

নোটিশ

Date-09/03/24

এতদ্বারা sem-1, History Major এবং Minor ছাত্রছাত্রীদের জানানো হচ্ছে যে- Internal Assessment হিসাবে একটি Seminar paper (project paper) জমা দিতে হবে আগামী 22/3/24 তারিখের মধ্যে। যে কোনো বিষয় নিয়ে (Syllabus এর বাইরের বিষয় হলেও হবে) A4 paper –এ মিনিমাম ২পেজ লিখতে হবে, (Maximum 4 পেজ)। কিভাবে, কোন্ কোন্ নিয়মে লিখবে তার একটি নিম্নে উদাহরণ দেওয়া হল, এই নিয়মগুলি মোটামুটি অনুসরণ করলেই চলবে।

Paper জমা করতে হবে 206 নং রুমে- সেখানে প্রত্যেকদিন (ছুটির দিন বাদে) নির্দিষ্ট অধ্যাপক থাকবেন, তার কাছে জমা দিতে হবে।

1) অন্যান্য কিছু বিষয় সমন্ধে কোনো প্রশ্ন থাকলে এই মোবাইল নাম্বারে যোগাযোগ করবে-9732066869

2) Bengali or English এ লেখা যাবে।

3)কোনো বই থেকে বা নোট থেকে কপি-পেস্ট করলে হবে না, 40 শব্দের(words) বেশি কোনো বই থেকে সরাসরি কপি-পেস্ট করা যাবে না, কোনো বই থেকে বিশেষ কিছু লিখলে তার ফুট নোট দিতে হবে, যেমন আমি দিয়েছি, পেজের শেষে (যেমন

-A. Mukhopadhyay, B. Chanda, T. Mishra, S. Maitri,(ed.), *Poribesh prosango(Detiyo Khanda)*, United for development and Environmental Awareness (IDEA), oct-2007,p.131.

Example of Seminar paper(project paper)

Subject(বিষয়)- Present status of Women in Education in West Bengal in rural areas and Challenges of sustainable development, in respect of India

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INTRODUCTION:(সূচনা)

Education is a power or process that can solve any problem in our society .It can make a proper man, proper human citizen or it is a process of all round development of a man. It helps us reduce poverty, social, racial .economical, and cultural imbalance and also ignorance in all respect .Education can reduce the social gap between man and woman, specially of marginalized section or class is deprived in our society since Vedic period.

The word sustains means to hold up, or to enable to last out. Sustainable development means the development that is permanent in a country or nation or society. At first Thomas Robert Malthus and Judge Von Leibig say about the theory of SD (sustainable development), it depends on socio-Economic and Environmental development. That development is not harmful for society or not destructive in respect of economic or environment of a Nation. It can supply proper materials and best opportunity for better life for human beings .It has no boundary in a sense (this resolution is adopted in Ciro summit 1993). So education and sustainable development is co-related to each other¹.

Objectives:-(উদ্দেশ্য)-

- 1) To identify the educational status of rural women in West Bengal in comparison to urban men and women in India and West Bengal, and the challenges of sustainable development.
- 2) To identify the cause of educational backwardness of the rural women in West Bengal.
- 3) To review the various facilities for rural women in respect of education in West Bengal
- 4) To give some suggestion for reducing the gender gap in rural areas in education.

Methodology:-(প্রণালী)

In this study or to make this paper, descriptive methods are followed and secondary data and information have been collected from various books ,Research Articles, E-source ,report of UGC, Census 2001,2011,Ministry of MSME, www.nrega.nic.in,NIPCCDSWI,Census report of West Bengal 2011 . Report of AIHSE , NSSO, etc.

Study Area:- (বিষয়ের পরিধি)

¹ A. Mukhopadhyay, B. Chanda, T. Mishra, S. Maitri,(ed.), *Poribesh prosango(Detiyo Khanda)*, United for development and Environmental Awareness (IDEA), oct-2007,p.131.



The state of West Bengal has been selected for study in respect of India (Ancient to Modern age) according to the census report of 2001, 2011, and others present reports.

Main Subject (মূল বিষয়)-

Development depends on education of both man and woman in a society. Education makes a skilful .responsible resourceful citizen who actively participates in social economical and political field of a country for developing process. Responsible and skilful citizen (who acquired elementary education) helps us to create good planning she/he can take tough decision in a crucial period or takes a good management policy.

