 'ପ୍ରଣୟିତ ପୁଷ୍ପ' 'ଜେମା' 'ସାଧବ ଝିଅ' ଓ 'ଦକ୍ଷିଣା ପ୍ରତି' ଇତ୍ୟାଦି କବିତାରେ ପ୍ରକୃତିର ଅପରୂପ ଶୋଭା ବର୍ଣ୍ଣିତ ହୋଇଛି। 'ପଲ୍ଲୀ ସଂନ୍ଧ୍ୟା' କବିତାରେ କବି ଲେଖିଛନ୍ତି-

ସନ୍ଧ୍ୟା ହେଲା ଏବେ ପୋଖରୀ ନୀଳ ଜଳେ
କନକ ରବି ରେଖା ଲହରୀ ପରେ ଥରେ।
ପୋଖରୀ ହୃତା ପରେ ବିରାଟ ବଟ ଛିଡ଼ା
ଲକ୍ଷ ବିହରର ଲାଗିଛି ଶେଷ କ୍ରୀଡ଼ା।
ଦୂରରୁ ଆସେ କେହୁ ବସି କେ ଝାଡ଼େ ପକ୍ଷୀ
ଉଡ଼େ ଏକ ଆକାଶରେ ବସାରେ ଆଖିରଖି।

ଜ୍ୟୋତ୍ସ୍ନା ବିଜତିତ ରଜନୀରେ ମହାନଦୀ ବକ୍ଷରେ ପ୍ରକୃତିର ନାନାବିଧି ଶୋଭା କବି ଦର୍ଶନ କରି ବିମୋହିତ ହୋଇପଡ଼ିଛନ୍ତି। କବିଙ୍କ କଳ୍ପନାରେ ନଦୀ ଏକ କ୍ଲୁତ ଶିଶୁ ଭଳି ଶାନ୍ତ ଓ ନିରାହ ହୋଇପଡ଼ିଛି। କବିଙ୍କ ଭାଷାରେ -

ଚନ୍ଦ୍ରମା ଉଠିଛି ଉର୍ଦ୍ଧ୍ୱେ ବିରାଟ ଧରଣୀ
ନୀରବ ନିସ୍ତବଧ ଶାନ୍ତ ମହାନଦୀ ଜଳ
କ୍ଲୁତ ଶିଶୁ ସମ ଶାନ୍ତ ଉତ୍ସୁକ ରଜନୀ
ପକ୍ଷପାତି ଆବରିଛି ନଭ ଜଳ ସୁଳ।

(ମହାନଦୀରେ ଜ୍ୟୋତ୍ସ୍ନା ବିହାର)

କୌଣସି ଯୁଗର ଆଭିମୁଖ୍ୟ ବା ଗୋଷ୍ଠୀକୁ ନେଇ କବି ରାଧାମୋହନ ଗଡ଼ନାୟକ ପରିଚିତ ନୁହଁନ୍ତି। ଅବିଶ୍ରାନ୍ତ ଲେଖନୀ ଚଳନା କରି ସେ ନିଜର ପୁରତତ୍ତ୍ୱ ନିଜେ ସୃଷ୍ଟି କରିଛନ୍ତି। ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟ ଯୁଗରେ ସେ ଜଣେ ଅପ୍ରତିଦ୍ୱନ୍ଦ୍ୱୀ କାବ୍ୟ ସ୍ରଷ୍ଟା। ମାତ୍ରିକ୍ ପରୀକ୍ଷା ଦେଲା ବେଳକୁ





ତାଙ୍କର ପ୍ରକାଶିତ କବିତା ସଂକଳନ 'ଉତ୍କଳୀକା' ବିଦ୍ୟାଳୟର ପାଠ୍ୟକ୍ରମରେ ଅର୍ଦ୍ଧଭୁକ୍ତ ହୋଇସାରିଥାଏ । କବି ଗଡ଼ନାୟକ ଗାଥା କବିତା ରଚନା କରି ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଜଣେ ଅନ୍ୟ ପ୍ରମୁଖ ଭାବରେ ସୁନାମ ଅର୍ଜନ କରିଛନ୍ତି । ସେ ମୁଖ୍ୟତଃ ପଲ୍ଲି ଓ ପ୍ରକୃତି କବି । ତାଙ୍କର 'ମୌସୁମୀ', 'ପଶୁ ପକ୍ଷୀର କାବ୍ୟ', 'ଧୂସର ଭୂମିକା', 'ଶାମୁକାର ସ୍ୱପ୍ନ' ଓ 'ସୂର୍ଯ୍ୟ ଓ ଅନ୍ଧକାର' ଇତ୍ୟାଦି କବିତା ସଂକଳନରେ ସ୍ଥାନ ପାଇଥିବା କବିତା ଗୁଡ଼ିକରେ ପ୍ରକୃତିର ପ୍ରୟୋଗ ଅତି ଚମତ୍କାର । ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି କେତେବେଳେ ଶୈଶବର ସହା ଓ କେତେବେଳେ ଯୌବନର ବଧୂ ରୂପେ ବିଦ୍ୟମାନ ହୋଇଛି । 'ବାରାପଦା', 'ପ୍ରଧାନ ପାଟ', 'ରୁଢ଼ା ବଳଙ୍ଗ', 'ବିଦାୟ ହେ ମୋର ମାଟି' ଇତ୍ୟାଦି କବିତାରେ ପ୍ରକୃତିର ଶୋଭା ବର୍ଣ୍ଣିତ ହୋଇଛି । ଗଡ଼ନାୟକଙ୍କ କବିତାରେ ପ୍ରକୃତି ସରଳ ଓ ସ୍ୱତନ୍ତ୍ର । ଏଥିରେ ମାଟିର ମହନାୟତା ଭରି ରହିଛି । କବିଙ୍କ ଭାଷାରେ -

ପ୍ରକୃତିର ସବୁଜ କୋଳ / ଏ ମୋର ମନ ହେଉଛି ଭୋଳ /
ନୟନ ସମ / ଭ୍ରମର ସମ / ମାଧୁରୀ ଋଣି ବୁଲେ / ନଈର ଆର
ପାରେ / ଦିଶୁଛି ଗାଈ ବାଛୁରୀ ପଲ ସବୁଜ ପତିଆରେ ।

(ଶରତ ନଈ କୂଳେ)

ସତ୍ୟବାଦୀ ଓ ସବୁଜ ଯୁଗର ପ୍ରାଣ ପୂର୍ଣ୍ଣ ମିଳନ ବେଦୀ ଉପରେ ପଦ୍ମଚରଣ ପଟ୍ଟନାୟକଙ୍କ କବିତା ଦଣ୍ଡାୟମାନ । ଜାତୀୟ ଚେତନା, ସ୍ୱପ୍ନ ପ୍ରବଣତା, ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧ ଓ ଦୂରର ଆକର୍ଷଣ, ଥିଲା ତାଙ୍କ କବିତାର ମୁଖ୍ୟ ବୈଶିଷ୍ଟ୍ୟ । ଏହା ବ୍ୟତୀତ ତାଙ୍କ କବିତାରେ ପ୍ରକୃତି ଅଧିକ ଗୁରୁତ୍ୱାପୂର୍ଣ୍ଣ କରିଛନ୍ତି । ପ୍ରକୃତିକୁ ବନ୍ଧୁ, ତପସ୍ୱୀ, ଗୁରୁ ଓ ପ୍ରିୟଜନ ରୂପରେ କବି ବର୍ଣ୍ଣନା କରିଛନ୍ତି । ନିଜ ଅନ୍ତର ପ୍ରେମ ଭାବକୁ କବି ପ୍ରକୃତିର ଛତ୍ରେ ଛତ୍ରେ ପ୍ରକାଶ କରିଛନ୍ତି । ଧଉଳି ପାହାଡ଼କୁ ତପସ୍ୱୀ ବୋଲି ସମ୍ବୋଧନ କରି ଲେଖିଛନ୍ତି -

ଧଉଳି ପାହାଡ଼ ଧଉଳି ପାହାଡ଼
ରୁକ୍ଷ ମୁଖ ଦୁଃଖ ଗୁଲ୍ଫେ ଆବରି
ତପସ୍ୱୀ ପରାଏ ବସି ରହିଅଛି
କି ଭାବନା ଭାଳି ଦିବା ଶର୍ବରୀ

(ଧଉଳି ପାହାଡ଼)

୧୯୨୨ ରୁ ୧୯୩୨ ମସିହା ମଧ୍ୟରେ ନିଜ ଲେଖନୀ ଋଜନା କରି ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ସବୁ ଦିଗରେ ରୁଚିମନ୍ତ କରିଥିବା ନାରୀ କବି ହେଉଛନ୍ତି କୁନ୍ତଳା କୁମାର ସାବତ । ସେ ଥିଲେ ଏକାଧାରରେ କବି ଓ ଔପନ୍ୟାସିକ । ଦେଶାତ୍ମବୋଧ, ପ୍ରେମ ପ୍ରଣୟ, ରହସ୍ୟ ବୋଧ, ଅତୀତର ଗୌରବ, ବିଷାଦବାଦ ଓ ପ୍ରକୃତି ଚେତନା ପ୍ରଭୃତି ବିଭିନ୍ନ ବିଭାବ ଦେଇ ତାଙ୍କ କବିତାର ଜୟଯାତ୍ରା । ଇଶ୍ୱରଙ୍କ ସୂକ୍ଷ୍ମ ରୂପକୁ ସେ ପ୍ରକୃତି ମଧ୍ୟରେ ଦେଖିବାକୁ ପାଇଥିଲେ । ଶେଳୀ, କୀଟସ, ବାଇରନ, ଖୁର୍ଦ୍ଧସଖୁର୍ଦ୍ଧା ଯେପରି ତାଙ୍କ କବିତାରେ ପଦନ, ଶରତ ରତ୍ନ, ବର୍ଷାରତ୍ନ, ପକ୍ଷୀ ଆଦିକୁ ନେଇ ପ୍ରକୃତିର ନିରୀକ୍ଷଣ କରିଛନ୍ତି । ସେହିପରି କୁନ୍ତଳା କୁମାରୀ ସାବତ ତାଙ୍କ କବିତାରେ ଚନ୍ଦ୍ର, ଜ୍ୟୋତ୍ସ୍ନା ସମୀର, ପୂଲ, ସାଗର ଆଦି ମଧ୍ୟରେ ପ୍ରକୃତିକୁ ଉପଲକ୍ଷ କରିପାରିଛନ୍ତି । କବି ପ୍ରକୃତି ମଧ୍ୟରେ ପ୍ରେମର ମିଳନ ଚିତ୍ର ଅନୁଭବ କରିଛନ୍ତି । ତାଙ୍କର 'ତାରା ପ୍ରତି' 'ନଦୀ ପ୍ରତି' 'ଶେଫାଳି

ପ୍ରତି' ଓ 'ଆକାଶ ପ୍ରତି' ଇତ୍ୟାଦି କବିତାରେ ପ୍ରକୃତିର ଅପରୂପ ସୌନ୍ଦର୍ଯ୍ୟ ବର୍ଣ୍ଣିତ ହୋଇଛି । କବିଙ୍କ ଭାଷାରେ -

କେଉଁ ଦୂର ପ୍ରାନ୍ତରେ ଫୁଟିଅଛି ଗୋପନେ
ଭରଭର ଗଣି ତୋର ଭାସି ଆସେ ପବନେ
କାନ୍ଦୁନି ପାଶେ ବସି ତାହେଁ ନବୋଦିତ ଶଶୀ
ହସି ହସି ସତେ ଉଲ୍ଲ ଆସେ ଦୂର ଗଗନେ
ଭାବାବେଶେ ମୁଗ୍ଧ ମୁଁ ବି ମଜ୍ଜି ଅଛି ସ୍ୱପନ ।

(ଶେଫାଳି ପ୍ରତି)

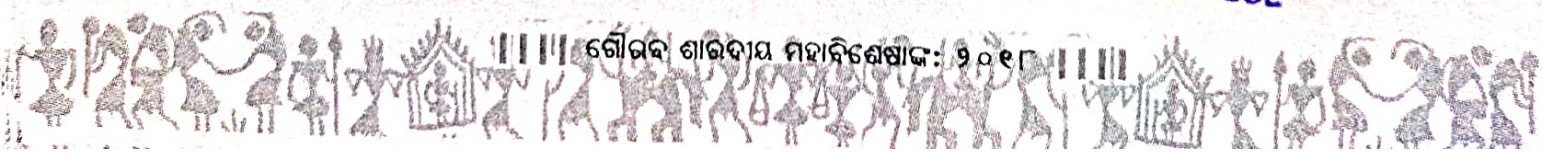
ପ୍ରଗତିବାଦୀ କାବ୍ୟ ସ୍ୱରକୁ ନେଇ ଯେଉଁ କେତେଜଣ କବି କବିତା ରଚନା କରିଥିଲେ ସେଥିମଧ୍ୟରୁ ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ ଅନ୍ୟତମ । ପ୍ରଥମ ପର୍ଯ୍ୟାୟର କବିତା ଗୁଡ଼ିକ ରବୀନ୍ଦ୍ର ନାଥଙ୍କ 'ଗୀତାଞ୍ଜଳୀ' କାବ୍ୟ ବାଦର ଅନୁବର୍ତ୍ତନରେ ରଚିତ ହୋଇଥିଲା । ପରବର୍ତ୍ତୀ ସମୟରେ ମାର୍କସାୟ ଚେତନା ଦ୍ୱାରା ତାଙ୍କ କବିତା ସମୃଦ୍ଧ ହୋଇଛି । କବିଙ୍କ ଆଦ୍ୟ ଜୀବନରେ ରଚିତ 'ପଲ୍ଲିଶ୍ରୀ' ଓ 'ପାଥେୟ' କବିତା ସଂକଳନ ଦୁଇଟିରେ ପ୍ରକୃତି ଚେତନା ଦେଖିବାକୁ ପାଉ । ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ କବି ପ୍ରକୃତି ମଧ୍ୟରେ ନିଜର ଆତ୍ମସତ୍ତାକୁ ଉପଲକ୍ଷ କରିଛନ୍ତି । ପରବର୍ତ୍ତୀ ସମୟରେ ପ୍ରକୃତି ପ୍ରତୀକାତ୍ମକ ରୂପ ଗ୍ରହଣ କରିଛି । ଉତ୍ତର ଷାଠିଏ ପରବର୍ତ୍ତୀ କାଳରେ ଆମେ କବିଙ୍କ କବିତାରେ ଅପସ୍ତୁୟମାନ ପ୍ରକୃତି ଦେଖିବାକୁ ପାଉ । ପଲ୍ଲିଶ୍ରୀ କବିତାରେ ପଲ୍ଲୀ ଜୀବନର ବିଭିନ୍ନ ଦୃଶ୍ୟ ବର୍ଣ୍ଣିତ ହୋଇଛି । ଏଥିରେ ସ୍ଥାନ ପାଇଥିବା କବିତା 'ଛୋଟ ମୋର ଗାଆଁଟି' 'ପଲ୍ଲୀ ସକାଳ' 'ପଲ୍ଲୀ ସଂଜ' 'ପହିଲି ରଜ' 'ଗ୍ରାମ ଶୁଶାନ' ପ୍ରଭୃତିରେ ପଲ୍ଲୀ ପ୍ରକୃତିର ସୁନ୍ଦର ଦୃଶ୍ୟ ବର୍ଣ୍ଣିତ ହୋଇଛି । ଯଥା -

