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Problem Solving Method Applied to "jibran Khalil jibran's Marta Albenia
"

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This paper is a problem-solving method to analyze jibran Khalil jibran's renowned Short History"Marta Albenia" within the curriculum of the 5th-semester students pursuing Arabic Honors under the University of Calcutta. Through the lens of problem-solving techniques, this study delves into the socio-cultural issues and natural structure,language,localculture depicted in the Short History. the characters' Orphans and poor girls, and the other Powerful and rich person chorecter is drawn by novelistwhichhe had faced. By employing critical thinking and analytical skills, students can uncover deeper meanings and implications embedded in the narrative, thereby enhancing their understanding of the text and its relevance to contemporary society

Problem Identification:

The first step in applying the problem-solving method to "Marta Albenia" involves identifying the central issues and conflicts within the Short History. Students are encouraged to pinpoint the societal norms and expectations that restrict the characters, particularly the Arabian writer s, jibran Khalil jibran', towfiq Al Hakeem, and Mustafa lutfi almanfluty muhmmad Hussain haikal,old driver Short History so many simple and also funy chorecter, shows the actual socio,political picture of Albenia.

Analysis and Evaluation:

Once the problems are identified, students employ critical analysis to evaluate the implications of these issues on the characters' lives and their behaaviour, frindship nature,relationships. They delve into the motivations driving sarder jee's speech, of experiences about afgan live, and the comparetively description by writer.Through close reading and textual analysis, students gain insight into mujtaba Ali's actual views about afgan society.

Solution Generation:

In this stage, students brainstorm potential solutions to the problems presented in the novel. They consider alternative courses chorecter of sarder jee and others, examining the feasibility and consequences of each choice. Moreover, students explore the different between lebanan and Egypt socie echonomic face,their thought,their religious thoght their family reletionship, which is not seen today in our society, . By envisioning alternative narratives and outcomes, students engage in creative thinking and empathetic understanding of the novel's actual views.

Implementation and Reflection:

The final stage involves reflecting on the implications of the problem-solving process and its application to real-world contexts. Students analyze how the lessons learned from "Marta Albenia" can inform their understanding of contemporary issues related to local clour of afgan,their hardy rocky life, simplicity, fruendfull behaviour, un healthy but funy life style charmed the writer.

PROBLEM SOLVING METHOD
Waiting for Godot by Samuel Barclay Beckett
Semester 6, ENGA CC 13
Modern European Drama

"Waiting for Godot" by Samuel Beckett holds pivotal importance within the English Literature undergraduate curriculum at Calcutta University, specifically in semester 6, under the core course (CC 13) titled Modern European Drama. Positioned as a cornerstone text, it offers students profound insights into existential themes and avant-garde theatrical techniques, enriching their understanding of modern European literary tradition.

Introduction:

The inclusion of the course "Modern European Drama" in literature curriculum bears significant importance due to its multifaceted exploration of intricate societal matters, psychological nuances, and avant-garde theatrical methodologies. It serves as a conduit for delving into cultural progression, human existentialism, and a plethora of perspectives, thereby nurturing critical analysis and empathetic comprehension among students. Consequently, it plays an indispensable role in augmenting their grasp of literature and the global landscape.

Along with other three dramas under this course "Waiting for Godot" holds profound significance within literature curriculum as it epitomizes the existentialist movement and showcases the absurdity of the human condition. Its themes of hope, despair, and the search for meaning resonate deeply, prompting critical reflection on existence and societal structures. Studying it fosters analytical skills and broadens perspectives, enriching students' understanding of literature and life itself.

Identify the Problem:

Students can identifying the central problems in "Waiting for Godot" by encouraging close reading, discussions, and critical analysis:

Facilitate discussions: Engage students in dialogue about the play's themes, characters, and actions to uncover underlying issues such as existential angst, the futility of existence, and the search for meaning.

Analyze character motivations: Encourage students to examine the behaviors and motivations of characters like Vladimir, Estragon, and Pozzo, highlighting their struggles and conflicts.

Explore symbolism: Discuss the symbolic significance of elements like the tree, the bowler hats, and the character of Godot himself, helping students decipher deeper meanings and themes.

Compare interpretations: Encourage students to explore different interpretations of the play, considering how various perspectives shed light on its central problems and themes.

Relate to real-world issues: Help students connect the play's themes to contemporary societal issues or personal experiences, fostering empathy and understanding.

Analyze the situation:

To analyze the solution facilitate discussions, analyzing individual character motivations, Exploring symbolism, Comparing interpretations and relating to real-world issuesare important.

- Encourage dialogue about existential themes.
    - Discuss character interactions and conflicts.
    - Analyze the play's structure and language.
    - Examine Vladimir and Estragon's search for meaning.
    - Investigate Pozzo's dominance and vulnerability.
    - Explore Lucky's submission and suffering.

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- Interpret the significance of the tree as a symbol of hopelessness.
- Discuss the bowler hats as representations of identity and conformity.
- Analyze Godot's absence as a metaphor for the search for meaning.
- Discuss critical perspectives and scholarly analyses.
- Discuss the relevance of the play's themes to personal experiences.
- Consider how the play reflects universal aspects of the human condition.

Generate the Solutions:

Once the students understand the basics of the problem they can go through critical vision. While reading "Waiting for Godot," other literary prose by different authors and literary movements that could be mentioned to provide context and comparison include: Works by existentialist authors such as Jean-Paul Sartre's "Nausea" or Albert Camus's "The Stranger" can be referenced to explore similar themes of alienation, absurdity, and the search for meaning. Short stories or novels by absurdist writers like Samuel Beckett's own prose works, Franz Kafka's "The Trial," or Daniil Kharms's absurd vignettes can be referenced to explore themes of irrationality, the absurdity of existence, and the breakdown of logic.

By drawing parallels between "Waiting for Godot" and other literary works and movements, readers can gain a deeper understanding of its thematic concerns, stylistic innovations, and its place within the broader literary landscape.

During the reading of "Waiting for Godot," discussions can center around various important and thought-provoking questions to deepen understanding and stimulate critical thinking. Here are some types of questions and examples:

Theme-based Questions:
- What is the significance of waiting in the play?
- What does the play suggest about the human condition and the search for meaning?

Character Analysis Questions:
- How do Vladimir and Estragon's personalities differ, and how do they complement each other?
- What motivates Pozzo and Lucky's behaviors, and what do they represent in the larger context of the play?

Symbolism and Imagery Questions:
- What does the tree symbolize in the play, and how does its significance evolve throughout the story?
- How is the concept of waiting symbolically represented in the play, beyond the literal waiting for Godot?

Structural and Theatrical Questions:
- How does Beckett use the repetitive structure of the play to convey meaning?
- What is the significance of the play's minimalist setting and lack of stage directions?

Interpretive and Analytical Questions:
- How do different interpretations of the play's ending affect its overall meaning?
- How does "Waiting for Godot" reflect the historical and cultural context in which it was written?

By exploring these types of questions students can delve deeper into the complexities of "Waiting for Godot" and gain a richer understanding of its themes, characters, and theatrical techniques.