But present educational status of women in rural India as well as in rural West Bengal is frustrating in comparable men, which more challenging for sustainable development of our country. But we know that woman is the backbone of a society. A child imitates 80% his/her mother. A child starts

his/her education from his/her mother. Good educated mother can gift a good educated generation to the nation,.Without proper education of woman, sustainable development is not possible of a nation. From Swami Vivekananda,Vidyasagar, Rammohan Roy to Robindranath Tagore, Mahatma Gandhi told the necessity of women education to develop a country . Swami Vivekananda says *"Women must be educated, for it is the women who mould the next generation and hence the destiny of the country"*.

In the Rig-Vedic-period in India, social status of women was high. Monogamy was the general rule. But among the Princes, polygamy was also practiced. However, widows were allowed to re-marry particularly when they were without a child .Dowry was usual at the time of marriage but sometimes money had to be paid by son-in-law to purchase his bride. The marriage of girls was not considered to be essential and there is reference to girls remaining unmarried till late age and living with their father and brother's. Child marriage was unknown. The girls were also given a measure of the independence in the selection of their bridegroom. There were some educated women as Appola,Ghosa, Lopamudra, Viswabara , Swasati, Surya , who actively played in important roles in the society. They were great philosophers and teacher . The women enjoyed the social status and participated the religious ceremony with her husband. In the later Vedic-period women like Gargi,Maitreyi were considered to be highly advanced and intellectually sound, but in this period women lost their social status . Polygamy, practice of Satidhaho protha were introduced in the society. Except Gargi or Maitreyi, most of the women were illiterate. In this time women lost their right of education due to leadership of the Brahmins in society. The Brahmins snatched the right of education of women as women could not read the Veda. Women lost their freedom of selection of their bridegroom. Taking without any consent of his daughter, the father fully arranged the marriage. Child marriage was also practiced in this period. Brahmins directed that production of child and maintaining the family were the main works of a women .The Brahmins attributed their power over the women , they took all decision of a society ,they denied women education and participation of religious



works with her husband².

In the same way ,women education was neglected by the paternal society in the medieval period .Most of women were illiterate, few women ,like Gulbadan Begum, sister of Humayan (emperor) ,Nurjahan Begum ,wife of Jahangir were educated persons .Negligible number of women took their education in Mosque or Madrasa who belonged to the high family, it means women's education were restricted by Muslim society and of course unavailability of educational institute . Most of them (both Hindu and Muslim women) spared their times in their 'Antopur'.They were completely obedient house wife³.

On the other hand, at the beginning of British rule in India, the British rulers neglected the women education. But in the 19th and 20th century ,the British ruler took measure steps for expansion of women education with the help of Indian scholars ,reformers ,like Radhakanta Dev,Gour Mohan Vidyalkar,Rammahan Roy. Many scholars always helped- the Female Juvenile Society in around 1822.. Vidyasagar, by his own cost, established 35 Female School in the district of Burdwan ,Nadia ,and Hooghly in 1857-58. But it is noted that for the first time , girls' school established in Bombay in 1824.Calcutta,Bombay, Madras University which were established in 1857 ,did not allowe to admit the female students up to 1875. With the help of Ramgopal Ghosh , Bethun sahib established Calcutta Female School on May, 1849,. Kadambini Bosu and Chandra Mukhi Bosu successfully passed the B.A degree from the School. In the observation that three prominent group –like British ruler, Indian reformers and educated Indian female ,took a measure for the expansion of women education in that period. Roma Bai, in Maharastra, Bhogini Shuva Laxmi in Madras, Begum Rokeya Shakawat Hassain in Bengal (for Muslim women education), they devoted their life for female. In 1856, Vidyasagar distributed the application forms in Calcutta and surrounding places for admission in the Bathun School (female school), but there was a sorrowful News that the School- secretary like respected Vidyasagar clearly declared that-“ none but the daughters of respectable Hindus are taken----” in the application form, that means only the women who belongs to high family, could get the chance of education, but the financially back-word classes women or women of lower casts, could not get the chance of education. Only Jotibafule took a great role for expansion of the Dolit women education in Maharastra in around 1848. He was able to scatter the education among the Dolit community .Wave of expansion of women education had more increased during the national movements as well as freedom movements (1905-1947)due to their participation in the freedom struggle⁴.