ଛୋଟ ମୋ ଗାଆଁଟି
ଭୃଗୋଳ ପୋଥି ପତରେ ପଛେ ନ ଥାଉ ତାର ନାଆଁଟି
ମାଟିର ସେଇ ସରଗ ମୋର
ସେଇଠି ଅଛି ମୋ ଷଠୀ ଘର
ଜଳିବ ପୁଣି ସେଇଠି ଶେଷେ
ମୋହରି ଚିତା ନିଆଁଟି
ଛୋଟ ମୋର ଗାଆଁଟି

(ଛୋଟ ମୋର ଗାଆଁ ଟି)

ଉତ୍ତର ଷାଠିଏ ସମସାମୟିକ କବି ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି (ଲତା) ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତିଙ୍କ (ସନ୍ଧ୍ୟା ସଙ୍ଗୀତ) ଭାନୁଜା ରାଓଙ୍କ (ଗୋଟିଏ ଦିନର ବସନ୍ତ) ବେଣୁଧର ରାଉତ (ନିଶୀଥର ଗୀତ) ଚିନ୍ତାମଣି ବେହେରାଙ୍କ (ସମୁଦ୍ର ସାରସ) ରମାକାନ୍ତ ରଥ (ନଈ କୂଳରେ) ଓ ସୀତାକାନ୍ତ ମହାପାତ୍ରଙ୍କ (ମାଟି ଓ ମଣିଷ) ଇତ୍ୟାଦିଙ୍କ କବିତାରେ ପ୍ରକୃତି ଚେତନାର ଅନବଦ୍ୟ ରୂପ ଭାସି ଉଠେ ।

ଅଧ୍ୟାପକ (ଓଡ଼ିଆ ବିଭାଗ), ତେରାବିନ୍ଧୁ ମହାବିଦ୍ୟାଳୟ,
ତେରାବିନ୍ଧୁ, କେନ୍ଦ୍ରାପଡ଼ା- ୭୫୪୨୮୯
ମୋ- ୮୪୮୦୮୨୭୮୭୭





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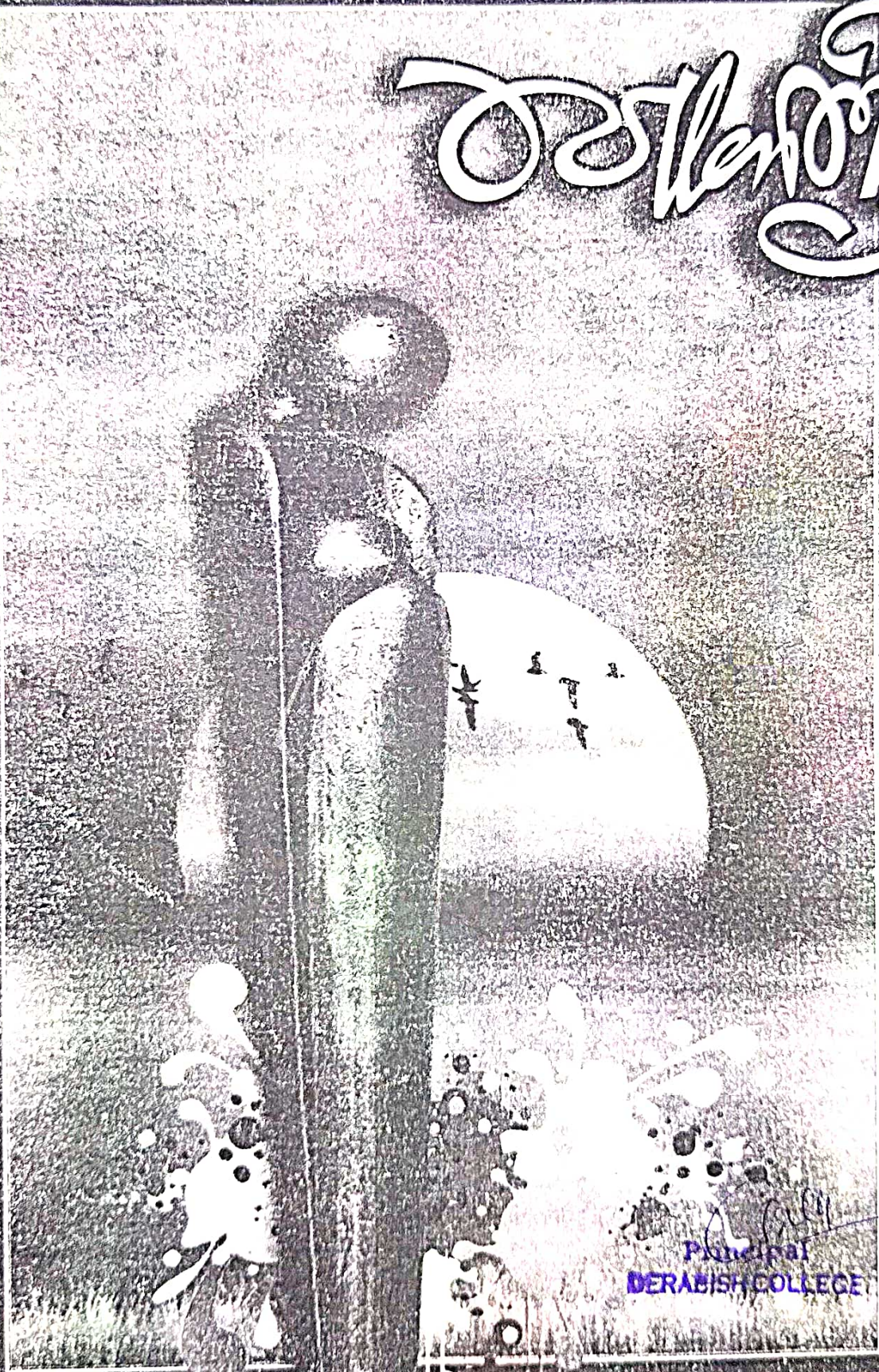
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DAPARA
1991

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Principal
DERABISH COLLEGE

ଦ୍ଵିତୀୟ ବର୍ଷ ବିଶେଷାଙ୍କ



ଉତ୍ତର

ସଂପାଦକୀୟ		
ପ୍ରବନ୍ଧ.....		
ପ୍ରାକ୍ ସ୍ୱାଧୀନତା ଆଧୁନିକ କାବ୍ୟ-କବିତାରେ ପ୍ରକୃତି	ଡକ୍ଟର ଚିନ୍ମୟୀ ମହାପାତ୍ର	୭
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: ପ୍ରେମ ପ୍ରଣୟ	ଅନସୂୟା ମହାଲିକ	୫୬
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ଏକ ଅନନ୍ୟ ପ୍ରେମକଥା	ଅଧ୍ୟାପିକା ରୀନା ମହାପାତ୍ର	୬୦
ଇତିହାସର ବିକୃତି, ବିକୃତ, ସ୍ଥିତି, ଗତି ଓ ପ୍ରକୃତି	ବୃନ୍ଦାବନ ଦାଶ (ଅନିକେତ)	୬୩
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ଗଳ୍ପ.....		
ସମୟ ନଦୀରେ	ଜ୍ୟୋତ୍ସ୍ନା କୁମାରୀ ନାଏକ	୭୬
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ସୂତିର ଆଲୋଚନା	ଡ.ଦିବାକର ମାନସିଂହ	୯୨
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ଧନ୍ତେରାସ	ସସ୍ମିତା ମହାନ୍ତି	୯୯


 - Principal
 DERABISH COLLEGE



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ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରତୀକର ପ୍ରୟୋଗ

ଡକ୍ଟର କିଶୋର ଚନ୍ଦ୍ର ମଲ୍ଲିକ

ସାହିତ୍ୟ ଓ ସଭ୍ୟତାର ପ୍ରାକ୍‌କାଳରୁ ପ୍ରତୀକର ସୃଷ୍ଟି । ଏହା ସାହିତ୍ୟରେ ଏକବାଦ ରୂପେ ପରିଚିତ । ପ୍ରତୀକବାଦ କାବ୍ୟିକ ଆନ୍ଦୋଳନରୁ ଜନ୍ମ ନେଇ ନଥିବାରୁ ମନେ ହୁଏ । ଉନ୍ନତକା ଶତକର ଶେଷ ପାଦରେ ପ୍ରଥମେ ଫରାସୀ ସାହିତ୍ୟରେ ପ୍ରତୀକ ଦେଖା ହୋଇଥିଲା । କାଳକ୍ରମେ ଏହା ଜର୍ମାନ, ସ୍ପେନ ଓ ଇଂରାଜୀ ସାହିତ୍ୟକୁ କବଳିତ କରି ବସିଲା । କ୍ଲସିକବାଦ, ଚିତ୍ରକଳା ବାଦ, ତାତା ବାଦ ସ୍ଵଭାବବାଦ, ଅତିବାସ୍ତବବାଦ, ଅଭିବ୍ୟକ୍ତିବାଦ, ମାର୍କସବାଦ, ଜାତୀୟବାଦ ଓ ଗାନ୍ଧିବାଦ ପ୍ରଭୃତି ଗୋଟିଏ ଗୋଟିଏ ବାଦ ବିଭିନ୍ନ ସମୟରେ ସାହିତ୍ୟ ଭିତରେ ବିକାଶଲାଭ କରିଅଛି । ପ୍ରତୀକବାଦ ସେଥିମଧ୍ୟରୁ ଗୋଟିଏ ବାଦ । ପ୍ରତୀକବାଦୀ ଆନ୍ଦୋଳନ ପ୍ରକୃତିବାଦ ଆନ୍ଦୋଳନ ବିରୁଦ୍ଧରେ ଏକ କାବ୍ୟିକ ପ୍ରତିକ୍ରିୟା । ଜର୍ମାନ ସାହିତ୍ୟରେ (Rainer Maria Rilke) ସ୍ପେନ ସାହିତ୍ୟରେ (Ruban Dario) ଇଂରାଜୀ ସାହିତ୍ୟରେ (Ezra Pound, W.B. YEATS, TS Eliot) ପ୍ରଭୃତି କବିଗଣ ପ୍ରତୀକକୁ ସାହିତ୍ୟରେ ପ୍ରୟୋଗ କରିଛନ୍ତି । ପ୍ରାଚୀନ ସାହିତ୍ୟରୁ ଆରମ୍ଭ କରି ପୁରାଣ ସାହିତ୍ୟ, ସନ୍ଥ ସାହିତ୍ୟ ଚର୍ଯ୍ୟାସାହିତ୍ୟ ବା ବୌଦ୍ଧଗାନ ଦୋହା ମାଧ୍ୟମ ଦେଇ ଓଡ଼ିଆ କବିତାରେ ପ୍ରତୀକର ପ୍ରୟୋଗ ହୋଇଥିବାର ଜଣାଯାଏ ।

ସାହିତ୍ୟ ସମାଲୋଚକମାନେ ପ୍ରତୀକର ଆଲୋଚନା ବ୍ୟାଖ୍ୟା ଓ ପରିଭାଷା ସମ୍ପର୍କରେ ଭିନ୍ନ ଭିନ୍ନ ମତ ପୋଷଣ କରିଛନ୍ତି । ପୂର୍ଣ୍ଣଚନ୍ଦ୍ର ଭାଷାକୋଷରେ କୁହାଯାଇଛି- ‘ପ୍ରତୀକ ଏକ ଚିହ୍ନ ବା ସଂକେତ । ‘ପ୍ରତୀକରେ ଅନେକ ଇତି ପ୍ରତିକ’ ଅର୍ଥାତ ଯାହା ଦ୍ଵାରା ପ୍ରତୀତ ହୁଏ ବା କୌଣସିବସ୍ତୁ, ଭାବ ବା

ଅଭିଜ୍ଞତା ବା ଅନୁଭୂତିର ସଞ୍ଚରଣ ଘଟେ ତାହାକୁ ପ୍ରତୀକ କୁହାଯାଏ । ମାତ୍ର ଏହାକୁ ସାଧାରଣ ଅର୍ଥରେ ଚିହ୍ନ, ପ୍ରତିନିଧି ଓ ପ୍ରତିମା, ଆଦି ଅର୍ଥରେ ଗ୍ରହଣ କରାଯାଇଥାଏ ।’