Select the Best Solution:

Once they understand the main theme and grasp the idea of drama we shouldselect the best solution for completing "Waiting for Godot" by considering various factors such as student engagement, thematic depth, and educational objectives. Some times opt for interactive discussions to explore multiple interpretations, encouraging students to critically analyze the text's existential themes. Incorporating creative activities like role-playing or performance exercises can enhance comprehension and foster empathy with the characters. Additionally, guiding students to draw connections between the play and real-world issues promotes critical thinking skills and relevance. Ultimately, the chosen solution should prioritize student participation, deeper understanding, and appreciation for Samuel Beckett's profound work.

Implement the Solution:

After completing a text like "Waiting for Godot," we can implement the best solutions by assessing student comprehension, critical thinking, and engagement. They may facilitate reflective discussions to evaluate interpretations and insights gained. Incorporating creative assessments such as essays, presentations, or artistic projects allows students to demonstrate deeper understanding and personal connections to the text. Feedback and assessment criteria should align with learning objectives, emphasizing analytical skills and thematic exploration. Additionally, encouraging students to apply concepts from the text to real-world contexts fosters transferable learning. Ultimately, the chosen solution should promote holistic understanding and appreciation of the literary work.

Evaluate the Outcome:

To evaluate students' outcomes regarding a literary text like "Waiting for Godot," assess their understanding, critical analysis, and engagement. Review their interpretations through written responses, class discussions, and presentations, gauging depth of insight and ability to support arguments with textual evidence. Assess their ability to articulate themes, character motivations, and symbolism. Consider their engagement in activities like role-playing or creative projects, which demonstrate comprehension and application of concepts. Provide constructive feedback tailored to individual strengths and areas for improvement, fostering continued growth in literary analysis and critical thinking skills.

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Identification of the Problem: The problem at hand is understanding the contrasting themes presented in William Blake's poems "The Lamb" and "The Tyger" and reconciling the apparent paradox between innocence and experience, creation and destruction.

Research and Analysis: A close reading of both poems, examining their language, imagery, and symbolism. Exploration of Blake's use of contrasting imagery, such as the gentle, pastoral setting of "The Lamb" versus the fierce, dark imagery of "The Tyger."

Brainstorming Solutions: Various interpretations and critical analyses of the poems. Explorations how Blake might be exploring the nature of good and evil, innocence and experience, or the dualities inherent in the human condition.

Evaluation of Solutions: Assessment the effectiveness of different interpretations in addressing the central problem. Evaluate how well each interpretation captures the complexity and depth of Blake's exploration of these themes.

Selection of the Best Solution: Interpretation or combination of interpretations that offers the most comprehensive understanding of the poems' themes and effectively reconciles the apparent contradictions presented.

Implementation: Application the chosen interpretation(s) to develop a deeper understanding of Blake's intentions and the thematic significance of "The Lamb" and "The Tyger." Consider how these insights contribute to a broader understanding of Blake's body of work and his philosophical outlook.

Reflection and Iterpretation: Reflection on the process of interpreting and analyzing the poems, considering any insights gained or challenges encountered. Analysis as needed to refine and deepen understanding.

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Problem Solving Method Applied to Tennyson's "Ulysses "

During the 4th semester of English Honours under the University of Calcutta, students embarked on a comprehensive problem-solving approach to understand Alfred Lord Tennyson's "Ulysses." The method began with a close reading of the text, dissecting its themes, characters, and literary devices. Students engaged in group discussions to explore different interpretations and perspectives, fostering critical thinking and analytical skills.

Various strategies are employed to address common challenges encountered by students. This included providing historical context to better comprehend the poem's significance in Victorian literature and its relevance to modern society. Through lectures and multimedia presentations, the teacher elucidated Tennyson's use of poetic techniques such as meter, rhyme, and imagery, enhancing students' appreciation of the poem's aesthetic qualities.

To tackle the complexities of Ulysses' character and his existential dilemma,students are encouraged to analyze his speeches and actions, delving into his motivations and aspirations. Through comparative analysis with other literary works and philosophical concepts, students gained insight into the poem's broader themes of heroism, mortality, and the pursuit of meaning.

The problem-solving method also incorporated writing exercises, where students crafted essays and reflections to articulate their interpretations and arguments. Feedback and peer review sessions facilitated the refinement of ideas and writing skills, empowering students to express themselves effectively.

By the end of the semester, students had developed a nuanced understanding of "Ulysses" and honed their critical analysis skills, equipping them for further exploration of literature and academic inquiry.

AL-AMEEN MEMORIAL MINORITY COLLEGE

Problem Solving Method Applied to Henrik Ibsen's "A Doll's House"

This ▄▄▄ is a problem-solving method to analyze Henrik Ibsen's renowned play, "A Doll's House," within the curriculum of the 6th-semester students pursuing English Honors under the University of Calcutta. Through the lens of problem-solving techniques, this study delves into the socio-cultural issues depicted in the play, the characters' dilemmas, and the conflicts they face. By employing critical thinking and analytical skills, students can uncover deeper meanings and implications embedded in the narrative, thereby enhancing their understanding of the text and its relevance to contemporary society.

Introduction:

Henrik Ibsen's "A Doll's House" is a seminal work in the realm of modern drama, known for its exploration of gender roles, societal norms, and individual freedom. By applying problem-solving methods, students can dissect the intricacies of the play, unraveling the underlying problems faced by the characters and the society they inhabit. Through this approach, students can engage with the text on a deeper level, analyzing themes, character motivations, and the playwright's socio-political commentary.

Problem Identification:

The first step in applying the problem-solving method to "A Doll's House" involves identifying the central issues and conflicts within the play. Students are encouraged to pinpoint the societal norms and expectations that restrict the characters, particularly the protagonist, Nora Helmer. Themes such as gender inequality, the institution of marriage, and the role of women in 19th-century society emerge as prominent areas of exploration.

Analysis and Evaluation:

Once the problems are identified, students employ critical analysis to evaluate the implications of these issues on the characters' lives and relationships. They delve into the motivations driving Nora's actions, the dynamics of her marriage to Torvald, and the consequences of societal pressure on individual autonomy. Through close reading and textual analysis, students gain insight into Ibsen's critique of the patriarchal society and its impact on women's agency.

Solution Generation:

In this stage, students brainstorm potential solutions to the problems presented in the play. They consider alternative courses of action for Nora, examining the feasibility and consequences of each choice. Moreover, students explore broader societal changes that could address the root causes of gender inequality and marital discord depicted in the play. By envisioning alternative narratives and

outcomes, students engage in creative thinking and empathetic understanding of the characters' plight.

Implementation and Reflection:

The final stage involves reflecting on the implications of the problem-solving process and its application to real-world contexts. Students analyze how the lessons learned from "A Doll's House" can inform their understanding of contemporary issues related to gender, marriage, and individual freedom. Moreover, they reflect on the relevance of Ibsen's critique in the context of their own lives and society at large, fostering a deeper appreciation for the enduring themes of the play.