After the independence, Central govt. and state govt. took some educational plans and policies for expansion of women education. Some women institutes had been established by their policy and state govt. allowed the women in the every corner of the education for taking

² Atul Chandra Roy, *Bharotar Itihas*,Moulik Library,2013,kolkatta,p-361-362

³ Atul Chandra Roy, *Bharotar Itihas(1526-1914)*,Moulik Library,2012,kolkatta,p-139-40,

⁴ S.Ghuha Roy, S. Chattapadhyay, *Adhunik Bharatbarshar Itihas(1707-1964)*, Prograssive Publisher, Kolkata, 2009, p-830-836.



their educational facilities or benefits. So gradually the light of education reached among all classes of rural women. Literacy level and educational attainment are vital developmental indicators in a developing nation like India. Better literacy and educational level definitely have a positive impact on the health parameters. Education parameters have an equal weight age in the human development index.

Table no- 1/1 : Literacy Rates in Post Independent India

Year	Rural			Urban			Combined		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2001	46.7	71.4	59.4	73.2	86.7	80.3	53.67	75.26	64.83
2011	58.75	78.57	67.8	79.92	89.67	84.1	65.46	82.14	74.04
%Increase in									
2011 over 2001	26%	10%	14%	9%	3%	5%	22%	9%	14%

Table no- 1/2 West Bengal Rural Population - Census report- 2011

Description	Rural	Urban
Literates	39,213,779	22,324,502
Average	72.13%	84.78%
Male literacy	78.44%	88.37%
Female literacy	61.98%	76.01%

Table -no 1/3

Literacy Rates of SC by sex and Urban –Rural Distribution in India (Census report)

Year	Scheduled Castes					
	Rural			Urban		
Female	Male	Total	Female	Male	Total	Female
Male	Total					



2001	37.84	63.66	51.16	57.49	77.93	68.12	41.90	54.69
	34.76							
2011	52.60	72.60	62.80	68.60			83.30	76.20
	56.50	75.20		66.10 % Increase	39%	14%	23%	19%
	12%	35%	38%	90% In 2011				7%
Over 2001								

Table no 1/4_Literacy Rates of ST by sex and Urban –Rural Distribution in India

Scheduled Tribes

Year	Rural			Urban			Combined	
	Female	Male	Total	Female	Male	Total	Female	Male
Total 2001	34.44		57.39	45.02	59.87	77.77	41.90	59.17
								47.10

Table no- 1/5 Adult Literacy Rate (Age 15+) in India (Census report)

	Male	Female	Total	Gender parity Index
2001	73.4	47.8	61.0	65%
2011	78.8	59.3	69.3	75%

Table no- 1/6 Rural-Urban Literacy Rate in India- census -2011

Residence	Male	Female	Total	Gender parity Index
Rural	74.1	50.6	62.6	68%
Urban	88.3	76.9	82.8	87%
Total	78.8	59.3	69.3	75%

Residence 84% 66% 76%

Parity

Index

Source: census of India, office of the Registrar General, India



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Table no-1/1 shows the sorrowful picture of women education in rural areas in India. According to the census report of 2011, literacy rate among the male 78.57% and female-58.75%, on the other hand in West Bengal this percentage is, male-78.44% and female- 61.98% (table no-1/2). Average literacy rate is 72.13% that means 16.46% rural male is more literate than rural female and 38.02% female is illiterate in rural areas in West Bengal. If we compare L R (literacy rate) of urban male with the rural female (L R) ,14.03% urban male is more literate than rural female, and in Indian context 27.69% urban male is more literate than rural female in West Bengal.

As per of 2011 census ,literacy rate in India has been reported as 74.04 % with a 14 % increase to that of in 2001 where as the rate for rural women is 26% in the last decades. The credit goes to the literacy Mission of Govt. of India . Over all female literacy rate in India is much lower than that of male literacy rate. The female literacy levels according to the literacy rate of 2011 census are 65.46 % where as the male literacy rate is over 80 %.