(ପୂର୍ଣ୍ଣ ଚନ୍ଦ୍ର ଭାଷାକୋଷ : ୪ର୍ଥ ଖଣ୍ଡ- ପୃ- ୫୦୭୮)
 ପ୍ରତି ଉପସର୍ଗ + ଇ ଧାତୁ + କର୍ତ୍ତୃଭବ = ପ୍ରତୀକ । ପ୍ରାଥମିକ ସ୍ତରରେ ମଣିଷର ଚିତ୍ରକୁ ସାହିତ୍ୟରେ ପ୍ରକାଶିତ କରୁଥିଲା । ପରବର୍ତ୍ତୀ କାଳରେ ଚିତ୍ର ପରିବର୍ତ୍ତେ ଶବ୍ଦର ବ୍ୟବହାର କଲା । ବହୁତ ଗୁଡ଼ିଏ ଗୁପ୍ତ ଭାବନାକୁ କବି ସ୍ଵତଃସ୍ପୂର୍ତ୍ତ ଭାବରେ ସଙ୍କେତ କରି ପ୍ରକାଶ କରିବା ତା’ ନିଜ କବିଧର୍ମ ହୋଇପଡ଼ିଲା । ବ୍ୟକ୍ତି ମଣିଷର ଜୀବନଚର୍ଯ୍ୟାର ଅଂଶ ବିଶେଷରୂପେ ଆଧୁନିକ ମଣିଷର ନିଃସଙ୍ଗ, ଅସହାୟ ଏବଂ ବିଚ୍ଛିନ୍ନତାବୋଧକୁ କବିତାରେ ପ୍ରକାଶ କରି ବସିଲା । ଏଥି ସହିତ ପଥିକୃତ ଭାବେ କବି ଏକାଧିକ ବସ୍ତୁ, ପଦାର୍ଥ ଏବଂ ସେମାନଙ୍କ ସମାନ ଗୁଣଗୁଡ଼ିକୁ ଆଧାର କରି ମନର ଭାବନାକୁ ବ୍ୟକ୍ତ କରିବାରେ ଉପମା, ରୂପକ ଓ ଚିତ୍ରକଳା ମଧ୍ୟ ସମର୍ଥ ହେଲା ନାହିଁ । ଫଳରେ କବିର ଅନୁସର୍ଷିତ୍ଵର ଫଳସ୍ଵରୂପ ସାହିତ୍ୟରେ ପ୍ରତୀକ ବା ପ୍ରତୀକବାଦର ଆବିର୍ଭାବ ଘଟିଲା । କବି ମନର ଭାବନାକୁ ଫଳବତୀ ନିଷ୍ପର୍ଷରେ ପହଞ୍ଚିବାକୁ ପ୍ରତୀକର ଜନ୍ମ । ସମାଲୋଚକଙ୍କ ମତରେ “ସାଂପ୍ରତିକ କବି ସତେଜ ମନର ଇନ୍ଦ୍ରିୟ ଗ୍ରାହ୍ୟ ବସ୍ତୁ ସହ ଅବଚେତନ ମନର ଇନ୍ଦ୍ରିୟ ଗ୍ରାହ୍ୟ ରହସ୍ୟମୟ ଅନୁଭୂତିର ସମନ୍ୱୟରେ ଏଭଳି ସୃଷ୍ଟି ସର୍ଜନା କଲା । ତାହା ସର୍ବାଙ୍ଗ ସୁନ୍ଦର ହୋଇ ମୂର୍ତ୍ତିମତ ବିଗ୍ରହ ଲାଭ କଲା । ତାହାକୁ ପ୍ରତୀକ ବୋଲି କୁହାଗଲା । ଆଭାସି ଇଂଗିତ, ମାର୍ମିକର୍ତ୍ତା ପ୍ରତୀକ ବହନ କଲା ।”

କ୍ରମାଙ୍କ : ୩୩

Only
 Principal
 DERABISH COLLEGE



ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ପ୍ରତୀକ ପ୍ରୟୋଗକୁ ଦୁଇ ଭାଗରେ ବିଭକ୍ତ କରାଯାଇପାରେ । କ) ପୌରାଣିକ ଓ କିମ୍ବଦନ୍ତୀ ମୂଳକ ଆଖ୍ୟାନରୁ କାହାଣୀ ସଂଗ୍ରହ କରି ଆଧୁନିକ ଜୀବନ ସହତ ସଂପୃକ୍ତ କରିବା । ଖ) ସାମାଜିକ ଓ ବ୍ୟକ୍ତିଗତ ଅନୁଭୂତିକୁ କେନ୍ଦ୍ରକରି ପ୍ରତୀକ ପ୍ରୟୋଗ କରିବା । ଓଡ଼ିଆ କବିତାରେ ପ୍ରତୀକର ପ୍ରୟୋଗ ଉନବିଂଶ ଶତକରେ ଘଟିଥିଲା । ବସ୍ତୁତଃ ପ୍ରଥମେ ରାଧାନାଥ ରାୟଙ୍କ କାବ୍ୟ କବିତାରେ ଆମେ ପ୍ରତୀକ ପ୍ରୟୋଗ ଦେଖିବାକୁ ପାଉଁ । ସେ ତାଙ୍କର ଅସଂପୂର୍ଣ୍ଣ ମହାକାବ୍ୟ 'ମହାଯାତ୍ରା'ରେ ଏହାର ପ୍ରୟୋଗ କରିଥିବାର ଜଣାଯାଏ । ଉଦାହରଣ ସ୍ୱରୂପ-

“ମାଟିର ଏ ଘଟ ନିଷ୍ଠେ ମିଶିବ ମାଟିରେ
ସର୍ବହରା କାଳ ମହାବଳୀ ଠାରୁ ବଳୀ ।”
(ମହାଯାତ୍ରା)

ଏଠାରେ ମାଟିର ଘଟ କ୍ଷୟଶୀଳ ଶରୀରର ପ୍ରତୀକତା ବହନ କରେ ।

ମଧୁସୂଦନ ରାଓ ଥିଲେ ରାଧାନାଥଙ୍କ ସମସାମୟିକ କବି । ତାଙ୍କର କାବ୍ୟକୃତି ମୁଖ୍ୟତଃ ଆଧ୍ୟାତ୍ମିକ ଭାବଭାବନା ଉପରେ ରଚିତ । ଭକ୍ତ କବି ମଧୁସୂଦନ ଶିଶୁମାନଙ୍କୁ ଉଦ୍‌ବୋଧନ ବା ଉପଦେଶ ଦେଇ ପର୍ଯ୍ୟାପ୍ତ ପରିମାଣରେ ଶିଶୁ କବିତା ରଚନା କରିଥିଲେ । ଦାର୍ଶନିକ ଚେତନା କବିଙ୍କ କବିତାର ଅନ୍ୟତମ ବୈଶିଷ୍ଟ୍ୟ । ତାଙ୍କର ପ୍ରତୀକାତ୍ମକଧର୍ମୀ କବିତା 'ଆଶା'ରୁ ଉଦାହରଣ ନିଆଯାଇପାରେ ।

“କାନ୍ଦିଣ ବୋଲଇ ମାଡ଼ିଗ ଜଗତ ଜନନୀ
ଏକି ଲାଳା ତୋର ?
କାହିଁକି ଝଟେକାମୟୀ ଏ ଘୋର ରଜନୀ
ଏ ଧରଣୀ ମୋର ।”

ଆଧୁନିକ ଯୁଗର ବ୍ୟାସ କବି ଫକୀରମୋହନ ସେନାପତି ସ୍ୱଭାବକବି ଗଂଗାଧର ମେହେର ଓ ପଲ୍ଲୀ କବି ନନ୍ଦକିଶୋର ବଳଙ୍କ କବିତାରେ ଅଧିକ ବହୁତେ ପ୍ରତୀକର ପ୍ରୟୋଗ ଦେଖିବାକୁ ମିଳିଥାଏ । ଆଧୁନିକ ଯୁଗ ପରେ ସତ୍ୟବାଦୀ ଯୁଗର ସାଧକମାନେ (ଗୋପବନ୍ଧୁ, ନୀଳକଣ୍ଠ, ଗୋଦାବରୀଶ, କୃପାସିନ୍ଧୁ ଓ ଆଚାର୍ଯ୍ୟ ହରିହର) ଜାତୀୟତାମୂଳକ କବିତା ରଚନା କରୁଥିଲେ

ମଧ୍ୟ ସ୍ୱଳ୍ପ ପରିମାଣରେ ପ୍ରତୀକର ପ୍ରୟୋଗ କରିଛନ୍ତି । ସତ୍ୟବାଦୀ ଯୁଗର ଆଦର୍ଶରୁ ଦୂରେଇଯାଇ କେତେକଣ ତରୁଣ କବି ଗୋଷ୍ଠୀ ଭିନ୍ନ ଭିନ୍ନ ଆଦର୍ଶ ନେଇ କବିତା ରଚନା କଲେ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସେହି ତରୁଣ ଗୋଷ୍ଠୀ ସବୁଜ ଯୁଗର କବି ଭାବରେ ପରିଚିତ । ସେମାନଙ୍କ ମଧ୍ୟରୁ କାଳିନ୍ଦୀଚରଣ ପାଣିଗ୍ରାହୀ, ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ ଓ ସମସାମୟିକ ମାୟାଧର ମାନସିଂହ ଥିଲେ ପ୍ରମୁଖ କବି ।

କାଳିନ୍ଦୀଚରଣ କଳ୍ପନାର ସ୍ୱର୍ଣ୍ଣ ସୁଖ କାମନା କରିବାକୁ ଯାଇ ପରବର୍ତ୍ତୀ ସମୟରେ ସାମ୍ୟବାଦୀ ଭାବଧାରାରେ ଉଦ୍‌ବୃତ୍ତିତ ହୋଇ କବିତା ରଚନା କରିଛନ୍ତି । କିନ୍ତୁ କବି କାଳିନ୍ଦୀଚରଣ ପ୍ରତୀକ ପ୍ରୟୋଗର ପରମ୍ପରାରୁ ନିବୃତ୍ତ ହୋଇ ପାରିନାହାନ୍ତି । ଯଥା-

“ତିନାମାଲଟ୍ ସେ ଫଟାଇ ପାହାଡ଼ କରିବ ବିଟଳମଳ
ସବୁ ଖାଲ ଖମା ପୋତି ଧରଣୀର ସରଜିବ ସମତଳ ।”
(ହସେ ପାହାଡ଼ି ତାରା)

ଏଠାରେ ତିନାମାଲଟ- ବିପ୍ଳବର ପ୍ରତୀକ, ପାହାଡ଼ ପୁଞ୍ଜିବାଦର ପ୍ରତୀକ ଏବଂ ଖାଲଖମା ବର୍ଷ ବୈଷମ୍ୟର ପ୍ରତୀକ ।

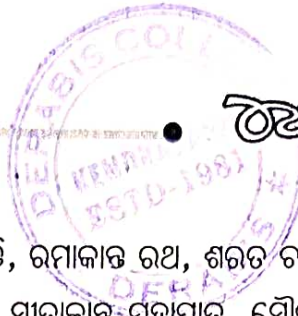
କାଳିନ୍ଦୀଚରଣଙ୍କ ସମସାମୟିକ କବି ଥିଲେ ବୈକୁଣ୍ଠ ପଟ୍ଟନାୟକ । ତାଙ୍କ କବିତା ଯୁଗୀୟ ସବୁଜ ଚେତନାରୁ ବିରୁଦ୍ଧ ହୋଇନାହିଁ । ସେ ତାଙ୍କ କବିତାରେ ଶହ ଶହ ପ୍ରତୀକର ପ୍ରୟୋଗ କରିଛନ୍ତି । ଉଦାହରଣ ସ୍ୱରୂପ 'ଯାତ୍ରା ସଙ୍ଗୀତ' କବିତା-

“ପଉଶ ତରୁ ମୁଁ ଗୋ ପତିତ ମୋ ପତର
ନିରାଶ ପରଶରେ ଝରିଛି ଅବାତରେ
ନାହିଁ ତ ତେବେ ତିଳେ ଶୋଚନା ଖେଦ ମୋର
ହୃଦୟ ମଣି ମୋର ସାଗର ଅତଳରେ ।”

ସବୁଜ ଯୁଗ ସମସାମୟିକ ରୋମାଞ୍ଚିକ କବି ହେଉଛନ୍ତି ମାୟାଧର ମାନସିଂହ । କବିଙ୍କ କାବ୍ୟିକ ଜୀବନଧାରାକୁ ଦୁଇଟି ପର୍ଯ୍ୟାୟରେ ବିଭକ୍ତ କରାଯାଇପାରେ । ପ୍ରଥମ ପର୍ଯ୍ୟାୟରେ କବିତାଗୁଡ଼ିକ ଭାବ-ବିହୂଳିତ ପ୍ରୀତି ପୁଲକିତ ତରୁଣ ପ୍ରାଣେ ଆତ୍ମପ୍ରକାଶ । ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟରେ କବିଙ୍କ କବିତା ଗୁଡ଼ିକ ସଂଯତ, ମାର୍ଜିତ ଓ ଶୃଙ୍ଖଳିତ ।

କବି ମାୟାଧର ମାନସିଂହ ତାଙ୍କ କବିତାରେ ପ୍ରତୀକ

Principal
DERABHISH COLLEGE



ବିପୁଳ ପ୍ରୟୋଗ କରିଛନ୍ତି । “ମହାନଦୀରେ ଜ୍ୟୋତ୍ସ୍ନା ବିହାର” କବିତାରୁ ପ୍ରତୀକ ପ୍ରୟୋଗର ଉଦାହରଣ ନିଆଯାଇପାରେ । ଯଥା-

“ଫେରିବା କହୁଛ ବନ୍ଧୁ! ପୁଣି ଅନ୍ଧକାରେ
ଫେରିବାକୁ ହେବ ସତେ ? ହାୟ ଏ ଜୀବନ
ଅବସର ନାହିଁ ମିଳେ କ୍ଷଣେ ଭୁଲିବାରେ
ଜୀବନର ହାହାକାର ପ୍ରାଣର ବହନ ।”

ପ୍ରଗତିବାଦୀ ଯୁଗରେ ଯେଉଁ କେତେଜଣ ସ୍ତ୍ରୀ କବିତା ରଚନାରେ ମନୋନିବେଶ କରିଥିଲେ ସେମାନଙ୍କୁ ମଧ୍ୟରୁ ସଚ୍ଚି ରାଉତରାୟ ମୁଖ୍ୟ ପୁରୋଧା ଥିଲେ । ସେ ତାଙ୍କ କବିତାରେ ଦା, ହାତୁଡ଼ି, ଲାଲ କଇଁ, ଲାଲ ପତାକା, ବାଘ, ପିମ୍ପୁଡ଼ି, ଜରଦଗବ ଆଦି ବହୁବିଧ ପ୍ରତୀକ ପ୍ରୟୋଗ କରିଛନ୍ତି । ଏହା ବ୍ୟତୀତ ତାଙ୍କର ‘ପାଥେୟ’, ‘ପାଣ୍ଡୁଲିପି’, ଓ ‘ଭାନୁମତୀର ଦେଶ’ ଆଦି ଗୋଟିଏ ଗୋଟିଏ ପ୍ରତୀକାତ୍ମକ କବିତା ସଂକଳନ ।