Conclusion:

By applying the problem-solving method to Henrik Ibsen's "A Doll's House," 6th-semester students of English Honors under Calcutta University can engage with the text in a meaningful and transformative manner. Through critical analysis, creative thinking, and reflection, students develop a nuanced understanding of the play's themes and their relevance to contemporary socio-cultural discourse. This interdisciplinary approach not only enriches students' literary studies but also equips them with valuable skills for addressing complex issues in their personal and professional lives.

আল আমিন মেমোরিয়াল মাইনরিটি কলেজ
বাংলা বিভাগ

সমস্যা সমাধানের পদ্ধতি (Problem Solving Method) :
সমস্যাটির চিহ্নিতকরণ (Identify the Problem)
মাইকেল মধুসূদন দত্তের 'বীরাঙ্গনাকাব্যে'র পৌরাণিক নায়িকারা যথার্থই আধুনিকা বীর রমণী হয়ে উঠেছে কিনা সে বিষয়ে ছাত্রছাত্রীদের প্রশ্ন থেকে গেছে।

সমস্যাটির মূল কারণ সংজ্ঞায়িত করা ও কারণ বুঝে রিপোর্ট করা:
'বীরাঙ্গনা কাব্য' বিষয়টি ছাত্রছাত্রীদের কাছে নতুন। এর প্রেক্ষাপট হিসেবে উনিশশতকের নবজাগরণ সম্পর্কে তাদের সম্যক ধারণার অভাব রয়েছে। এছাড়া বীরাঙ্গনা কাব্য সম্বন্ধীয় পৌরাণিক কাহিনি ও নবজাগরণের আধুনিকতা অনেকের কাছে স্পষ্ট নয়। তাই বিষয়টি আলোচনা সাপেক্ষ।

পরিস্থিতি বিশ্লেষণ করা(Analyse the Situation):
ক্লাসে বিভিন্ন মানের ছাত্রছাত্রী থাকায় বিষয়টি অনুধাবন করতে যে বিষয়গুলি জানা আবশ্যক তা তারা জানেন না। সেগুলি হল:
প্রথমত, তারা পুরান সম্পর্কীয় কাহিনিগুলি জানে না।
দ্বিতীয়ত, উনিশশতকীয় আধুনিকতা কী, সে বিষয়ে তারা জানে না।
তৃতীয়ত, ব্যক্তিত্বময়ী নারীর সংজ্ঞা সম্পর্কে অনভিজ্ঞ।
চতুর্থত, রোমান্টিকতা ও বাস্তববাদিতা সম্পর্কে তাদের ধারণা কম।
পঞ্চমত, বাস্তবক্ষেত্রে বীর রমণী বলতে কী বোঝায় তা তারা জানে না।
সর্বোপরি, উনিশ শতকীয় নবজাগরণের কিভাবে এসেছিল তা তারা জানে না। ফলে তারা মধুসূদন দত্তের বীরাঙ্গনা কাব্যের বীর রমণীদের সঙ্গে পৌরাণিক নায়িকাদের পার্থক্য করতে পারে নি।

আলোচ্য বিষয় সম্পর্কে তাদের ধারণা স্পষ্ট করতে না পারলে বীরাঙ্গনাকাব্যের অন্যান্য বিষয় সম্পর্কে তারা কিছুই অনুধাবন করতে পারবে না। ফলে ছাত্রছাত্রীরা না বুঝে মুখস্থবিদ্যার ধারা অনুসরণ করবে, বিষয়টি তাদের আত্মস্থ করা হবে না।

সমাধান তৈরি করা(Generate Solution):
পৌরাণিক নায়িকা :
শকুন্তলা >তারা>রুক্মিণী> কৈকেয়ী>শূর্পনখা >জনা/জ্বালা
বীরাঙ্গনা কাব্যের নায়িকা:
শকুন্তলা>তারা>রুক্মিণী>কৈকয়ী> শূর্পনখা> জনা
মধ্যযুগীয় দেববাদ থেকে আধুনিক যুগে মানববাদের জন্ম>
উনিশশতকের নবজাগরণ >
রামমোহন, বিদ্যাসাগরীয় প্রভাব> নারীশিক্ষা ও ইংরেজি শিক্ষা, বিধবা বিবাহের প্রচলন> রোমক কবি ওভিদের প্রভাব> সাহিত্যে পত্রকাব্যের সূচনা>

Sayera Begum

পৌরাণিক নারীদের উনিশ শতকের আলখাল্লা পরিধান>

তাদের চারিত্রিক বৈশিষ্ট্যগুলি হল:
শিক্ষিতা>আধুনিকা> রোমান্টিক> বাস্তববাদী>সপ্রাণ> সর্বংসহা> আত্মাভিমানী> > পুরুষের সমকক্ষ>
ব্যক্তিত্বময়ী> জীবনমুখী

সমাধানের সবচেয়ে উৎকৃষ্ট উপায় (Select the Best Solution)

বিষয়টি যথাযথভাবে পাঠ ও অনুশীলন করলে দুই যুগের নারীদের অবস্থান সম্পর্কে জ্ঞান আহরণ করবে এবং
বর্তমান যুগের প্রেক্ষিতে নারীর অবস্থান নির্ণয়ে সঠিক দৃষ্টিভঙ্গী গ্রহণ করবে। এছাড়া ছাত্রছাত্রীরা সদর্থক
যুক্তিদানে নিজেদের প্রতিষ্ঠিত করতে পারবে। শুধু তাই নয়, দেশের আগামী প্রজন্ম হিসেবে সামাজিক-রাষ্ট্রিক-
রাজনীতিক-অর্থনৈতিক বিচারে নিজেরা সুমন্তব্য প্রতিষ্ঠা করে সুবক্তা ও সুনাগরিক হয়ে উঠবে। তাদের
ভাষাজ্ঞান দক্ষতা বৃদ্ধি পাবে ও সাহিত্যরসপিপাসু হয়ে উঠবে।
এই বিষয়টিকে ছাত্রছাত্রীদের কাছে আরোও স্পষ্ট করার জন্য একটি ওয়ার্কশপের মাধ্যমে তাদের সঠিক
উৎসাহী করে তুলতে হবে। ভুল সংশোধনের মাধ্যমে সঠিক শিক্ষাদান করতে হবে। এছাড়া প্রতিটি ছাত্র
ছাত্রীকে বিষয়টি সম্পর্কে লিখিত রিপোর্ট জমা দিতে বলতে হবে। ফলে তারা মধ্যে পরবর্তীকালে গবেষণামূলক
কাজে অংশগ্রহণ করতে পারবে। শুধু তাই নয় সংবাদপত্রে, মিডিয়া ও অন্যান্য সামাজিক প্রতিষ্ঠানে নিজেদের
এগিয়ে দিতে সক্ষম হবে।