Table no- 1/5 shows that the adult literacy rate (15+) for male has increased from 73.4 to 78.8 whereas increase in adult literacy is over in case of females from 47.8% to 59.3% from 2001 to 2011. In 2011 just half of the rural adult females are literate. Literacy is increasing over decades.

The gross enrolment ratio (GER) for female at the primary level School stood at 102.65 compared with 100.20 for males in 2013 -14 . At the middle class level, the GER for females has been reported as 92.75 against 86.31 for males and at the higher Secondary level this rate 51.58 and 52.27 respectively for females and males during 2013-14

There were 93 girls per 100 boys in primary classes, 95 in middle classes and 90 in secondary classes during 2013-14 against lesser ratios in the earlier decade.

Literacy rates in post independent India. Table no- 1/6 shows that literacy rate is more different between male and female in rural India , this difference in 2011 is 19.82 (78.57 % male and 58.75 % female) , but this difference in 2011 in urban India is less ,i 9.75 % (89.67-79.92) which is most important . But of increasing level of literacy rates in 2011 over 2001 is of course high.

On the other hand in 2011 in rural areas of west Bengal, literacy rate for males stood at 78.44 and 61.98. Average literacy rate in West Bengal for rural areas was 72.13 %. Difference between males and females literacy rates in 2011 in rural Bengal is 16.46% (78.44-61.98). But if we compare with urban areas – this difference is (between urban female and rural female) 14.03 % (76.01-61.98) in 2011(table no-1/2). These differences (literacy rate) between rural male and female, and urban female and rural female, which is very important and remarkable, does not indicate very good for developing country like India .But questions have arisen why female in West Bengal in rural areas is more back ward in education than urban male and female and also male in rural areas.

Causes of this educational backwardness of rural women

(1) Poverty (2) Child labour is now still rampant in India as well as in West Bengal. So



social barrier as social biases work against educating the girl child ,who is often compelled to drop out of School in order to look after her siblings while her parents go to work and the presence of deep rooted poverty ,particularly among the Schedule castes and Tribes , Hill and Forest communities ,rules out education most of them . (3) Their fathers and mothers are illiterate. (4) Distance between Schools and Residential areas and lack of transportation. (5) Unavailability of teacher's absenteeism, low level of learning. (6) Early marriage. (7) lack of infrastructure in the Schools.(8) Careless and lack of knowledge of their parents , above all they are female , so they could not be able to overcome many social barriers , obstacles and restrictions which are still now in society. Most of parents have a thought that his daughter is a burden of their family. They (girl's child) have no need of education, most of the parents in rural areas do not want to expend their money in girls' education as they think that their daughters are not a sustainable resources or not a permanent member of their family⁵. (9) In rural areas, in the age of 13 to 15-16 of a girl, most of their parents have arranged marriage ceremony without taking any consent from his daughter. So that innocent, minor, under-age (non-age), inexperienced girls compel to marriage without taking any primary or higher education. It is noted that 57.9% rural women married before 18 years old and 71.5% rural female married in the age of 15 years old in West Bengal in rural areas⁶.

Besides the census reports of 2011 ,if we calculate the present status of women in society in West Bengal we notice that this picture is not so bad because some measure policy have taken by central govt. and state govt. t.i Dhonojoyona Prokolpo ,Beti paroy-Beti banchoy , Kanyashri Prokolpo Distribution of by cycle ,some special scholarship girls' students etc. We hope the next census report (2021) will be better than the report of 2011 in respect of rural women education.

Educational condition of rural ST/SC female is not so good. If we compare the literacy rate of Urban SC men and women, and also SC rural man with the rural SC females, we notice that the picture is so sorrowful and hopelessness .The difference between the SC rural man and female literacy rate is 20% in 2011 and Urban SC female with rural SC female is 16%, but Urban SC men with rural SC females difference is 30.7, that is 48% SC females are illiterate in rural India (table no-1/3).

On the other hand if we compare among the SC rural female with urban general male and female ,there literacy rate difference is 35.7% (88.37-52.60) and 23.41% (76.01-52.60) respectively. Picture of literacy rate of ST females are so sorrowful that is 52% that indicates 48% ST Female are illiterate in rural India according to the census reports of 2011.