ଶାଣିତ ବ୍ୟଙ୍ଗ ବିଦ୍ରୁପର ବାଣରେ ଦୁର୍ନୀତି ଗ୍ରସ୍ତ ସମାଜରେ ବାସ କରୁଥିବା ବଡ଼ପଣ୍ଡାମାନଙ୍କୁ କ୍ଷତବିକ୍ଷତ କରିଥିବା କବି ହେଉଛନ୍ତି ଗୋଦାବରୀଶ ମହାପାତ୍ର । ସେ ଥିଲେ ‘ନିଆଁଖୁଣ୍ଟା’ ପତ୍ରିକାର ସଂପାଦକ । ତାଙ୍କ କବିତାରେ ବୁଲାଇ କୁକୁର, ଶାଗୁଣା, ପେଟା, ଚିଲ, ଛତା ପ୍ରଭୃତି ପ୍ରତୀକାତ୍ମକଧର୍ମୀ କବିତା ।

ପ୍ରଗତିବାଦର ଅନ୍ୟ ଜଣେ ନାହିକାର ହେଉଛନ୍ତି ରବୀନ୍ଦ୍ରନାଥ ସିଂହ । ସେ ଜଣେ ସମ୍ବେଦନଶୀଳ କବି । ତାଙ୍କ କବିତାରେ (ଝଡ଼) ସାମାଜିକ ପରିବର୍ତ୍ତନର ପ୍ରତୀକ । ଏହା ବ୍ୟତୀତ ସେ ‘କୁଞ୍ଜବନ’ ହୃଦୟର ‘ପତ୍ର ପୁଷ୍ପ’ ଆଶା ଓ ଆବେଗର ପାଇଁ ସମାଜ ବିରୋଧୀ ଚିନ୍ତା ଚେତନାର ପ୍ରତୀକତା ବହନ କରେ ।

ପ୍ରଗତିବାଦୀ ଚେତନାର ସମସାମୟିକ କବି ରଘୁନାଥ ଦାସ, ମନମୋହନ ମିଶ୍ର, ବ୍ରଜନାଥ ରଥ ଓ ପ୍ରସନ୍ନ ପାଠଶାଣି ପ୍ରଭୃତିଙ୍କ କବିତାରେ ରାଶି ରାଶି ପ୍ରତୀକର ପ୍ରୟୋଗ ଦେଖିବାକୁ ମିଳେ ।

ଆଧୁନିକ ପ୍ରୟୋଗବାଦୀ ଧାରାକୁ ଭିତ୍ତି କରି ଯେଉଁ କବିମାନେ କବିତା ରଚନା କରିଛନ୍ତି ସେମାନଙ୍କ ମଧ୍ୟରୁ ଗୁରୁପ୍ରସାଦ ମହାନ୍ତି, ବେଣୁଧର ରାଉତ, ଭାନୁଜୀ ରାଓ, ବ୍ରହ୍ମେନ୍ଦ୍ର

ମହାନ୍ତି, ରମାକାନ୍ତ ରଥ, ଶରତ ଚନ୍ଦ୍ର ପ୍ରଧାନ, ଜଗନ୍ନାଥ ପ୍ରସାଦ ଦାସ, ସାତାକାନ୍ତ ମହାପାତ୍ର, ସୌରାନ୍ତ ବାରିକ, ଦୀପକ ମିଶ୍ର, ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର, ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡା ଓ ପ୍ରତିଭା ଶତପଥୀ ପ୍ରମୁଖ ପ୍ରଧାନ । ଏମାନଙ୍କ ମଧ୍ୟରୁ ଅଗ୍ରଜ କବି ହେଉଛନ୍ତି ଗୁରୁପ୍ରସାଦ ମହାନ୍ତି । ଗୁରୁପ୍ରସାଦ ମହାନ୍ତିଙ୍କ ‘ସମୁଦ୍ର ସ୍ନାନ’ କବିତା ସଂକଳନ ପ୍ରତୀକାତ୍ମକ । ତାଙ୍କ କବିତାରେ ‘ସମୁଦ୍ର’ କାଳର । ‘ବାଲିଚର’ ନୈରାଶ୍ୟ, ଥୁଣ୍ଡାଗଛ ନିଃସଙ୍ଗତ ଓ ତମ୍ପାଫୁଲ ଯୈନ ଚେତନାର ପ୍ରତୀକ ରୂପେ ବ୍ୟବହୃତ ହୋଇଛି ।

ଆଧୁନିକ ପ୍ରୟୋଗବାଦୀ ଧାରାର ଅନ୍ୟତମ ବରିଷ୍ଠ କବି ହେଉଛନ୍ତି ବେଣୁଧର ରାଉତ । ତାଙ୍କର ‘ପିଙ୍ଗଳାର ସୂର୍ଯ୍ୟ’ ‘ଏକତାରା ଦୁଇ ତାରା’ ଏକ ପ୍ରତୀକାତ୍ମକ କବିତା ସଂକଳନ । ତାଙ୍କ କବିତାରେ ‘କାଠଘୋଡ଼ା’ ନିରିହ ଜନସାଧାରଣ ‘କପୋତ’ ଶାନ୍ତିର ‘ପକ୍ଷୀ’ ଆତ୍ମସତ୍ତାର ପ୍ରତୀକତା କରେ ।

ପ୍ରୟୋଗବାଦୀ କାବ୍ୟଧାରାରେ କବିତା ରଚନା କରିଥିବା କବି ହେଉଛନ୍ତି ଭାନୁଜୀ ରାଓ । ତାଙ୍କର ‘ବିଷାଦ ଏକ ରତ୍ନ’ ‘ନଈ ଆରପାରି’ ଓ ‘ଚନ୍ଦନବନରେ ଏକା’ ଆଦି କବିତା ସଂକଳନ ଗୋଟିଏ ଗୋଟିଏ ପ୍ରତୀକାତ୍ମକ ସଂକଳନ । ଭାନୁଜୀ ରାଓଙ୍କ କବିତାରେ ‘ଜହ୍ନ’ ଯୈବନର ‘ସାଗର ବନ୍ୟା’ ନାରୀତ୍ଵର ‘ଅରୁଆ କଦଳୀ ବଣ’ ମୃତ୍ୟୁର ‘ନଈ’ ଜୀବନର ପ୍ରତୀକତା ସୂଚାଏ ।

କବି ରମାକାନ୍ତ ରଥଙ୍କର ‘କେତେ ଦିନର’ ‘ଅନେକ କୋଠରୀ’ ‘ସପ୍ତମ ରତ୍ନ’ ‘ସଚିତ୍ର ଅକ୍ଷର’ ‘ଶ୍ରୀରାଧା’ ‘ସାମାନ୍ତ ବାସ’, ‘ପଳାତକ’ ଓ ‘ଫେରିଚାହିଁଲେ’ ଆଦି କବିତା ସଂକଳନ ଗୁଡ଼ିକ ପ୍ରତୀକାତ୍ମକ । ତାଙ୍କ କବିତାରେ ‘ବାଘ’ ଯୈବନତାର, ‘ବିମାନ’ ଦେହର, ‘ସମୁଦ୍ର’, ‘ଶାଗୁଣା’ ମୃତ୍ୟୁର ‘ନଈ’ ଜୀବନର, ‘ଲଣ୍ଡନ’ ଅସ୍ତିତ୍ଵର ପ୍ରତୀକତା । ‘ଲଣ୍ଡନ’, ‘ଚିଲ’, ‘ଧାବର’, ‘ନବଗୁଞ୍ଜର’ ଆଦି କବିତାଗୁଡ଼ିକ ମଧ୍ୟ ପ୍ରତିବାଚକ ।

ତାଙ୍କ କବିତା ସଂକଳନ ‘ଚିତ୍ରନଦୀ’, ‘ଆରକୃଷ୍ୟ’ ‘ଅଷ୍ଟପଦା’ ଓ ‘କପଟପକ୍ଷୀ’ ଆଦି ଗୋଟିଏ ଗୋଟିଏ ପ୍ରତୀକାତ୍ମକ କବିତା ସଂକଳନ । ତାଙ୍କ କବିତାରେ ‘କଇଁଟ’, ମୃତ୍ୟୁର ‘ଓଟ’ ନିର୍ଯ୍ୟାତ୍ତିତ ଅସ୍ତିତ୍ଵର ‘ସମୁଦ୍ର’ ଜୀବନର ‘ନଦୀ’ ସମୟର ‘ମେଘ’ ଆଶାର ପ୍ରତିକତା ।



୧୯୭୦ ମସିହା ପରେ ପ୍ରତିଷ୍ଠା ଲାଭ କରିଥିବା କବିମାନେ ହେଉଛନ୍ତି ସୌରାନ୍ତ ବାରିକ, ଦୀପକ ମିଶ୍ର, ପ୍ରତିଭା ଶତପଥୀ ଓ ଫନୀ ମହାନ୍ତି । କବି ସୌରାନ୍ତ ବାରିକଙ୍କ ଆକାଶ ପରି ନିବିଡ଼ ଅନ୍ୟତମ । ହଂସ, ମାର୍ଜାର, ସାପ, ମାଛ, ବାବୁଡ଼ି, ଚଢ଼େ ଆଦି ପ୍ରାଣୀଜଗତ ପ୍ରତୀକାତ୍ମକ ଗ୍ରନ୍ଥ ଭାବରେ ପ୍ରକାଶିତ ।

ଆଧୁନିକ ପ୍ରୟୋଗବାଦୀ ଓଡ଼ିଆ କାବ୍ୟଧାରାରେ କବିତା ରଚନା କରିଥିବା କବି ହେଉଛନ୍ତି ଦୀପକ ମିଶ୍ର । ଦୀପକ ମିଶ୍ରଙ୍କ ଅଧିକାଂଶ କବିତା ସଂକଳନ ପ୍ରତୀକାତ୍ମକ । ତାଙ୍କର ଲିଖିତ କବିତା ସଂକଳନଗୁଡ଼ିକ ହେଲା 'ନିର୍ଜନ ନକ୍ଷତ୍ର', 'ମଧ୍ୟାହ୍ନର ଛାଇ' 'ଅରଣ୍ୟ ମଙ୍ଗଳ' ଓ ସପ୍ତମ ପୃଥିବୀ ଇତ୍ୟାଦି ।

ଆଧୁନିକ ଓଡ଼ିଆ କବିତାର ଅନ୍ୟତମ ଯଶସ୍ଵୀ କବି ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ର । ଓଡ଼ିଆ କବିତା ଜଗତରେ ଜଣେ ଲକ୍ଷ ପ୍ରତିଷ୍ଠିତ ଓ ସର୍ବଭାରତୀୟ ସ୍ତରରେ ପ୍ରତିଷ୍ଠା ଲାଭ କରିଥିବା ସମ୍ମାନସ୍ଵଦ୍ଧ କବି ।

କବି ସୌଭାଗ୍ୟ କୁମାର ମିଶ୍ରଙ୍କ କବିତାରେ ପ୍ରତୀକ ସଂଗ୍ରହ କରିଛନ୍ତି ଆଖପାଖ ପରିବେଶ ମଧ୍ୟରୁ । ତାଙ୍କର 'ଆତ୍ମନେପଦୀ' 'ଅନ୍ଧମହୁମାଛି' 'ବଜ୍ରଯାନ' 'ପୁର୍ନବସୁ ନଈ ପହଁରା' ଓ 'ଦ୍ଵାସପୂର୍ଣ୍ଣା' ଆଦି ଗୋଟିଏ ଗୋଟିଏ ପ୍ରତୀକାତ୍ମକ କବିତା ସଂକଳନ ।

ପ୍ରୟୋଗବାଦୀ କାବ୍ୟଧାରାକୁ ଭିତ୍ତି କରି କବିତା ରଚନା କରୁଥିବା କବି ହେଉଛନ୍ତି ବିଭୁଦତ୍ତ ମିଶ୍ର । ତାଙ୍କର 'ନାଗସାପ' କବିତାଗତ ଏକ ପ୍ରତୀକାତ୍ମକ କବିତା ।

ପ୍ରତୀକର ପ୍ରୟୋଗ କେବଳ କବିତା କ୍ଷେତ୍ରରେ ସିଦ୍ଧିଲାଭ କରିଛି, ତାହା ନୁହେଁ । ଏହା ଓଡ଼ିଆ ସାହିତ୍ୟର ଅଧିକାଂଶ ବିଭାଗକୁ (ନାଟକ, ଉପନ୍ୟାସ, ଗଳ୍ପ) ସଂପ୍ରସାରିତ ହୋଇଅଛି ।

ଉପରୋକ୍ତ କବିମାନଙ୍କ ବ୍ୟତୀତ ବିନୋଦ ନାୟକଙ୍କ 'ସରାସ୍ଵତୀ' କବି ବ୍ରଜନାଥ ରଥଙ୍କ 'ମରୁଗୋଲାପ' କବି ଶରତଚନ୍ଦ୍ର ପ୍ରଧାନଙ୍କ 'ନଦୀ ଆଉ ମାଛ ହଂସ ଓ ସାରସ' କବି ପ୍ରସନ୍ନ କୁମାର ମିଶ୍ରଙ୍କ 'ଟୁକ ତାଲାରେ ସନାତନ' କବି ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡାଙ୍କ 'ଚୌକାଠରେ ଚିରକାଳ' କବି ହରପ୍ରସାଦ ଦାସଙ୍କ 'ଗର୍ଭଗୃହ' କବି ଆଶୁତୋଷ ପରିଡ଼ାଙ୍କ 'ରକ୍ତ ବର୍ଷ ବାଲି' ଇତ୍ୟାଦି ଗୋଟିଏ ଗୋଟିଏ ପ୍ରତୀକାତ୍ମକ କବିତା ସଂକଳନ । ଏହା ବ୍ୟତୀତ କବି ନିତ୍ୟାନନ୍ଦ ନାୟକ, ନୀଳମଣି ପରିଡ଼ା, ମମତା ଦାଶ, ଗୋପା କୃଷ୍ଣ ରଥ, ରମାକାନ୍ତ ଜେନା, ହରପ୍ରସାଦ ପରିଛା ପଟ୍ଟନାୟକ ଓ ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ ଆଦିଙ୍କ କବିତାରେ ପ୍ରତୀକର ବିପୁଳ ପ୍ରୟୋଗ ହୋଇଥିବାର ଜଣାଯାଏ ।

ସହାୟକ ଗନ୍ତସୂଚୀ :