সমাধানের বাস্তবায়ন(Implement the Solution):
বাংলা বিভাগ কর্তৃক একটি সেমিনারের আয়োজন করে ছাত্রছাত্রীদের বিষয় উপস্থাপনের মাধ্যমে তাদের
সাহিত্য জ্ঞান বৃদ্ধি করা যেতে পারে। অথবা ক্লাসে গ্রুপ ডিসকাসশন টেস্ট ভিত্তিক আলোচনা করে
ছাত্রছাত্রীদের বিষয়টি সম্পর্কে গভীরতা দান করা যেতে পারে।
বিষয়টি সঠিকভাবে উপলব্ধি করলে তারা আগামী দিনে সঠিক দিশা দেখবে।

ফলাফল মূল্যায়ণ(Evaluate the Outcome):
আলোচ্য বিষয়ে আলোচিত ক্লাস টেস্ট, মক টেস্ট, ওয়ার্কশপ বা সেমিনারের ভিত্তিতে তাদের মূল্যায়ণ করতে
হবে। সফলতম ছাত্রছাত্রীদের শংসাপত্র বা পুরস্কার প্রদান করে ছাত্রছাত্রীদের আরোও উৎসাহিত করে তুলতে
হবে। যাতে তারা জীবনের সঙ্গে সাহিত্যকে অঙ্গাঙ্গীভাবে জড়িয়ে নিয়ে যথার্থ সাহিত্যানুরাগী হয়ে ওঠে।

Sayera Begum

আল আমিন মেমোরিয়াল মাইনরিটি কলেজ

বাংলা বিভাগ

সমস্যা সমাধানের পদ্ধতি (Problem Solving Method) :

সমস্যাটির চিহ্নিতকরণ (Identify the Problem);

আলোচ্য বিষয় শরদিন্দু বন্দ্যোপাধ্যায়ের 'শজারুর কাঁটা' উপন্যাস গোয়েন্দা কাহিনি হিসাবে কতখানি সার্থক। বিষয়টি সম্পর্কে ছাত্রছাত্রীদের প্রশ্ন থেকে গেছে। এ বিষয়ে বলা যায়, লেখকের নিজস্ব মতামতেও প্রশ্ন রয়ে গেছে। তিনি পাঠকের মতামতের উপর বিষয়টি ছেড়ে দিয়েছেন।

সমস্যাটির মূল কারণ সংজ্ঞায়িত করা ও কারণ বুঝে রিপোর্ট করা:

গোয়েন্দা কাহিনি বাংলা সাহিত্যের নতুন শাখা। ছাত্রসমাজ কৈশোর থেকে অন্যান্য বিষয়ের গল্প বা উপন্যাসের সঙ্গে পরিচিত হলেও গোয়েন্দা কাহিনির সঙ্গে পরিচিত নয়। বিষয়টি ছাত্রছাত্রীদের কাছে তাই নতুন। আপাতভাবে বিষয়টি সহজ বলে মনে হলেও কাহিনির নিরিখে তা প্রমাণ করতে হলে বিষয়টি জটিল আকার ধারণ করে। অনেকের তা কাছে স্পষ্ট নয়। তাই বিষয়টি আলোচনা সাপেক্ষ।

পরিস্থিতি বিশ্লেষণ করা(Analyse the Situation):

ক্লাসে বিভিন্ন মানের ছাত্রছাত্রী থাকায় বিষয়টি অনুধাবন করতে যে বিষয়গুলি জানা আবশ্যক তা তারা জানে না। সেগুলি হল:

প্রথমত, ছাত্রছাত্রীরা গোয়েন্দা কাকে বলে বা গোয়েন্দা কাহিনি কাকে বলে আক্ষরিক অর্থে তা জানে না।

দ্বিতীয়ত, গুপ্তচর ও গোয়েন্দার পার্থক্য কোথায় তা তারা জানে না।

তৃতীয়ত, গোয়েন্দা ও অপরাধীর ভূমিকা কী সে সম্পর্কে তারা অনভিজ্ঞ।

চতুর্থত, গোয়েন্দা ও অপরাধীর ভিন্নমুখী খেলা (দাবাবোড়ে) সম্পর্কে ছাত্রছাত্রীদের ধারণা কম।

পঞ্চমত, গোয়েন্দা ও অপরাধী উভয়েই নায়ক, তাদের মধ্যেই যে লেখক আত্মগোপন করে থাকেন তা তারা জানে না।

সর্বোপরি, গোয়েন্দা কাহিনির বৈশিষ্ট্যের নিরিখে শজারুর কাঁটার কাহিনি ও গঠনশৈলী কতটা যুক্তিযুক্ত তা ছাত্র সমাজের পক্ষে অনুধাবন করা দুরূহ ।

আলোচ্য বিষয় সম্পর্কে তাদের ধারণা স্পষ্ট করতে না পারলে 'শজারুর কাঁটা' উপন্যাসের অন্যান্য বিষয় সম্পর্কে তারা কিছুই অনুধাবন করতে পারবে না। ফলে ছাত্রছাত্রীরা না বুঝে মুখস্থবিদ্যার ধারা অনুসরণ করবে, বিষয়টি তাদের আত্মস্থ করা হবে না।

সমাধান তৈরি করা(Generate Solution):

শজারুর কাঁটা >

উপক্রম > কাহিনী> অনুক্রম

(তিনটি পরিচ্ছেদের ঘটনার ব্যাখ্যা)>

উপক্রম :

আততায়ী কর্তৃক তিনটি খুন, দেবাশিষকে খুনের চেষ্টা >

কাহিনি:

দীপা-দেবাশিষের দাম্পত্য প্রেমের কাহিনি> নৃপতি লাহার আড্ডার পরিচয়> দীপার গানের প্রতি আগ্রহ> পাঁচটি রাতের বর্ননা>

অনুক্রম :

রহস্যের জট উন্মোচনের পালা>

পুলিশি ব্যর্থতা> ব্যোমকেশের অংশগ্রহণ> বিজয়মাধব ও রাখালবাবুর সহযোগিতা> আততায়ী কর্তৃক ব্যোমকেশকে হত্যার পরিকল্পনা> পুলিশি তৎপরতায় উপস্থিত বুদ্ধির সহযোগে ব্যোমকেশের আততায়ীকে ধরাশায়ী করা>

গোয়েন্দা কাহিনির বৈশিষ্ট্যের নিরিখে 'শজারুর কাঁটা'র কাহিনি বিশ্লেষণ> শজারুর কাঁটা গোয়েন্দা কাহিনি হিসাবে সার্থক প্রমানিত।

সমাধানের সবচেয়ে উৎকৃষ্ট উপায় (Select the Best Solution)