On the other hand, in 2011, Literacy rate of Scheduled caste in the West Bengal was 61.16%

⁵ Neera Chandhoke, Praveen Priyadarshi,(ed.), *Contemporary INDIA, Economy, Society, Politics*, Pearson-Longman,DelhiChennai,Chandigar,2009, p-81

⁶ Report of 2007-8 , by NIPCCDSWI-2010.



against 77.08 % for the general population .Literacy level of rural scheduled caste female population is much lower than the general population. The lowest % of rural SC female literacy rate is found in the district of Puruliya 27.5% followed by Bankura 27.80 % and Birbhum 33.35 % (2011). The district of Uttar Dinajpur and Malda is only two district where the literacy rate of Scheduled Caste is found higher than the literate rate of non –Schedule castes population due to majority of Muslims and Scheduled Tribes, in these rural areas Muslim Female are more illiterate than the Muslim-male and Urban Muslim-male and also rural-Urban male and female of Hindu caste ' as well as rural Muslim females are more illiterate than the rural -Urban Muslim-male and also other castes of male-female of rural-urban in West Bengal⁷.

So we can say that urban males or females are more literate than rural females. Literacy rate of Schedule caste, especially SC rural female is extremely low than the Non-Scheduled caste population of state of West Bengal due to unemployment, Socio-economic and political backwardness and deprived of educational facilities for generations. The incidence of poverty among scheduled caste and scheduled Tribe household is much higher than for the rest of the population.

During the last 50 years the literacy levels have improved in rural areas at the rate of one percent per annum. Gross enrolment ratio and drop-out rates of girl students are some of the important concerns of sustainable development in India. It is noted that considerable proportion (46%) of women workers are marginal workers. Almost 90% of women workers are dependent upon agriculture and 98% of rural women works are participating in unorganised sector. Nearly 85%of rural female workers are either illiterate or educated up to primary level. 31.89 women are engaged in employment in West Bengal⁸.

Literacy rate in rural areas was pegged at 71% last year (2015), compared to 86 % in urban areas, while among the age group of 7 years and above, male literacy rate was found higher than the female literacy rate in India, according to the survey of NSSO. Similarly ,it was found in the rural areas ,nearly 4.5% of males and 2.2 % of females completed education level of graduation and above , while in urban areas 17% of males and 13% of females completed this level of education in India, that's mean 14.8% males in urban areas were more educated in higher education than rural females and 2.3% male in rural areas were more educated in higher education than the female in rural areas .So we can 97.8 % female in rural areas did not completed the higher education diploma or they did not reached in the stage of higher education in India by numbers of 642 Universities and 34908 colleges , according to the survey report of NSSO -30th June, 2015. 11.8% students are enrolled in post-Graduate and 84505 students are enrolled in Ph.D. that is less than 0.5% of the total students enrolled. Age group 18-23, SC female students enrolment is 12.51% and 12.45% of male students enrolled in higher

⁷ International Journal of Innovative Research in Science, Engineering and Technology-An ISO 3397;2007 certified organization-vol. 3, issue 3 March 2014, ISSN: 2319-8753.

⁸ It has accessed from (<http://www.nrega.nic.in>.) dated on 23/4/2012.



education ,4.35% of Muslim male and 4.61% of Muslim female and 4.21% of ST male and 4.12% of ST female are enrolled in higher education (in India)⁹.

On the other hand number of 1238799 students were enrolled in higher education (2011-12) in West Bengal this picture was not so bad in respect of India, number of female students were 505674 and 40.82%(International Journal of Humanities & Social Science Studies(1)HISSS) ISSN:2349-6959, Vol-1,Nov 2014) of female students were enrolled in higher education , by the numbers of 899 colleges and numbers of 43 Universities (source-UGC Annual report 2012-13). But the process of separation in respect of Rural-Urban male and female students is so hard due to their living address. Gross Enrolment Ratio in higher education (18-23years) was as all categories- male 14.7% and female 10.7%. But 10% SC male and 7 % SC female students and 7.2% ST male and 4.6% ST female were enrolled in higher education in West Bengal ,[but in average in India -21.6% male and 18.9% female and 15.4% SC male and 13.5% SC female students, and 12.4% ST male and 9.2% ST female were enrolled in higher education¹⁰.