- ୧) ଓଡ଼ିଆ ସାହିତ୍ୟରେ ପ୍ରତୀକ ଓ ପ୍ରତୀକବାଦ- ଡକ୍ଟର ପ୍ରଫୁଲ୍ଲ କୁମାର ରଥ- ନିଜସ୍ଵ (୧୯୯୯) ।
- ୨) କାବ୍ୟ ପ୍ରକରଣ- ଡଃ ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ- ନାଳନ୍ଦା- କଟକ-୨-୧୯୯୩ ।
- ୩) ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ଶାସ୍ତ୍ରୀୟ ଚିନ୍ତାଧାରା- ଡକ୍ଟର ପ୍ରସନ୍ନ କୁମାର ପଟ୍ଟନାୟକ - ଗୁରୁମନ୍ଦିର- କଟକ-୧୯୮୫ ।
- ୪) ଆଧୁନିକ ଓଡ଼ିଆ କବିତାରେ ଉତ୍ତରାୟଣ - ଡକ୍ଟର ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ - ଆର୍ଯ୍ୟବେଦାନ୍ତ - ଭୁବନେଶ୍ଵର - ୨୦୦୭ ।
- ୫) ପ୍ରତୀକବାଦ- ବର୍ଷା ବିଶ୍ଵାଳ - ବିଚିତ୍ର ବର୍ଷା- ବଡ଼ସାହି ପଞ୍ଚାୟତ ସମିତି ମହାବିଦ୍ୟାଳୟ- ବଡ଼ ସାହି- ମୟୂରଭଞ୍ଜ, ଓଡ଼ିଶା

(Signature)
Principal
DERABIS COLLEGE

■ ଅଧ୍ୟାପକ,
ଡେରାବିଶ ମହାବିଦ୍ୟାଳୟ
ଡେରାବିଶ, କେନ୍ଦ୍ରାପଡ଼ା

ବାଘା

ନବବର୍ଷ - ୨୦୧୮ ଆରମ୍ଭରେ ମୁଁ ରାଜ୍ୟବାସୀ ସମସ୍ତଙ୍କୁ ହାର୍ଦ୍ଦିକ ଶୁଭେଚ୍ଛା ଓ ଆତ୍ମିକ ଅଭିନନ୍ଦନ ଜଣାଉଛି । ନୂତନ ବର୍ଷ ରାଜ୍ୟବାସୀଙ୍କ ଜୀବନରେ ହସ, ଖୁସି, ଶାନ୍ତି ଓ ସମୃଦ୍ଧି ଭରିଦେଉ, ଏତିକି ଜାମନା । ରାଜ୍ୟକୁ ଦେଶର ଶ୍ରେଷ୍ଠ ରାଜ୍ୟରେ ପରିଣତ କରିବା ପାଇଁ ସମସ୍ତେ ନିଜ ନିଜ ପ୍ରୟତ୍ନରେ ନିଷ୍ଠାପୂର୍ଣ୍ଣ ପ୍ରୟାସ କରିରଖିବାକୁ ମୁଁ ଆହ୍ୱାନ ଜଣାଉଛି ।

ଘେ. ପି. ପ୍ରମିତ
(ଏସ୍.ସି. ଜମିର)



ସୂର୍ଯ୍ୟମନ୍ଦୀର ଶୁଭେଚ୍ଛା

ନୂଆ ବର୍ଷ ୨୦୧୮ ଉପଲକ୍ଷେ ମୁଁ ରାଜ୍ୟବାସୀ ଭାଇଭଉଣୀମାନଙ୍କୁ ମୋର ଆତ୍ମିକ ଶୁଭକାମନା ଜଣାଉଛି ଏବଂ ଓଡ଼ିଶାକୁ ଦେଶର ଏକ ନିମ୍ନ ରାଜ୍ୟରେ ପରିଣତ କରିବା ପାଇଁ ରାଜ୍ୟ ସରକାରଙ୍କ ଉଦ୍ୟମରେ ସମସ୍ତଙ୍କ ସହଯୋଗ କାମନା କରୁଛି ।

ନବୀନ ଚନ୍ଦ୍ର ନାୟକ
(ନବୀନ ପଞ୍ଜନାୟକ)



**ନବବର୍ଷ ୨୦୧୮
ଅବସରରେ ଶୁଭେଚ୍ଛା**

ନବବର୍ଷ ୨୦୧୮ ଉପଲକ୍ଷେ ଆତ୍ମିକ ଅବସରରେ ଆତ୍ମିକ ଶୁଭେଚ୍ଛା ଓ ଆତ୍ମିକ ଅଭିନନ୍ଦନ ଜଣାଉଛି ।
ନୂତନ ବର୍ଷ ରାଜ୍ୟର ପ୍ରତ୍ୟେକ ଭାଇଭଉଣୀଙ୍କ ଜୀବନରେ ହର୍ଷ, ଉଲ୍ଲାସ, ସୁଖ, ଶାନ୍ତି ଓ ସମୃଦ୍ଧି ଭରିଦେଉ, ମହାପ୍ରଭୁ ଶ୍ରୀକୃଷ୍ଣାୟ ନମଃ ପଦାରବିନ୍ଦରେ ଏତିକି ମୋର ପ୍ରାର୍ଥନା ।
ଓଡ଼ିଶାକୁ ଦେଶର ଅଗ୍ରଗଣ୍ୟ ରାଜ୍ୟରୂପେ ଗଢ଼ି ତୋଳିବା ପାଇଁ ପ୍ରତ୍ୟେକ ଓଡ଼ିଶାବାସୀ ନିଷ୍ଠାପୂର୍ଣ୍ଣ ଉଦ୍ୟମ କରିବାକୁ ମୁଁ ଆହ୍ୱାନ କରୁଛି ।

Principal
DERABISH COLLEGE

ନି.ରମା କେଶରୀ ଆରୁଖା
(ବିଜ୍ଞାନ କେଶରୀ ଆରୁଖା)
ମନ୍ତ୍ରୀ, ଗ୍ରାମ୍ୟ ଉନ୍ନୟନ, ସଂସଦାର ବ୍ୟାପାର,
ପୁରୀ ଓ ଲୋକସମ୍ପର୍କ



ISSN 0973-1284

ସଦ୍‌ଭାଷା

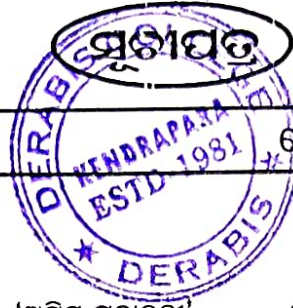
ପ୍ରଥମ ଓ ଦ୍ଵିତୀୟ ଅଂଶ-୨୦୧୩

(କାହାଣୀ - କବି)




ସମ୍ବଲପୁର ବିଶ୍ଵବିଦ୍ୟାଳୟ ପ୍ରକାଶନ


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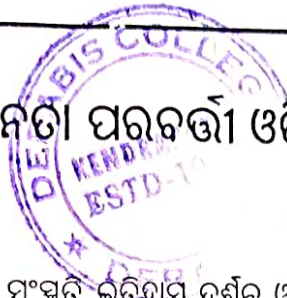


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ସାଧାରଣ ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାରେ ଗାନ୍ଧିଚେତନା



କିଶୋର ଚନ୍ଦ୍ର ମଲ୍ଲିକ

ମହାତ୍ମା ଗାନ୍ଧି ଭାରତର ସଂସ୍କୃତି ଇତିହାସ ଦର୍ଶନ ଓ ରାଜନୀତିର ପ୍ରତୀକ । ସେ କେବଳ ଜାତିର ପିତା ନୁହଁନ୍ତି, ଭାରତୀୟ ମାନସିକତାର ପ୍ରତିନିଧି । ଦୀର୍ଘ ଦୁଇ ଶହ ବର୍ଷର ପରାଧୀନତାରୁ ବିରାଟ ଉପମହାଦେଶ ଭାରତକୁ ଅହିଂସା ଉପାୟରେ ସାଧାରଣ କରି ସେ ସାଧାରଣ ଭାରତୀୟ ଜନତାର ମନରେ ଏକ ସମ୍ମାନ ଜନକ ସ୍ଥାନ ଅଧିକାର କରିଛନ୍ତି । ତେଣୁ ଗାନ୍ଧି ପାଲଟିଛନ୍ତି ମହାମାନବ, ସାବରମତୀର ସନ୍ଥ, ଶତାବ୍ଦୀର ଶ୍ରେଷ୍ଠ ପୁରୁଷ ଭାବରେ ଭାରତୀୟ ଜନତାର ହୃଦୟରେ ଚିରସ୍ଥାୟୀ ଭାବ ବିସ୍ତାର କରିଛନ୍ତି ।

ଓଡ଼ିଆ କବିତାରେ ଗାନ୍ଧିଚେତନାର କ୍ରମ ବିକାଶ କହିଲେ ଆମେ ପ୍ରଥମେ ଚିନ୍ତା କରିବା 'ଚେତନା' ଶବ୍ଦଟି କ'ଣ ପାଇଁ ଏଠାରେ ପ୍ରୟୁଜ୍ୟ । ଚେତନା ଚିତ୍ର ଠାରୁ ପୃଥକ । ଚେତନା ମଧ୍ୟରେ ବ୍ୟକ୍ତିର ମାନସିକତା ଓ ସମୟର ସାତତ୍ତ୍ୱ ଏକାତ୍ମ ହୋଇ ବିକଶିତ ହୁଏ । ଚେତନା କୌଣସି ନିର୍ଦ୍ଦିଷ୍ଟ ସମୟ ଖଣ୍ଡରେ ନୁହେଁ ବରଂ ଚିନ୍ତା ଓ ଆବଶ୍ୟକ ନେଇ ବିକଶିତ ହୋଇଥାଏ । ଗାନ୍ଧିଚେତନା ସହନଶୀଳତାର ଚେତନା । ଏହା ଅନ୍ୟକୁ ଗ୍ରହଣ କରେ ମାତ୍ର ନିଜତ୍ୱକୁ ବଳିଦିଏ ନାହିଁ ।

ସାଧାରଣରୁ ଅସାଧାରଣ ପାଲଟିବା, ନିଜ ତୁଟିରୁ ଶିଖିବା, ସତ୍ୟ ଓ ଅହିଂସା ଅସ୍ତରେ ବିନା ରକ୍ତପାତରେ ଭାରତବର୍ଷକୁ ବ୍ରିଟିଶ ଶାସନରୁ ମୁକ୍ତ କରିବାରେ ସେ ଥିଲେ ଅଦ୍ୱିତୀୟ । ଏହି ବ୍ୟକ୍ତିତ୍ୱକୁ ନେଇ ସବୁଠାରୁ ବେଶୀ ଆଲୋଚନା ସମାଲୋଚନା କରାଯାଇଛି । ଗାନ୍ଧିଙ୍କ ଚରିତ୍ରକୁ ନେଇ ଆଜି ମଧ୍ୟ ଆମେ ନିଜ ନିଜ ଦୃଷ୍ଟିକୋଣରୁ ଆଲୋଚନା କରିଥାଉ । ପୃଥିବୀରେ ଆଜି ପର୍ଯ୍ୟନ୍ତ ଜନ୍ମ ହୋଇଥିବା ମହାମନାଷିଙ୍କ ମଧ୍ୟରୁ ଗାନ୍ଧି ଏକମାତ୍ର ବ୍ୟକ୍ତି ଯିଏ କହିଥିଲେ, 'ମୋ ଜୀବନ ହିଁ ମୋ ବାଣୀ' । ଏହି ବାଣୀ ନାନାସର ନାନା ମାର୍ଗରେ ଆମକୁ ଉଦ୍‌ବୁଦ୍ଧ କରିଚାଲିଛି । ମୋହନଦାସରୁ ମହାତ୍ମା ପାଲଟିବାର ମାର୍ଗ ହିଁ ଜୀବନରେ ଉଚ୍ଚରଣର ମାର୍ଗ । ଗାନ୍ଧିଙ୍କ ପ୍ରଥମ ଜୀବନୀ ଲେଖକ ହେନେରି ପୋଲକ ଠାରୁ ଆରମ୍ଭ କରି ଲିଓଟଲଷ୍ଟର, ଲୁଇ ଫିସର ପ୍ରଭୃତି ଗାନ୍ଧି ଜୀବନ ଓ ଦର୍ଶନକୁ ନେଇ ବିଶ୍ୱ ପ୍ରସିଦ୍ଧ ପୁସ୍ତକମାନ ରଚନା କରିଛନ୍ତି । ଭାରତୀୟ ଲେଖକ ମାନଙ୍କ ମଧ୍ୟରେ ଆଚାର୍ଯ୍ୟ କୃପାଳିନୀ, ମହାଦେବ ଦେଶାଇ ଓ ଦିନୋବାବାଦେ ପ୍ରଭୃତି ମଧ୍ୟ ଗାନ୍ଧିଙ୍କୁ ନେଇ ପୁସ୍ତକମାନ ରଚନା କରିଛନ୍ତି । ଏହା ବ୍ୟତୀତ ଓଡ଼ିଶାରେ ମଧ୍ୟ ଗାନ୍ଧି ଚେତନା ଓ ଗାନ୍ଧି ବ୍ୟକ୍ତିତ୍ୱକୁ ନେଇ ଅନେକ ପ୍ରବନ୍ଧ, କବିତା, ନାଟକମାନ ରଚନା କରାଯାଇଛି । ପୁଣି ଅନେକ ପ୍ରାତଃ ସ୍ମରଣୀୟ ଲେଖକ ଲେଖିକା ନିଜ ଆତ୍ମଜୀବନୀରେ ଗାନ୍ଧିଙ୍କ ସମ୍ପର୍କରେ ଆଲୋଚନା କରିଛନ୍ତି ।

ଆମର ଏଠାରେ ଆଲୋଚ୍ୟ ବିଷୟ ହେଉଛି ସାଧାରଣ ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତାରେ ଗାନ୍ଧିଚେତନା । ସାଧାରଣ ପରବର୍ତ୍ତୀ କାଳରେ ଯେଉଁ ଜେତେ ଜଣ କବି ଗାନ୍ଧି ଚେତନା ବା ଦର୍ଶନକୁ ଭିତ୍ତି