বিষয়টি যথাযথভাবে পাঠ ও অনুশীলন করলে গোয়েন্দা কাহিনি সম্পর্কে জ্ঞান আহরণ করবে। বর্তমান যুগের প্রেক্ষিতে গোয়েন্দা কাহিনির ভূমিকা অনস্বীকার্য। ছাত্রছাত্রীরা গোয়েন্দা কাহিনি পড়ে নিজেদের কৌতূহলী মনের বিকাশ ঘটাতে পারবে। শুধু তাই নয়, বর্তমান সমাজে ক্রাইম ঘটনা বিকাশের কারণে নিজেদের সুচিন্তিত বক্তব্য প্রকাশ করতে পারবে। এই কাহিনি পাঠ করে, সুতীক্ষ্ণ বুদ্ধি ও উপস্থিত সিদ্ধান্ত গ্রহণে সঠিক পথ অবলম্বন করবে। এছাড়া তাদের ভাষাজ্ঞান দক্ষতা বৃদ্ধি পাবে ও তারা সাহিত্যরস পিপাসু হয়ে উঠবে। এই বিষয়টিকে ছাত্রছাত্রীদের কাছে আরোও স্পষ্ট করার জন্য একটি ওয়ার্কশপের মাধ্যমে তাদের সঠিক উৎসাহী করে তুলতে হবে। ভুল সংশোধনের মাধ্যমে সঠিক শিক্ষাদান করতে হবে। এছাড়া প্রতিটি ছাত্র ছাত্রীকে বিষয়টি সম্পর্কে লিখিত রিপোর্ট জমা দিতে বলতে হবে। ফলে তারা পরবর্তীকালে গবেষণামূলক কাজে অংশগ্রহণ করতে পারবে। শুধু তাই নয় সংবাদপত্রে, মিডিয়া ও অন্যান্য সামাজিক প্রতিষ্ঠানে নিজেদের এগিয়ে দিতে সক্ষম হবে।

সমাধানের বাস্তবায়ন(Implement the Solution):

বাংলা বিভাগ কর্তৃক একটি সেমিনারের আয়োজন করে ছাত্রছাত্রীদের বিষয় উপস্থাপনের মাধ্যমে তাদের সাহিত্য জ্ঞান বৃদ্ধি করা যেতে পারে। অথবা ক্লাসে গ্রুপ ডিসকাসশন টেস্ট ভিত্তিক আলোচনা করে ছাত্রছাত্রীদের বিষয়টি সম্পর্কে গভীরতা দান করা যেতে পারে।

বিষয়টি সঠিকভাবে উপলব্ধি করলে তারা আগামী দিনে সঠিক দিশা দেখবে।

ফলাফল মূল্যায়ণ(Evaluate the Outcome):

আলোচ্য বিষয়ে আলোচিত ক্লাস টেস্ট, মক টেস্ট, ওয়ার্কশপ বা সেমিনারের ভিত্তিতে তাদের মূল্যায়ণ করতে হবে। সফলতম ছাত্রছাত্রীদের শংসাপত্র বা পুরস্কার প্রদান করে ছাত্রছাত্রীদের আরোও উৎসাহিত করে তুলতে হবে। যাতে তারা জীবনের সঙ্গে সাহিত্যকে অঙ্গাঙ্গীভাবে জড়িয়ে নিয়ে যথার্থ সাহিত্যানুরাগী হয়ে ওঠে।

AL- AMEEN MEMORIAL MINORITY COLLEGE

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PROCESS OF PROBLEM SOLVING METHOD

Department of bengali

Semester -4th

Paper Name	Module	Topic
BNG-A-CC-4-10-TH-TU প্রবন্ধ ও বিবিধ রচনা	মডিউল -2 আধুনিক সাহিত্য - গোপাল হালদার, রবীন্দ্রনাথ ও উত্তরসাধক - বুদ্ধদেব বসু, পাশ্চাত্য ও প্রাচ্য সমালোচনার ধারা - সুবোধচন্দ্র সেনগুপ্ত, উপন্যাস ও সমাজবাস্তবতা - আখতারুজ্জামান ইলিয়াস।	রবীন্দ্রনাথ ও উত্তরসাধক - বুদ্ধদেব বসু,

ভূমিকা

(লেখক পরিচিতি, সমকালীন সমাজ, অর্থনীতি, রাজনীতি ইত্যাদি বিষয়ের একটা ধারনা দেওয়া।সমসাময়িক অন্য লেখকদের পরিচয়, তাঁদের থেকে বুদ্ধদেব বসু কোথায় আলাদা, এনার লেখার স্টাইল, বাক্য বিন্যাস,লেখার ধরন কেমন, তার সঙ্গে দেশি এবং বিদেশী কোন কোন লেখকের কোথায় কোথায় মিল আছে তার পরিচয় দেওয়া।)

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বিষয়ের গভীরে

(পাঠ্য বিষয়টি যথাযথ বিশ্লেষন, লেখার পটভূমি উদ্দেশ্য, ভাব, এবং লেখকের বার্তা ছাত্রদের কাছে স্পষ্ট করা।)

উদাহরণ

রবীন্দ্রনাথ ও উত্তরসাধক

বিষয় : প্রাবন্ধিক বুদ্ধদেব বসু রবীন্দ্রনাথ এবং রবীন্দ্রনাথের আগের ও পরের কবিদের বৈশিষ্ট্য যেমন এই প্রবন্ধে আলোচনা করেছেন, তেমন রবীন্দ্রনাথে সঙ্গে তাঁদের সম্পর্ক নিরুপণ করেছেন।

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উদ্দেশ্য :বাংলা কাব্য-কবিতার জগতে রবীন্দ্রনাথে আবির্ভাব বাস্তবিকপক্ষে যুগান্তকারী এক ঘটনা। রবীন্দ্রনাথ বিশ শতকের তিন ও চারের দশকে

আবির্ভূত কবিশিল্পীদের রীতিমত সমস্যায় ফেলে দিয়েছিলেন। সর্বতোমুখী প্রতিষ্ঠার প্রোজ্জ্বলতায় তিনি বাংলা সাহিত্যের সমগ্র আকাশকে এমনভাবে আচ্ছাদিত করে দিয়েছিলেন যে অন্য কবিরা তখন রবীন্দ্রবৃত্তেই আত্মহারা। তাঁদের অভিপ্রায় ও অভিলাষ যদিও রবীন্দ্র-মুক্তিপ্রয়াস তথাপি সে কাজটি তাঁদের পক্ষে সহজসাধ্য হয় নি। সমালোচক বুদ্ধদেব বসু এমতাবস্থায় বাঙালি কবিদের পক্ষে প্রধানতম সমস্যা হিসাবে রবীন্দ্রনাথকে দেখিয়ে যথার্থ সত্যেরই স্বীকৃতি দিয়েছেন।

সমস্যা : বাস্তবিকপক্ষে আমরাও সমালোচকের কণ্ঠে কণ্ঠ মিলিয়ে বলতে পারি 'বাঙালি কবির পক্ষে, বিশ শতকের তৃতীয় ও চতুর্থ দশকে, 'প্রধানতম সমস্যা' ছিলেন রবীন্দ্রনাথ।'

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আলোচনা

স্বভাবকবি - গোবিন্দচন্দ্র দাস

ঐতিহাসিক স্বভাবকবি -বুদ্ধদেব বসু, নজরুল ইসলাম।প্রসঙ্গত দাশরথি রায়, রামপ্রসাদ সেন, ঈশ্বর গুপ্ত, মধুসূদনের পৌরুষময় তূর্যধ্বনি সংক্ষিপ্ত আলোচনা