According to the census report of 2011 in West Bengal 61.98% rural female were literate and 76.01% Urban female were literate, and total numbers of 1238799 were enrolled in higher education (2011-12), in this respect near about less than 5% rural SC,ST, OBC, and other minorities females were enrolled in higher education and that respect near about 95% or above rural women (back ward classes) and near about 90% of all categories of rural females did not completed their higher education and they were more back ward than the Urban men and women in respect of the completion in higher education.

Findings-(নতুন কি কি বিষয় পাওয়া গেল,)

- (1) In 19th and 20th century, the British ruler took a measure steps for the expansion of women education with the help of Indian scholars. (2) After independence, 49.4% Rural women were illiterate in India and 38.02% rural female were illiterate in West Bengal and 19.41% (in average-rural -urban) male in west Bengal and 30.60%(in average-rural-urban) male in India were more literate than the rural women. In average near about 90%-95% or above rural women did not complete their higher education in India or West (as per census report of 2011 and UGC,AISHE and NSSO-2011to2015). (3) Due to illiteracy problem, education neglected by the paternal society, practice of early marriage, poverty, communication problems of rural women, sustainable development is not possible to smooth run. (4) Literacy level and educational attainment of rural women are vital developmental indicators in a developing nation like India. (5) In future, rural women will not be an obstacle for sustainable development policy in our country as state govt. and central

⁹ ASIHE, 2011-12. GER in higher education(18-23 years), p-10

¹⁰ AISHE, 2011-12, T-10



govt. are taking some measure plans and policies for rural women literacy programme. (6) Rural women of SC/ST and Muslim are more illiterate than general caste.

Some Suggestion:-(এই বিষয়ে কিছু প্রস্তাব)

1. State govt. and Central govt. should take more plans and policies to reducing the illiteracy in rural areas. 2. to set up girls' Schools and colleges in rural areas. 3. To appoint more teachers in the educational Institute in the rural areas. 4. To develop communication problems in rural areas. 5. To reduce poverty and early marriage in rural areas. 6. To reduce child labour, ignorance and mentality of males class to the females.

Conclusion:-

Sustainable development depends on proper education in the people in a country. As per the census report of 2011, If we look in to the rural woman education in India as well as West Bengal, we notice that 49.4% Rural women were illiterate in India and 38.02% rural female were illiterate in West Bengal and 19.41% (in average-rural -urban) male in west Bengal and 30.60%(in average-rural-urban) male in India were more literate than the rural women. In average 90% rural women did not complete their higher education in India or West Bengal. So if we continue the works of sustainable development, rural women must be educated. This development be challenges if the rural women remain illiterate or women of a country are illiterate because women are the mother of Nation. Proper educated woman can product a healthy, educated child who is the father of nation but this process do not run smoothly in West Bengal or India due to illiteracy problem of women. Higher educated women can smooth run the Sustainable development, but in India or in West Bengal, most of woman were not completed their higher education in rural areas. Still now in India or West Bengal, not reducing the total fertility rate, product of premature baby, rate of early marriage, careless of health and hygiene and not conscious of Environment pollution in rural areas due to illiteracy of female and higher education.

We hope, sustainable development may run smoothly in future in our country as because state govt. and central govt. are now taking some measure plans and policies to reduce the gender gap and for educating the urban and rural women and men as they have formulated and introduced various Scholarship scheme (Merit-cum-means, Vivekananda Merit-cum-Means, Biswa-Bangla Scholarship, Bidi-Shromic, Kanyashri Prokalpo etc.) Coaching Facility, Hostels Facility (college with Hostel-28, number of girls' General Degree college -55 in WB), Capacity building for Women Managers in Higher education, special stipend for woman, distribution of cycles, HSK, SSK, sep up of new Universities(Fifteen new Universities were set up in 2012-13), and colleges, (31 new govt. colleges and 15 new govt.-aided colleges were set up in 2012-13-reported by higher Education dept. WB),set up Hindi-medium General Degree college at Banarhat, Santhali was introduced as a subject in the SET, and Enhanced the Annual plan



budget (426.67 crore) for higher education¹¹. In this respect, rural women will be of course benefited by this policies, will reduce the gender gap, will empower, engaging self esteem, confidence, will gain equal participation in all work of life and overall they will gain the knowledge of education which can make them more potentials and efficient to chess challenges of ever changing society and sustainable development in West Bengal as well as in India.

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