କରି କବିତା ରଚନା କରୁଥିଲେ ଏବଂ କରୁଛନ୍ତି ମଧ୍ୟ ସେମାନେ ହେଲେ ରାଧାମୋହନ ଗଡ଼ନାୟକ, ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ର, ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ, ରବି ସିଂହ, ରମାକାନ୍ତ ରଥ, ଭାବଗ୍ରାହୀ ମିଶ୍ର, ସୀତାକାନ୍ତ ମହାପାତ୍ର, ସୌରାନ୍ତ ବାରିକ, ଦିନନାଥ ପାଠୀ, ବ୍ରଜନାଥ ରଥ, ବେଣୁଧର ରାଉତ, ଚିନ୍ତାମଣି ବେହେରା ପ୍ରମୁଖ କବି ଗଣ । ଏହା ବ୍ୟତୀତ ନୂତନ ପିଢ଼ିର କବିମାନଙ୍କ ମଧ୍ୟରୁ ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ଦାଶ ବେନହୁଡ଼, ପଠନୀ ମହାନ୍ତି, ପ୍ରସନ୍ନ କୁମାର ମହାନ୍ତି, ବନମାଳୀ ବାରିକ, ନିତ୍ୟାନନ୍ଦ ସାହୁ, ପଞ୍ଚାନନ ଦାସ, ନେତାଜୀ ଅଭିନନ୍ଦନ ବୀରେନ୍ଦ୍ର ନାୟକ, ସୁଚେତା ମିଶ୍ର, ଶ୍ରୀହରି ଧଳ, ମନୋରଞ୍ଜନ ହୋତା । ଏମାନେ ଗାନ୍ଧିଙ୍କୁ ଦେଖି ନଥିଲେ ମଧ୍ୟ ତାଙ୍କ ବାଣୀ ଦ୍ୱାରା ଅନୁପ୍ରାଣିତ ହୋଇ କବିତା ରଚନା କରୁଛନ୍ତି ।

ରାଧାମୋହନ ଗଡ଼ନାୟକଙ୍କୁ ଜଣେ ପ୍ରଗତିଶୀଳ କବି ଭାବରେ ଆଲୋଚନା କଲେ ମଧ୍ୟ ତାଙ୍କ କବିତାରେ ବସନ୍ତର ସମ୍ପୂର୍ଣ୍ଣ ବଦଳରେ ଫସଲର ରତ୍ନ, ଫୁଲର ସମ୍ପୂର୍ଣ୍ଣ ବଦଳରେ ଫସଲର ଆମରଣ ଭଳି ସାଧାରଣ ବିଷୟବସ୍ତୁକୁ ନେଇ ରଚନା କରିଛନ୍ତି କବିତାବଳୀ । ଏହା ବ୍ୟତୀତ ତାଙ୍କ କବିତାରେ ସାଧାରଣ ଆନ୍ଦୋଳନ ଗାନ୍ଧିଜୀଙ୍କ ବ୍ୟକ୍ତିତ୍ୱ ପ୍ରତି ଶ୍ରଦ୍ଧା ଓ ସମ୍ମାନ ତଥା ଦେଶର ସାମ୍ପ୍ରତିକ ସ୍ଥିତି ପାଇଁ ଅସନ୍ତୋଷ ଥିଲା ମୁଖ୍ୟ ବୈଶିଷ୍ଟ୍ୟ । ଗାନ୍ଧିଙ୍କ ବ୍ୟକ୍ତିତ୍ୱରେ ମୁଗ୍ଧ ହୋଇ ଗାନ୍ଧିଜୀଙ୍କ ଉଦ୍ଦେଶ୍ୟରେ ନିଜର ଶ୍ରଦ୍ଧା ନିବେଦନ କରି କବି କହିଛନ୍ତି-

“ଅନ୍ଧକାର ସେ ଲୁଚି ଯାଇଛି କି କ୍ରାନ୍ତିର ବିଦ୍ୟୁତ୍ ?
ମରଣର ଚୁକେ ଅଭ୍ୟୁଦୟ ସେ ଅକ୍ଷୟ ଆଲୁତ
ମୃତ୍ୟୁ ତାହାର ନାହିଁ,
ପୃଥିବୀରେ ତାକୁ ମାରି ପାରିବାକୁ
ଘାତକ ଅଛିରେ କାହିଁ ?”

କବି ଗଡ଼ନାୟକ ତାଙ୍କ କବିତାରେ ଦୁଇ ମାଧ୍ୟମରେ ନାମ ଉଚ୍ଚାରଣ କରିଛନ୍ତି । ଜଣେ ଗାନ୍ଧି ଆଉ ଜଣେ ବିଶ୍ୱ କବି ରବୀନ୍ଦ୍ର ନାଥ ଠାକୁର । ଜଣେ ଭାରତୀୟ ସାରସଠି ଆକାଶର ସ୍ୱରବୀରା, ଆଉ ଜଣେ ଭାରତର ମୁକ୍ତି ସମ୍ପର ଉଦ୍‌ଗାତା । ଭାରତବର୍ଷର ଆକ୍ଷୁଭା ହିମାବଳ ସତ୍ୟ, ବିଭୁପ୍ରୀତି, ଅହିଂସା, ମାନବ ସ୍ୱାଧୀନତା ଶ୍ରେଣୀରେ ଏମାନଙ୍କ ଅବଦାନ ଅନନ୍ୟା ଗଡ଼ନାୟକ 'ବାପୁଜୀ' କବ୍ୟରେ କରୁଛନ୍ତି ତୁମେ ଶ୍ରେଷ୍ଠ, ତୁମେ ହିଁ କୃଷି, ତୁମେ କେବେ ମରି ସାରିବ ନାହିଁ । ଏ ମଣିଷ ତୁମ୍ଭର ଦାନ ଭୁଲି ଯାଇ ତୁମ୍ଭର ଛାତିରେ ମାରିଲା ଖୁଲ । ତୁମ୍ଭେ କୃଷି ଭାବରେ ରଥର ସାରଥି ହୋଇ ଏହାର ବାବୁ ବସି ନେଇଥିଲ ତାଙ୍କ ଉପାରେ-

“ବାପୁଜୀ ଦେ ତୁମେ ଦେଖାଇ ଥିଲ
କାହିଁ ସେ ଆମର ମୁକ୍ତି ପଥ

[Signature]
Principal
DERABISH COLLEGE



ସପ୍ତର୍ଷି

କୃଷ୍ଣ ହେ ତୁମେ ସାରଥୀ ହୋଇ
ବାହିଥିଲ ଆମ ସମର ରଥା ।”

(ବାପୁଜୀ)

ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ରଙ୍କ ‘ପାଞ୍ଚଜନ୍ମ’, ‘ବାପୁଜୀ ଆମର ପିତା’, ‘କଥା କୁହ ! କଥା କୁହ !’ କବିତାରେ ଗାନ୍ଧିଚେତନା ଦେଖିବାକୁ ମିଳେ । ବିଚଳା ଭବନ, ପଥର ଭିକାରି, ଉଲ୍‌ଘ ପକାରଗାଏ ସେ ଦିନ ଦୁଆରେ ଭିକ ମାଗି ବୁଲୁଥିଲା ପ୍ରେମର ଭିକ । ଜାତି ଧର୍ମ ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ସେ ହିନ୍ଦୁ, ମୁସଲମାନ, ଶିଖ, ପାରସିକ ସମସ୍ତଙ୍କୁ ଏକାଠି କରିବାକୁ ଆହ୍ୱାନ ଦେଇଥିଲେ । ଯାହାର ଅକ୍ଷୟ ଆଶୀର୍ବାଦ ଭାରତର ବିଦେଶୀ ଶୃଙ୍ଖଳକୁ ଛିନ୍ନ ଭିନ୍ନ କରି ଫିଙ୍ଗି ଦେଇଥିଲେ । ଯାହାର ତ୍ୟାଗର ଦୀପ୍ତି ଦେଶର ସମସ୍ତ କାଳିମାକୁ ପୋଛି ସମୁଞ୍ଜଳ କରିଦେଇଥିଲା । ଯାହାର ମଧୁର ହସ ଶତ୍ରୁର ହୃଦୟରୁ ହିଂସା ଦୂର କରି ପ୍ରେମର ରସ ସଞ୍ଚାର କରିଥିଲା । ଯଥା-

‘ବାପୁଜୀ, ବାପୁଜୀ ଆଉ ଥରେ ଖାଲି ଟେକି ଧର ତମ ହାତ
ସେଇ ଆଶାରେ ଅକ୍ଷୟ ବର ଦେଇ ଆଜି ସଂଘାତ
ବାପୁଜୀ, ବାପୁଜୀ ଆଉଥରେ ଖାଲି ତମ ଓଠେ ଫୁଟୁ ହସ
ସେଇ ସାହସରେ ନାଚି ଯିବୁ ଆମେ ପୋଛି ଦେବୁ ଅପମଣ’
(କଥା କୁହ ! କଥା କୁହ)

ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟଙ୍କ ‘ଅଭିଜ୍ଞାନ’ ସଂକଳନରେ ଥିବା କବିତା ‘ଆମେ ଶେଷ ବନ୍ଦୀ’ (୧୪ ଅଗଷ୍ଟ ୧୯୪୪ ଉପଲକ୍ଷେ), ‘ଶିବାଗ୍ନି’ (ମହାତ୍ମା ଗାନ୍ଧିଙ୍କ ହତ୍ୟା ଉପଲକ୍ଷେ ରଚିତ କବିତା), ‘ଗାନ୍ଧିଙ୍କ ଗହଣେ’ ଇତ୍ୟାଦି କବିତାରେ ଗାନ୍ଧି ଚେତନା ଦେଖିବାକୁ ମିଳେ । କବିଙ୍କ ମତରେ ଭାରତ ସାଧାନ ପାଇଁ ଯେଉଁମାନେ ସମ୍ପୂର୍ଣ୍ଣ ଦେଖୁ ଥିଲେ ସେମାନେ ଆଉ ନାହାନ୍ତି । ଆଜି ତାଙ୍କୁ ରାଜପଥ, ଗ୍ରାମ, ବିଲ, ସବୁ ସ୍ମରଣ କରେ । ସେମାନଙ୍କର ମୃତ୍ୟୁ ହୋଇ ମଧ୍ୟ ସେମାନେ ଅମର । ପଲ୍ଲୀ, ଜନପଦ ଗାଇ ଉଠେ ତାଙ୍କର ଜୟଗାନ । ଏହି ଭାବ ‘ଆମେ ଶେଷ ବନ୍ଦୀ’ କବିତାରେ ଦେଖିବାକୁ ପାଉ ।

ଯଥା-

‘ଆମେ ଶେଷ ବନ୍ଦୀ
ଶେଷ ଶୃଙ୍ଖଳର ସ୍ୱର୍ଗ ଲାଗେ ?
ଆମ ପଛରେ ଜେଲଖାନାର
ଭଙ୍ଗା ପାଟିରି କଳା ମେଘର ଘଟା ଗୋପ
ଟିରି ଶୁଣାଯାଏ-
ନୂଆ ସୂର୍ଯ୍ୟର ଶଙ୍ଖନାଦ
ମୁକ୍ତିର ସନ୍ଦର୍ଭ’

(ଆମେ ଶେଷ ବନ୍ଦୀ)

ସଚ୍ଚିରାଉତ ରାୟଙ୍କ ପରେ ପରେ କବି ରବି ସିଂହଙ୍କ ‘ଚରମ ପତ୍ର’ ସଂକଳନରେ ଥିବା ‘ବିଷ୍ଠୋରଣ’ ଶୀର୍ଷକ କବିତା ‘ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୂଣ’ କବିତାରେ ଗାନ୍ଧିଚେତନା ଦେଖିବାକୁ ମିଳେ । ଯେଉଁ ସାଧାନତାକୁ ସମସ୍ତେ ପ୍ରତୀକ୍ଷା କରିଥିଲେ ସେ ସାଧାନତା ଆସିଛି ମାତ୍ର

କାହାରି ଆଶା ପୂର୍ଣ୍ଣ ହୋଇ ନାହିଁ । ନ
ତାଙ୍କର କବିତା ‘ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୂ

“କିଏରେ ତୁର
ଜବାବ ଆସିଲା
ମଣିଷ ମୁଁ ଡ଼
ମାଗିବି ଗୋଟିଏ ଜିନିଷ ତୋ
ଦେଇ ପାରିବୁ ତୁ ସାଧାନତା
ଆଉ ମୁକ୍ତି ମୋତେ ?”

(ଅଣ୍ଡା)

ମଣିଷ ନିଜର ଉଦାରତାର
ତାକୁ ଚାମଚରେ ଘାଣ୍ଟିଛି । ତେଣୁ ଅଣ୍ଡା
“ସାଧାନତା ମୋର ଲୋଡ଼ା
ପୂର୍ବ ଜୀବନେ ଫେରି ଯିବା
ଦିଅ ପଥ କହି ।”

(ଅଣ୍ଡା)

ରମାକାନ୍ତ ରଥଙ୍କ ‘ଶୀତଳା’
ଯାଇପାରେ । ବିଂଶ ଶତାବ୍ଦୀରେ ଆଲବ
ଗାନ୍ଧି ଏକ ବିଚିତ୍ର ନାମ । ଯାହାକୁ ସହଜ
ମଧ୍ୟ ଛାଡ଼ି ହେଉ ନାହିଁ । ତାଙ୍କୁ ଜାତିର
ମୁଣ୍ଡିଆ ମାରିବାକୁ ପଡ଼େ । ଆଜିର ଯୁଦ୍ଧ
ଆଦର୍ଶ ଯଦି ମୂଲ୍ୟଧାନ ତଥାପି ରାଜ୍ୟେ
ଛାଡ଼ିପାରୁ ନାହାନ୍ତି ତାଙ୍କର ନାମ । ବିପ୍ଳ
ଭାବି ତାଙ୍କୁ ଫିଙ୍ଗି ଦେଇଥିଲେ ଅଳିଆ ଓ
ଗାନ୍ଧି କୁଆଡ଼େ ଗଲେ ଲୋକେ ଅଣ୍ଡାଳି ଓ
ବିଷ ହରଣ ପାଇଁ । ପୁଞ୍ଜିବାଦୀମାନେ ଅ
ଈଶ୍ୱରକୁ ପାଇବା ପାଇଁ ସମ୍ପୂର୍ଣ୍ଣ ଦେଶତ୍ୱ ଓ
ଯଥା-

“ଗାନ୍ଧିର ଅହିଂସା
ବିପ୍ଳବକୁ ପଥଭ୍ରଷ୍ଟା କରିବାର
ଏକ ଫିକର
ଏକ ହାନ ମାନ୍ୟତା
କାପୁରୁଷତା କହି
ଏତେଇ ଦେଇଥିଲେ
ଆଜି ପୁଣି
କାନ୍ଧିରେ ନୂଆ ଗୋଲାମାର
କୁଆଳି ପଡ଼ିବାରୁ
ବୋହରାଉଛୁ
ସତ୍ୟାଗ୍ରହ, ଅନାଗନ ଜେଲ ଭେ
ତାକରା ଦେଇ ।”