বিহারীলাল, করুণানিধান, যতীন্দ্রমোহন, কুমুদরঞ্জন, কালিদাস রায়, সত্যেন্দ্রনাথবুদ্ধদেব বসুর মতে, মহাকবি রবীন্দ্রনাথকে পেয়ে আমরা ধন্য হলেও তিনি সামনে থেকে বাংলা ভাষায় কবিতা লেখার কাজটা অনেক কঠিন করে দিয়ে গেছেন। রবীন্দ্রনাথকে অনুসরণ করাতে কোনো বাধা না থাকায়, সেখানেই তিনি হয়ে উঠেছেন 'সবচেয়ে প্রতারক'। তিনি সর্বদ দু'হাত বাড়িয়ে কাছে টেনেছেন, কাউকে তফাতে যেতে বলেন নি। ভক্তির সঙ্গে বুদ্ধি জাগানো ভয়ের ভাব রবীন্দ্রনাথের ক্ষেত্রে লক্ষ্য করা যায় নি। রবীন্দ্রানুসারী কবিরা রবীন্দ্রনাথের মতো হতে গিয়ে রবীন্দ্রনাথের মধ্যেই হারিয়ে গেছেন।এই সবের সঙ্গে বিশেষভাবে জড়িত কল্লোল গোষ্টির লেখকরা।

রবীন্দ্রানুসারী কবিদের মধ্যে শ্রেষ্ঠ হলেন সত্যেন্দ্রনাথ দত্ত।

এরপর

কাজী নজরুল ইসলাম - প্রথম মৌলিক কবি।

মহিতলাল মজুমদার -ভোগবাদ

যতীন্দ্রনাথ - দুঃখবাদ

বুদ্ধদেব বসু - বোদলেয়ারের প্রভাব

জীবনানন্দ - এলিয়ট

বিষ্ণু দে - এলিয়টের শিষ্য

অমিয় চক্রবর্তী, সুধীন্দ্রনাথদত্ত।

সুভাষ মুখোপাধ্যায় (সাম্যবাদ, সমর সেন)

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বুদ্ধদেব বসুর আলোচ্য সমালোচনা সাহিত্যটি যথার্থভাবে হয়ে উঠেছে সৃষ্টিশীল রচনা। প্রসাদগুণ সম্পন্ন কাব্যিক গদ্য বিষয়বস্তুকে প্রত্যক্ষ করে তোলার পক্ষে একান্তভাবে সহযোগী হয়েছে। তথ্য যুক্তির পাশাপাশি পরিবেশন দক্ষতাও লক্ষ্য করার মতো। বিষয়ের সঙ্গে সঙ্গতি রেখে বাক্যবিন্যাসও করেছেন প্রাবন্ধিক।

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আল - আমীন মেমোরিয়াল ম্যানিটি কলেজ

বাংলা বিভাগ

সমস্যার সমাধানের পদ্ধতি(problem solving method):

সমস্যা ঠিক চিহ্নিত করন(Identify the problem):

নাট্যকার দীনবন্ধু মিত্রের 'নীলদর্পণ' নাটকটি একটি সার্থক ট্রাজেডিটি নাটক কিনা সে বিষয়ে ছাত্রছাত্রীদের মনে প্রশ্ন জেগেছে।

সমস্যাটির কারণ অনুসন্ধান করাওকারনবুঝে রিপোর্ট করা:

'নীলদর্পণ' নাটকটি ছাত্রছাত্রীদের কাছে বাংলার দর্পণ নাটক হিসেবে এক নতুন স্বাদেরনাটক। বিশেষ করে এই নাটকটিতে উনবিংশ শতাব্দীর জাতীয়তাবাদী জাগরণের প্রভাব রয়েছে। ১৮৮৫ কে যে জাতীয় কংগ্রেসের প্রতিষ্ঠা হয়েছিল তার পূর্বেই এই নাটকটি রচিত হয়েছিল। তাই ছাত্রছাত্রীদের কাছে এই বিষয়টি স্পষ্ট নয়যে 'নীলদর্পণ' নাটকটি কিভাবে সার্থক ট্রাজেডি হয়ে উঠেছে। কারণ জাতীয়তাবাদ ও ট্রাজেডিটির মধ্যে যে বৈশিষ্ট্য গুলি রয়েছে তার ধারণা ছাত্রছাত্রীদের কা

ছে খুব বেশি স্পষ্ট নয়। তাই বিষয়টি আলোচনারমাধ্যম হয়ে উঠেছে।

পরিস্থিতি বিশ্লেষণ করা(Analyse the situation):

শ্রেণিকক্ষের বিভিন্ন মেধার ছাত্রছাত্রী থাকার কারণে নাটকটি সম্পর্কে সবার সমান ধারণা থাকে না। যে বিষয়গুলি না জানলে এই নাটকটি বোঝা যাবে না সেই বিষয়গুলিও তারা সম্পূর্ণ সঠিকভাবে জানে না। সেগুলি হল –

১)ট্রাজেডি সম্পর্কে সঠিক ধারণা ছাত্রছাত্রীদের নেই।

২) উনিশ শতকের বাংলার নবজাগরণ এর সঙ্গে জাতীয়তাবাদী আন্দোলনের কি সম্পর্ক তা তারা জানে না।

৩) গ্রিক ট্রাজেডির নিয়তি নির্ভরতা, নাকি শেক্সপিরিয়ান ট্রাজেডিরমনুষ্য জীবনের দ্বন্দ্ব এই নাটকে প্রভাবিত করেছে তা তারা জানে না।

Dilip Kumar Halder

শ্রেণিকক্ষে তাদের গ্রুপ ডিসকাশন এর মাধ্যমে বিষয়টিকে আরো বিশ্লেষণ ভিত্তিক উপস্থাপন করতে হবে। সেই সঙ্গে ছাত্র-ছাত্রীদের সঙ্গে ইন্টারেকশন এর মাধ্যমে প্রশ্নোত্তর আলোচনা পর্ব তৈরি করতে হবে।

শ্রেণিকক্ষের বাইরে সাংস্কৃতিক মঞ্চে তাদেরকে এই নাটকের অভিনয় করাতে হবে। যার ফলে পরবর্তীকালে তারা সাহিত্যের প্রতি অনুরক্ত হয়ে পড়বে এবং সাহিত্যকে জীবনের পাথেয় করে জীবিকা নির্বাহ করতে পারবে।

ফলাফল মূল্যায়ন (Evaluate the Outcome):

এইবিষয়টিনিয়ে শ্রেনী কক্ষেক্লাসটেস্ট,মকটেস্ট, ওয়ার্কশপ, সেমিনার,স্মাটক্লাসপ্রভৃতির মাধ্যমে তাদের কেঅনুপ্রাণিত করে তুলতে হবে।এইশিক্ষারসঙ্গে ভবিষ্যৎ উচ্চ শিক্ষার মেলবন্ধনের পথপ্রস্তুত করে তুলতে হবে।