Principal
DERABISH COLLEGE



କୃଷ୍ଣ ହେ ତୁମେ ସାରଥୀ ହୋଇ
ବାହିଥିଲ ଆମ ସମର ରଥ ।”

(ବାପୁଜୀ)

ନିତ୍ୟାନନ୍ଦ ମହାପାତ୍ରଙ୍କ ‘ପାଞ୍ଚଜନ୍ମ’, ‘ବାପୁଜୀ ଆମର ପିତା’, ‘କଥା କୁହ ! କଥା କୁହ !’ କବିତାରେ ଗାନ୍ଧିଚେତନା ଦେଖିବାକୁ ମିଳେ । ବିରଳା ଭବନ, ପଥର ଭିକାରି, ଉଲଂଘ ଫକୀରଗାଏ ସେ ଦିନ ଦୁଆରେ ଭିକ ମାଗି ବୁଲୁଥିଲା ପ୍ରେମର ଭିକ । ଜାତି ଧର୍ମ ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ସେ ହିନ୍ଦୁ, ମୁସଲମାନ, ଶିଖ, ପାରସିକ ସମସ୍ତଙ୍କୁ ଏକାଠି କରିବାକୁ ଆହ୍ୱାନ ଦେଇଥିଲେ । ଯାହାର ଅକ୍ଷୟ ଆଶୀର୍ବାଦ ଭାରତର ବିଦେଶୀ ଶୁଙ୍ଖଳକୁ ଛିନ୍ନ ଭିନ୍ନ କରି ଫିଙ୍ଗି ଦେଇଥିଲେ । ଯାହାର ତ୍ୟାଗର ଦୀପ୍ତି ଦେଶର ସମସ୍ତ କାଳିମାକୁ ଯୋଡ଼ି ସମୁଞ୍ଜଳ କରିଦେଇଥିଲା । ଯାହାର ମଧୁର ହସ ଶତ୍ରୁର ହୃଦୟରୁ ହିଂସା ଦୂର କରି ପ୍ରେମର ରସ ସଞ୍ଚାର କରିଥିଲା । ଯଥା-

‘ବାପୁଜୀ, ବାପୁଜୀ ଆଉ ଧରେ ଖାଲି ଟେକି ଧର ତମ ହାତ
ସେଇ ଆଶାଷରେ ଅକ୍ଷୟ ବର ଦେଇ ଆଜି ସଂପାତ
ବାପୁଜୀ, ବାପୁଜୀ ଆଉଧରେ ଖାଲି ତମ ଓଠେ ଫୁଟୁ ହସ
ସେଇ ସାହସରେ ନାଚି ଯିବୁ ଆମେ ଯୋଡ଼ି ଦେବୁ ଅପମଣ’
(କଥା କୁହ ! କଥା କୁହ)

ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟଙ୍କ ‘ଅଭିଜ୍ଞାନ’ ସଂକଳନରେ ଥିବା କବିତା ‘ଆମେ ଶେଷ ବନ୍ଦୀ’ (୧୪ ଅଗଷ୍ଟ ୧୯୪୭ ଉପଲକ୍ଷେ), ‘ଶିବାଗ୍ନି’ (ମହାତ୍ମା ଗାନ୍ଧିଙ୍କ ହତ୍ୟା ଉପଲକ୍ଷେ ରଚିତ କବିତା), ‘ଗାନ୍ଧିଙ୍କ ଗହଣେ’ ଇତ୍ୟାଦି କବିତାରେ ଗାନ୍ଧି ଚେତନା ଦେଖିବାକୁ ମିଳେ । କବିଙ୍କ ମତରେ ଭାରତ ସ୍ୱାଧୀନ ପାଇଁ ଯେଉଁମାନେ ସପ୍ନ ଦେଖୁ ଥିଲେ ସେମାନେ ଆଉ ନାହାନ୍ତି । ଆଜି ତାଙ୍କୁ ରାଜପଥ, ଗ୍ରାମ, ବିଲ, ସବୁ ସ୍ମରଣ କରେ । ସେମାନଙ୍କର ମୃତ୍ୟୁ ହୋଇ ମଧ୍ୟ ସେମାନେ ଅମର । ପଲ୍ଲୀ, ଜନପଦ ଗାଇ ଉଠେ ତାଙ୍କର ଜୟଗାନ । ଏହି ଭାବ ‘ଆମେ ଶେଷ ବନ୍ଦୀ’ କବିତାରେ ଦେଖିବାକୁ ପାଉ ।

ଯଥା-

‘ଆମେ ଶେଷ ବନ୍ଦୀ
ଶେଷ ଶୁଙ୍ଖଳର ସ୍ୱର୍ଗ ଲାଗେ ?
ଆମ ପଛରେ ଜେଲଖାନାର
ଭଙ୍ଗା ପାଟିରି କଳା ମେଘର ଘଟା ଗୋପ
ଚିରି ଶୁଣାଯାଏ-
ନୂଆ ସୂର୍ଯ୍ୟର ଶଙ୍ଖନାଦ
ମୁକ୍ତିର ସନ୍ଦ’ ।

(ଆମେ ଶେଷ ବନ୍ଦୀ)

ସଚ୍ଚିରାଉତ ରାୟଙ୍କ ପରେ ପରେ କବି ରବି ସିଂହଙ୍କ ‘ଚରମ ପତ୍ର’ ସଂକଳନରେ ଥିବା ‘ବିସ୍ଫୋରଣ’ ଶୀର୍ଷକ କବିତା ‘ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୃଣ’ କବିତାରେ ଗାନ୍ଧିଚେତନା ଦେଖିବାକୁ ମିଳେ । ଯେଉଁ ସ୍ୱାଧୀନତାକୁ ସମସ୍ତେ ପ୍ରତ୍ୟକ୍ଷ କରିଥିଲେ ସେ ସ୍ୱାଧୀନତା ଆସିଛି ମାତ୍ର

କାମର ଆଶା ପୂର୍ଣ୍ଣ ହୋଇ ନାହିଁ । ନାଚି ପାଲଟିଛି ଗଣିକା । ତେଣୁ ତାଙ୍କର କବିତା ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୃଣ ପ୍ରଶ୍ନ କରେ-

କିଏରେ ତୁଉ

ଜବାବ ଆସିଲା
ମଣିଷ ମୁଁ ଡି
ମାଗିବି ଗୋଟିଏ ଜିନିଷ ତୋତେ
ଦେଇ ପାରିବୁ ତୁ ସ୍ୱାଧୀନତା
ଆଉ ମୁକ୍ତି ମୋତେ ?”

(ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୃଣ)

ମଣିଷ ନିଜର ଉଦାରତାର ପରିଚୟ ଦେଇ ଅଣ୍ଡା ଫଟାଇ ତାକୁ ଗାମଚରେ ଘାଣ୍ଟିଛି । ତେଣୁ ଅଣ୍ଡାର ବ୍ୟାକୁଳ ପ୍ରାର୍ଥନା-

“ସ୍ୱାଧୀନତା ମୋର ଲୋଡ଼ା ନାହିଁ
ପୂର୍ବ ଜୀବନେ ଫେରି ଯିବା ପାଇଁ
ଦିଅ ପଥ କହି ।”

(ଅଣ୍ଡା ଭିତରେ ଥିବା ଭୃଣ)

ରମାକାନ୍ତ ରଥଙ୍କ ‘ଶୀତଳାଗ୍ନି’ କବିତାକୁ ଏଠାରେ ନିଆ ଯାଇପାରେ । ବିଂଶ ଶତାବ୍ଦୀରେ ଆଲବର୍ଟ ଅଇନ୍‌ଷ୍ଟାଇନଙ୍କ ଭାଷାରେ ଗାନ୍ଧି ଏକ ବିଚିତ୍ର ନାମ । ଯାହାକୁ ସହଜରେ ଧରି ହେଇନାହିଁ ଧରିଲେ ମଧ୍ୟ ଛାଡ଼ି ହେଉ ନାହିଁ । ତାଙ୍କୁ ଜାତିର ପିତା ଓ ରାଷ୍ଟ୍ରପିତା ଭାବରେ ମୁଣ୍ଡିଆ ମାରିବାକୁ ପଡ଼େ । ଆଜିର ଯୁଗରେ ତା’ ଚିନ୍ତାଧାରା ଓ ତା ଆଦର୍ଶ ଯଦି ମୂଲ୍ୟହୀନ ତଥାପି ରାଜନେତାମାନେ ଭୋଟ ଆଶାରେ ଛାଡ଼ିପାରୁ ନାହାନ୍ତି ତାଙ୍କର ନାମ । ବ୍ରିଟିଶ ସାମ୍ରାଜ୍ୟବାଦର ଦଲାଲି ଭାବି ତାଙ୍କୁ ଫିଙ୍ଗି ଦେଇଥିଲେ ଅଳିଆ ଚୋକେଇରେ । ଆଜିର ଯୁଗରେ ଗାନ୍ଧି କୁଆଡ଼େ ଗଲେ ଲୋକେ ଅଣ୍ଡାଳି ହେଉଛନ୍ତି । କାରଣ ସାମ୍ପ୍ରଦାୟିକ ବିଷ ହରଣ ପାଇଁ । ପୁଞ୍ଜିବାଦୀମାନେ ଅଜାଣତରେ କୁଣ୍ଡାଲ ପକାନ୍ତି ଈଶ୍ୱରକୁ ପାଇବା ପାଇଁ ସପ୍ନ ଦେଖନ୍ତି ସୁନାର ଭାରତ ହେବା ପାଇଁ । ଯଥା-

“ଗାନ୍ଧିର ଅହିଂସା
ବିପ୍ଳବକୁ ପଥଭ୍ରଷ୍ଟା କରିବାର
ଏକ ଫିକର
ଏକ ହୀନ ମାନସତା
କାପୁରୁଷତା କହି
ଏତେଇ ଦେଇଥିଲେ
ଆଜି ପୁଣି
କାନ୍ଧରେ ନୂଆ ଗୋଲାମୀର
ଜୁଆଳି ପଡ଼ିବାରୁ
ଦୋହରାଉଛୁ
ସତ୍ୟାଗ୍ରହ, ଅନଶନ ଜେଲ ଭରୋ
ତାକରା ଦେଇ ।”

Principal (ଶୀତଳାଗ୍ନି)
DERABISH COLLEGE



କବି ଓ ସମାଲୋଚକ ଭାବଗ୍ରାହୀ ମିଶ୍ର (ଆଚାର୍ଯ୍ୟ ଭାବାନନ୍ଦ) ଆଜିକୁ ୪୦ ବର୍ଷ ହେବ ଗାନ୍ଧିଙ୍କ ବିଷୟରେ ପୁଞ୍ଜାନୁପୁଞ୍ଜ ଆଲୋଚନା କରୁଛନ୍ତି । ତାଙ୍କ ଲେଖାର ଉଦ୍ଦେଶ୍ୟ ଗାନ୍ଧିଙ୍କୁ ଚିହ୍ନିବା, ଜାଣିବା ଏବଂ ଅନ୍ୟକୁ ଜଣେଇବା । କିଏ ଗାନ୍ଧିଙ୍କୁ କହୁଛି ତାଙ୍କ ଯୋଗୁଁ ଭାରତ ଆଜି ନାରୀଶାଳ ହୋଇଗଲା । ଯଦି ସିଏ ଆସି ନ ଥାନ୍ତେ ତେବେ ଏ ଦେଶଟା ହୋଇଥାଆନ୍ତା ସୁବର୍ଣ୍ଣ ଦୁନିଆ । କବିଙ୍କ କହିବା ଅନୁସାରେ-

ସବୁ ଭେଦଭାବ ଭୁଲି
ସେ ଗାଇଲା ମୈତ୍ରୀର ସଂଗୀତ
ସତେ କ'ଣ ସବୁ ଶେଷ ହୋଇଗଲା
ଆଉ ତା'ର ଅବର୍ତ୍ତମାନରେ
ଆମେ ସବୁ ଗଢ଼ିଗଲୁ କେତେ ଇମ୍ଫାରତ
କସରତ କରି କରି ଆମେ
ତାକୁ ଥୋଇ ଦେଲୁ ସୁପତିର
ପଥର ମୂର୍ତ୍ତିରେ ।

(ତାକୁ ଆମେ ଦେଖୁ ଅଛୁ ଖାଲି ଆମ କଳା ଚକ୍ଷମାରେ)

ସାତାକାନ୍ତ ମହାପାତ୍ରଙ୍କ 'ସେ ବୁଢ଼ାକୁ ନ ଦେଖି ବି ଆମେ କେତେ କାନ୍ଦି ଥିଲେ' କବିତା ଏଠାରେ ଆଲୋଚନା କରାଯାଇପାରେ । ସାଧାନତାର କେଇଟା ଦିନ ଯାଇଛି କି ନାହିଁ ତାଙ୍କ ପାଇଁ ଆସିଲା ଦୁର୍ଦ୍ଦିନ । ସେ ବୁଢ଼ାର ଅଷ୍ଟାଶୁ ଝୁଲି ସମୟ ସରି ଯାଇଥିଲା । ଗୁଲି ଖାଇ ପଡ଼ିଲା କଟା ଗଛ ପରି । ହେ ରାମ ଉର୍ଦ୍ଧାରଣରେ ଶେଷ ନିଶ୍ୱାସ ତ୍ୟାଗ କଲେ । ଅରଟ, କଠଡ, ଚକ୍ଷମା, ଘଡ଼ି, ଦୁଃଖୀରକ୍ ମଣିଷଙ୍କ ପାଇଁ ସୁତି ହୋଇ ରହିଗଲା । ଲୋକଙ୍କ ସବୁ ସମ୍ପଦ ଉଜୁଡ଼ି ଗଲା । କବିଙ୍କ କହିବା ଅନୁସାରେ-

'ମନେ ଅଛି ହୃଷୀକେଶ କେବେ ନ ଦେଖିବି
ଆମେ କେତେ କାନ୍ଦିଥିଲେ ସେଇ ଦିନ
କେମିତି ମୁହଁ ସଞ୍ଜରେ ମୁହଁ ପୋତି
ଝୁଲୁରୁ ଆପଣା ଘର ଫେରିଥିଲେ
ସେଇ କୌତୁକିଆ ମୁହଁ ସୁମରି ସୁମରି
ସତେ ଅବା ଆପଣାର କେଜେ
ଯାଇଛନ୍ତି ମରି ।'

(ସେ ବୁଢ଼ାକୁ ନ ଦେଖିବି ଆମେ କେତେ କାନ୍ଦି ଥିଲେ)

ଉତ୍ତର ସାଠିଏ କାଳରୁ କବି ସୌରାହା ବାରିକ୍ ଆତ୍ମପ୍ରକାଶ କରି ତାରି ଦର୍ଶନରୁ ଅଧିକ କାଳ ପର୍ଯ୍ୟନ୍ତ ତାଙ୍କ କାବ୍ୟ ଧାରାକୁ ସମୃଦ୍ଧି କରିଛନ୍ତି । ତାଙ୍କର ଗାନ୍ଧି ଚରିତ୍ର, ଦର୍ଶନ ଓ ଅବବୋଧ ବିଷୟକ କବିତା ଗ୍ରନ୍ଥ 'ଭାରି ମନେ ପଡ଼' । ଏହି କବିତା ସଂକଳନରେ ୬୧ଟି କବିତା ସମାବେଶ ଘଟିଛି । ଯଥା- 'ଭାରି ମନେ ପଡ଼', 'ତୁମ୍ଭେ କିଛି ଶିଖି ପାରିଲିନି', 'ତଳକୁ ମୁହଁ ପୋତି', 'ଏମିତି ମରଣ', 'ବାପଙ୍କୁ ଶୁଣିବା କଥା', 'ଏମିତି ସେମିତି ନୁହେଁ', 'ସିନେମାରେ ଦେଖୁଥିଲି', 'ଗାନ୍ଧି କଥା ପଢ଼ିଲେ', 'ସେ ଦିନ ଜତେରିରେ' ଇତ୍ୟାଦି କବିତା ।

ମହାତ୍ମା ଗାନ୍ଧି ଗୋଟିଏ ଅଦ୍ଭୁତ ଦାସ୍ତା ଯିଏକି ଦଳିତ

ଅବହେଳିତ ଓ ଅତ୍ୟାଚାରିତର ନାକପୁଡ଼ାରେ ଭରିଦିଅନ୍ତି ଚମତ୍କାର ବିଶ୍ୱାସର ସୁଗନ୍ଧି । ଗାନ୍ଧିପଣ ବି ସେମିତି ଏକ କୃତ୍ରିମେତ୍ର ଯେଉଁଠି ଲହଡ଼ିମାରେ ସତ୍ୟ, ଅହିଂସା ଓ ଆତ୍ମ ନିର୍ଭରଶାଳତାର ଭରପୁର ଫସଲ । ଗାନ୍ଧି ସତ୍ତା କୌଣସି ବ୍ୟକ୍ତି ସତ୍ତାରେ ଆବନ୍ଧ ନୁହେଁ । ଏହା ଏକ ଭାବ ସତ୍ତା । ସେ ଭାବସତ୍ତା ସାଗର ପରି ସାମାହାନ ଓ ଆଲୋକ ପରି ଆୟତମୁଖୀ । ସେହିଭଳି ଅଭାବନାୟ କଥାଟିକୁ ଛୁଇଁଛନ୍ତି ଓ ଧରିଛନ୍ତି ଓଡ଼ିଶାର ଖ୍ୟାତନାମା କବି ସୌରାହା ବାରିକ୍ । ସୌରାହା ବାରିକ୍‌ଙ୍କ ଭାଷାରେ -

"ତୁମ ଛବି ଦେଖି ନାତି ପଚାରିଲା ଏ ବୁଢ଼ା କିଏ ?
କହିଲି ଜଣେ ବଡ଼ ମଣିଷ- ଭାରି ବଳୁଆ ଭାରି ସାହସୀ
କେହି ତାଙ୍କୁ ଜିଣି ପାରନ୍ତିନି
ସିନେମା ହିରୋଠୁ ବି ? ନାତି ପଚାରିଲା,
କିଛି ସମୟ ପରେ କ'ଣ ଭାବି କହିଲା
ମୋତେ କାହିଁ ତା କଥା କହିନ ।
ତା' ପରି ବଳୁଆ କରୁନ, ସାହସୀ କରୁନ !
କାହିଁ ତୁମେ ନିଜେ ତ ସେମିତି ହେଇନ ।
ହେବାକୁ ବି ଚାହିଁନ ।"

(ଭାରି ମନେ ପଡ଼ୁତ)

ବ୍ରଜନାଥ ରଥଙ୍କ ସାହିତ୍ୟ ସୃଷ୍ଟିର ମୂଳ ଉଦ୍ଦେଶ୍ୟ ହେଉଛି ସମତୁଲ ଗାନ୍ଧିପୂର୍ଣ୍ଣ ସହାନୁଭୂତିଶାଳ ସମାଜ ପ୍ରତିଷ୍ଠା । ଗାନ୍ଧି ଚିନ୍ତା ଭିତରୁ ତାଙ୍କର ସାହିତ୍ୟ ସାଧନା ଆରମ୍ଭ ମାତ୍ର ପରେ ସେ ମାର୍କସ ଲେଲିନ ପ୍ରଭୃତି ସାମ୍ୟବାଦୀ ଚିନ୍ତା ନାୟକଙ୍କ ଦ୍ୱାରା ପ୍ରଭାବିତ ହୋଇଛନ୍ତି । ବାମପନ୍ଥୀ ଚିନ୍ତାରେ ବିଶ୍ୱାସୀ ଏହି ସ୍ରଷ୍ଟା କିନ୍ତୁ ମାନବବାଦର ଗୁରୁତ୍ୱ ହୃଦୟଙ୍ଗମ କରନ୍ତି ଓ ମଣିଷର ପରିବର୍ତ୍ତନ ଉପରେ ବିଶ୍ୱାସ ରଖନ୍ତି । ସାମାଜିକ ସ୍ଥିତାବସ୍ଥା ବିରୁଦ୍ଧରେ ବିଦ୍ରୋହ ଓ ସାଧାରଣ ଜନତାର ଦାବୀ ଉପସ୍ଥାପନରେ ସେ ଯତ୍ନଶାଳ । ତାଙ୍କ କବିତାରେ ଆମେ ଅନେକ ଉଦାହରଣ ପାଇବା । ଯେଉଁଥିରୁ ତାଙ୍କର ଗାନ୍ଧିବାଦୀ ଚିନ୍ତାଧାରାର ଆକଳନ କରାଯାଇପାରେ । କବି ବ୍ରଜନାଥ ରଥ 'ସାଧାନତା' ଶବ୍ଦର ଅର୍ଥ ଏହିଭଳି ବୁଝନ୍ତି ।

"ଶବ୍ଦଟିଏ ସାଧାନତା, ଶବ୍ଦରେଧୁନିରେ ଧୁନିରେ ପାର
କମ୍ପିତଠେ ଆ-ଦିଗନ୍ତ ଆକାଶ ଅବନୀ
ଶବ୍ଦଟିଏ ସାଧାନତା
ଉଚ୍ଚାରଣ ମାତ୍ରେ ଯାହା ପ୍ରତିଟି ଅନ୍ତର ତଳେ
କାଳେ କାଳେ ତାଳେ ତାଳେ
ତୋଳେ ପ୍ରତିଧ୍ୱନି,
ଶବ୍ଦଟିଏ ସାଧାନତା ମୃତ୍ୟୁକୁ ଅମୃତ କରେ
କାଳେ କାଳେ ଗାଇଯାଏ
ଉଦାପିତ ଜୀବନ ସଙ୍ଗାତ ।"

(ସାଧାନତା)

ଏହି ପର୍ଯ୍ୟାୟରେ ବରିଷ୍ଠ କବି ବେଣୁଧର ରାଉତଙ୍କ 'ଦୃତାୟ



ଗାନ୍ଧିଜୀ' କବିତାକୁ ଆଲୋଚନା କରିବା । ଗାନ୍ଧି ତାଙ୍କ ପାଇଁ ଅର୍ଦ୍ଧ
ଦିଗମ୍ଭର ମହାତ୍ମା ଯାହାର ନେତୃତ୍ୱରେ ଅହିଂସା ସଂଗ୍ରାମରେ ଆମେ
ବିଦେଶକୁ ହଟାଇ ସ୍ୱାଧୀନତା ପାଇଲୁ । ଠିକ୍ ଦୁଇ ପିଢ଼ି ପରେ-

ମହାତ୍ମା ଦାୟଦମାନେ
ସମର୍ପି କୁବେର ପାଦେ ଆତ୍ମାମାନ
ପିଇ ଘଡ଼ା ଘଡ଼ା ଘିଅ
ଘିଅ- ସମୁଦ୍ର ପର୍ଯ୍ୟନ୍ତ ପିଇଦବା ଆଶା ବହି
ଜପି ହେଲେ ଅଗସ୍ତିଙ୍କ ମନ୍ତ୍ର
ରଣ କଲେ ରଣ ପରେ ରଣ ପରେ ରଣ
ଏମନ୍ତ ଜନମ କାଲୁ ମୁଣ୍ଡେଇବେ
ଆମ ଦେଶା ଶିଶୁଏ ଜଣକେ
ରଣ ଭାର ହଜାରରୁ ଲକ୍ଷେ ତେଇଁ
ଗୁଣ ପରେ ଗୁଣେ ଦୁଇ ଗୁଣ ଚାରି ଗୁଣ ।

(ଦ୍ୱିତୀୟ ଗାନ୍ଧିଜୀ)

ଏହିଭଳି ଚିନ୍ତାର ବିକାଶ ମଧ୍ୟ ଆମେ କରି ଚିନ୍ତାମଣି
ବେହେରାଙ୍କ 'ନିଜେ ନିଜର ସାକ୍ଷୀ' ସଂକଳନରେ ଦେଖି ଥାଉ । କବି
ଚିନ୍ତାମଣି ବେହେରା ଏକାଧାରରେ କବି ଓ ସମାଲୋଚକ । ତେଣୁ
ତାଙ୍କ କଲମରୁ ଗାନ୍ଧିଙ୍କ ପାଇଁ ଏହି ବିଚାର ଝରି ପଡ଼ିଛି ଯାହା ଯୁକ୍ତ
ସଙ୍ଗତ । ଯଥା-

ତୁମରି ହାତରୁ ମୁଁ ସେଦିନ ତିନୋଟି ଗୁଲି ଖାଇ
ତୁମକୁ ଦେଇ ଯାଇଥିଲି ତିନୋଟି ଶବ୍ଦ
ସାମ୍ୟ ମୈତ୍ରୀ ଓ ଅହିଂସା
ତାହା ହିଁ ଥିଲା ମୋର ସାଧାନତାର ପ୍ରତିଶବ୍ଦ

(ନିଜେ ନିଜର ସାକ୍ଷୀ)


Principal
DERABISH COLLEGE

ଗାନ୍ଧିଙ୍କୁ ଦେଖି ଅନୁପ୍ରାଣିତ ହୋଇଥିବା ଓଡ଼ିଆ କବିମାନେ
ସଂଖ୍ୟା ଦୃଷ୍ଟିରୁ ଅଧିକ ନୁହଁନ୍ତି ବରଂ ତାଙ୍କର ଅସାଧାରଣ ହତ୍ୟାପରେ
ଅନେକ ତାଙ୍କ ଆଦର୍ଶକୁ ନେଇ କବିତା ଲେଖିଛନ୍ତି । ଗାନ୍ଧିଙ୍କ ବ୍ୟକ୍ତିତ୍ୱ
ବିଷୟ ଶୁଣି ଶୁଣି ତାଙ୍କୁ ଆଦର୍ଶ ଭାବେ ଗ୍ରହଣ କରିଥିବା ମଣିଷଙ୍କ
ପାଇଁ ଗାନ୍ଧିଙ୍କ ମୃତ୍ୟୁ ଏକ ଦାରୁଣ ଧକ୍କା ସଦୃଶ ହୋଇଛି । ଫଳରେ
ଅନେକ ଉଚ୍ଚକୋଟିର କବିତା ଏହି ସମୟରେ ରଚିତ ହୋଇ ଓଡ଼ିଶାର
ବାଣୀ ଭଣ୍ଡାରକୁ ସମୃଦ୍ଧ କରିଛି । ଗାନ୍ଧିଙ୍କୁ ନେଇ ରାଜନୀତିକ
ଦଳମାନେ ହଟ ଚମକ ସୃଷ୍ଟି କରିବା ଫଳରେ ଗାନ୍ଧିଚେତନା ବହୁଧା
ବିଭକ୍ତ ହୋଇଛି । ନୂତନ ପିଢ଼ିର କବିମାନେ ଗାନ୍ଧିଙ୍କୁ ନେଇ ଅନେକ
କବିତା ଲେଖିଛନ୍ତି । ପ୍ରବନ୍ଧର ପରିସର ସୀମିତ ହୋଇଥିବାରୁ ସେମାନଙ୍କୁ
ଆଲୋଚନାର ଅନ୍ତର୍ଭୁକ୍ତ କରାଯାଇ ପାରୁନାହିଁ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

- (୧) ମହାତ୍ମା ଶରତ କୁମାର- ଗାନ୍ଧିମଣିଷ- ପ୍ରକାଶକ- ମିତା ବୁକ୍ସ-
ବାଦାମ ବାଡ଼ି- କଟକ- (୨୦୦୦)
- (୨) ଶତପଥୀ ପ୍ରଫେସର ନିତ୍ୟାନନ୍ଦ - ସତୁରାରୁ ସହସ୍ରାଳା- ପ୍ରାଚୀ
ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ- କଟକ- (୨୦୦୩)
- (୩) ଦାସ ତତ୍ତ୍ୱର ଦାଶରଥ- ଚିହ୍ନାମାଟି ଅଭିହ୍ନା ଆକାଶ- ପ୍ରେସ୍
ପବ୍ଲିଶର୍ସ- କଟକ- ୧୯୯୪
- (୪) ଶତପଥୀ ପ୍ରଫେସର ବିଜୟ କୁମାର- ପ୍ରଗତିବାଦୀ କାବ୍ୟ
ଚେତନା- ଓଡ଼ିଶା ବୁକ୍ସୋର -କଟକ-୧୯୯୨

ବରିଷ ଗବେଷକ
ଓଡ଼ିଆ ଭାଷା ସାହିତ୍ୟ ବିଭାଗ
ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ବାଣୀ ବିହାର, ଭୁବନେଶ୍ୱର