৪) দর্পণ নাটকের সঙ্গে ট্রাজেডি নাটকের পার্থক্য কোথায় তা তারা জানে না।

   প্রকৃত অর্থে এই নাটকদর্পণ নাটকের গন্ডি ছাড়িয়েবাংলার সার্থকট্রাজেডিনাটক হিসাবে প্রতিষ্ঠিত হয়েছেতা না, বুঝতে পারলে ছাত্রছাত্রীরা নোট নির্ভর পুঁথিগত বিদ্যার উপর নির্ভরশীল হয়ে পড়বে। তাদের প্রকৃত শিক্ষার বিকাশ ঘটবে না।'নীলদর্পণ' ছাড়াঅন্য কোনোট্রাজেডি নাটকও তারা বুঝতে পারবে না। সৃজনশীলতার বিকাশ ঘটবে না।

সমাধান তৈরি করা (Generate solution):

ট্রাজেডি কি>ট্রাজেডি সংজ্ঞা কি>ট্রাজেডিটির উদ্ভব কোথায় হয়েছিল>গ্রিক ট্রাজেডি কি>শেক্সপিরিয়ন ট্রাজেডিকি>সংস্কৃতিবিয়োগান্ত নাটকের সঙ্গে ট্রাজেডির পার্থক্য কোথায়>ভয় ও করুণা কি>ক্যাথারসিস কি>ড্রামাটিক রিলিফ কি>এই নাটকের পাত্র-পাত্রীদের আচার-আচরণে উপরের তথ্য গুলি কতটা প্রযুক্ত হয়েছে তা আলোচনা করতে হবে।গোলক বসু, সাবিত্রী, বিন্দুমাধব, নবীন মাধব, তোরপ, রায়চরণ, সাধুচরণ, প্রভৃতি চরিত্রগুলি কখাটা ট্র্যাজিক চরিত্র হয়ে উঠেছে সেগুলি আলোচনা করতে হবে।

সমাধানের উৎকৃষ্ট উপায় (Select the best solution):

সঠিক যুক্তি তর্কের দ্বারাএই নাটকটি যদি বিশ্লেষণ করা হয়তাহলে তারা এই নাটকের মধ্যে সার্থক ট্রাজেডিটির বীজ নিহিত আছে কিনা বুঝতে পারবে। গ্রিক ট্রাজেডি বা নিয়তিবাদের দ্বারা এই নাটকটি যে আদৌ পরিচালিত নয় তা স্পষ্ট হয়ে উঠবে। তবে শেক্সপিরিয়নট্রাজেডির সঙ্গে গ্রীক নিয়তিবাদের সমন্বয় সাধন কিছুটা ঘটেছে এই নাটকে। সমকালীন সমাজের দর্পণ হিসাবে তথা কৃষক আন্দোলনেরপ্রেক্ষাপট এই নাটকে উপস্থাপিত হয়েছে। এখানে ছাত্রছাত্রীদের নাটকের সংলাপ পাঠকরতে দিতে হবে অভিনয় এরভঙ্গিতে, তাহলে তারা অনুপ্রাণিত হবে।মিশ্রশিল্পের স্বাদঅনুভব করে নাটকের প্রতিতারাগভীর জ্ঞান লাভ করবে। পরবর্তীকালে তারানাটক অভিনয়ের মাধ্যমেকিছু উপার্জন করতে শিখবে। বিভিন্ন পত্রপত্রিকায় তারা লেখালেখি করতে সক্ষম হয়ে উঠবে। ভাষা, সংলাপ, বাক্য গঠন, বাচনভঙ্গি সম্পর্কে তাদের সঠিক ধারণা গড়ে উঠবে। নানা বিষয়ে তাদের ধারণাকে বিশ্লেষণ করতে হবে।ট্রাজেডি নাটক হিসেবে এই নাটকটি তারা কতটা অনুধাবন করতে পেরেছে তা তাদের লিখে জমা করতে বলতে হবে। এই নাট্যশিক্ষার মধ্যে দিয়ে তারা বিভিন্ন সামাজিক প্রতিষ্ঠানের সঙ্গে যুক্ত হতে পারবে।

সমাধানের বাস্তবায়ন(Implement the solution):

আল আমীন মেমোরিয়াল মানেটি কলেজ

বাংলা বিভাগ

সমস্যা সমাধানের পদ্ধতি(Problem solving method):

সমস্যাটির চিহ্নিতকরণ(Identify the problem):

কবিকঙ্কন মুকুন্দরাম চক্রবর্তীর 'চন্ডীমঙ্গল' কাব্যটি মধ্যে আধুনিক উপন্যাসের লক্ষণ ফুটে উঠেছে কিনা এই নিয়ে ছাত্রছাত্রীদের মধ্যে সমস্যা তৈরি হয়েছে।

সমস্যাটির মূল কারণ অনুধাবন করা ও রিপোর্ট তৈরি করা:

কবিকঙ্কনের 'চন্ডীমঙ্গল' কাব্যটি এ যুগের ছাত্রছাত্রীদের কাছে সম্পূর্ণ নতুন স্বাদের নতুন ভাষার কাব্য। এই কাব্যের ভিত্তি ভূমি গড়ে উঠেছিল মধ্যযুগের দেববাদের প্রেক্ষাপটে। পৌরাণিক কাহিনী কে নির্ভর করে কল্পনা মিশ্রিত অনেক ঘটনা এখানেআছে। যার মধ্যে আপাত দৃষ্টিতে মনে হবে বিশেষ কোনো যুক্তি নেই কল্পনা কে আশ্রয় করে গড়ে উঠেছে। যেখানে মধ্যযুগে উপন্যাসের কোন সম্ভাবনা বাংলা সাহিত্যে ছিল না বা বাংলা গদ্য সাহিত্যের জন্ম হয়নি, তাহলে মধ্যযুগের এই কাব্যে কিভাবে উপন্যাসের লক্ষণ ফুটে উঠেছে তা ছাত্রছাত্রীদের মধ্যে প্রশ্ন জেগেছে। তাই বিষয়টি আলোচনার মাধ্যমে সমাধান করতে হবে।

পরিস্থিতি বিশ্লেষণ করা (Analyse the situation):

বিভিন্ন ধরনের ছাত্রছাত্রী থাকার কারণে মধ্যযুগের এই কাব্যটির মধ্যে কি করে আধুনিক যুগের উপন্যাসের লক্ষণ থাকতে পারে সে নিয়ে তাদের মধ্যে সমস্যা তৈরি হয়েছে। বিশেষ করে যে বিষয়গুলি তারা জানে না সেগুলি হল-

১) কাব্যটিমধ্যযুগের মাটিতে গড়ে উঠেছে, এই যুগের ভাষা, ভাবনা ওভাবে সঙ্গে ছাত্রছাত্রীরা অবগত নয়।

২) এই কাব্যের মধ্যে যে কাহিনী গুলি গড়ে উঠেছে তা বেশিরভাগ পৌরাণিক কাহিনী যেগুলি ছাত্রছাত্রীরা সঠিকভাবে জানে না।

আধুনিক যুগের মানুষের অর্থনৈতিক অনটন বেকারত্ব ও একান্নবর্তী পরিবারের ভাঙনএবং আধুনিক মানুষের হৃদয়ের একাকীত্ব হাহাকার এই কাব্যের মধ্যে পরিলক্ষিত হয়। এই কাব্যটি সঠিকভাবে অনুভাবন করতে পারলে ছাত্র-ছাত্রীদের মনে আধুনিক যুগের সম্পর্কে সঠিক ধারণা তৈরি হবে তাদের ভাষার জন্য দক্ষতা বাক্য বিশ্লেষণ বাচনভঙ্গি ও বিভিন্ন পদবিন্যাসের দক্ষতা অর্জিত হবে।

বিষয়টিকে আরো স্পষ্টভাবে উপস্থাপন করতে গেলে ক্লাসের মধ্যে ছাত্র-ছাত্রীদের বিভিন্ন প্রশ্ন উত্তর মাধ্যম, তাদের দ্বারা কাব্যটির বিভিন্ন বিষয়কে বর্ণনা করানের মাধ্যমে, সেই সঙ্গে সেমিনার ওয়ার্কশপের মাধ্যমে তাদের এই বিষয়ের প্রতি আগ্রহী করে তোলা যাবে। সেই সঙ্গে লিখিত পরীক্ষার মাধ্যমে তাদের সঠিক মূল্যায়নের পথ নির্ণয় করতে হবে। অনেক সময় এই কাব্যের বিষয়ে সঙ্গে আর মধ্যযুগের কোন কাব্যের মিল রয়েছে তা ছাত্রছাত্রীদের কাছে তুলে ধরতে হবে। জাতিতারা ভবিষ্যতে এই কাব্যের মতো অন্য কোন কাব্য পাঠ করতে গিয়ে কোন সমস্যার সম্মুখীন না হয়। বিভিন্ন ধরনের গবেষণা, মিডিয়া, সংবাদ পত্র, বিভিন্ন সামাজিক প্রতিষ্ঠানের সঙ্গে তারা সঙ্গতিবিধান করতে পারে।

সমাধানের বাস্তবায়ন (Implement the solution):

বাংলা বিভাগের দ্বারা বিশেষ সেমিনার বা ওয়ার্কশপ তৈরি করতে হবে। যেখানে এই বিষয়টি নিয়ে ছাত্রছাত্রীরা নিজেদের মধ্যে তৈরি হওয়া ভাবনা গুলির সঠিক প্রকাশ ও বিকাশ করতে পারবে। এছাড়া শ্রেণীকক্ষে গ্রুপ ডিসকাশন, ক্লাস টেস্ট, মক টেস্ট, প্রভৃতির দ্বারাওতাদেরকে অনুপ্রাণিত করতে হবে। যার ফলে ভবিষ্যতে তারা একটি উজ্জ্বল আলো দেখতে পায়।

ফলাফল মূল্যায়ন (Evolute the outcome)

আলোচ্য বিষয়টি আলোচিত হওয়ার পর ছাত্রছাত্রীদের বিভিন্নভাবে পরীক্ষা নিরীক্ষার দ্বারা তাদের যথার্থ মূল্যায়ন করতে হবে এবং কৃতিছাত্রছাত্রীদের পুরস্কার প্রদানের মাধ্যমে তাদের আরো উৎসাহিত করতে হবে। যাতে করে তারা ভবিষ্যতে সাহিত্যের প্রতি অনুরাগী হয়ে উঠতে পারে এবং সাহিত্যকে জীবনের পাঠের করে জীবিকা অর্জনের পথে সৎভাবে এগিয়ে যেতে পারে।

৩) কাহিনী গ্রন্থনে কিছু কল্পনার আশ্রয় নেওয়া হয়েছে এই কল্পনার সঙ্গে বাস্তবতার মিল কোথায় তা অনেক বিষয়ে ছাত্রছাত্রীরা জানেনা।

৪) কাব্যের ভাষা আর উপন্যাসের ভাষা গদ্যময় তাহলে কাব্যের মধ্যে কিভাবে উপন্যাস আসতে পারে বা উপন্যাসের লক্ষণ ফুটে উঠতে পারে তা ছাত্রছাত্রীরা জানেনা।

৫) এই কাব্যের মধ্যে মধ্যযুগের ঐতিহাসিক প্রেক্ষাপট কিছু কিছু ক্ষেত্রে মূল কাব্যকে নিয়ন্ত্রণ করেছে। ফলে সমকালীন সমাজ ও জীবন ইতিহাস সম্পর্কে অনেক ছাত্রছাত্রী অবগত নয়।

সর্বশেষ বলতে পারা যায় যে কাব্য যেহেতু জীবনকে নির্ভর করে গড়ে ওঠে কাব্য সমকালের জীবন্ত দলিল সেইসঙ্গে চিরকালীন সমাজ ব্যবস্থা বা জীবনেরও জ্বলন্ত দলিল হয়েওঠে। মধ্যযুগের আবহে রচিত এই কাব্যের মধ্যে তাই কিভাবে উপন্যাসের লক্ষণ চিত্রিত হয়েছে সেগুলি ছাত্রছাত্রীদের পরিষ্কার করে না বোঝাতে পারলে এই কাব্যটির প্রকৃত স্বাদথেকে তারা বঞ্চিত হবে। তারা সঠিকভাবে এই কাব্যটি পাঠ করতে না পেরে মুখস্থ বিদ্যার দ্বারাপরিচালিত হবে। প্রকৃত বিষয়টি তারা জানতে পারবে না।

সমাধান তৈরি করা(Generate solution):

'চণ্ডীমঙ্গল' কাব্যটির উদ্ভবের প্রেক্ষাপট>কবিকঙ্কনের রচনাশৈলী>উপন্যাস কি>উপন্যাসের বৈশিষ্ট্যগুলি কি>উপন্যাসের প্রেক্ষাপট কি>উপন্যাসের নায়কের কি কি গুন থাকতে হয়>উপন্যাসের গঠনশীল কেমন হওয়া দরকার>উপন্যাসের পাত্র-পাত্রীদের ভাষা কেমন হওয়া দরকার>উপন্যাসের সংগীত প্রয়োগ করা যায় কিনা>উপন্যাসের সূচনা কেমন হওয়া দরকার>উপন্যাসের পরিসমাপ্তি কেমন হওয়া দরকার>কবিকঙ্কন এর কাব্যে গঠনশৈলীর সঙ্গে উপন্যাসের গঠনের মিল কোথায়>কবিকঙ্কনের পাত্র-পাত্রীদের সঙ্গে উপন্যাসের পাত্র-পাত্রীদের মিল কোথায়>উপন্যাসের বৈশিষ্টের সঙ্গে কবিকঙ্কন এর কাব্যের কোথায় মিল রয়েছে>মধ্যযুগের কাব্য হলেও আধুনিক যুগের কি ভাবনা রয়েছে এখানে>এই সকল বিষয় নিরিখে প্রমাণ করা সম্ভব হবে যে কবিকঙ্কনের কাব্য মধ্যযুগের রচিত হলেও এখানে আধুনিক যুগের উপন্যাসের লক্ষণ পরিলক্ষিত হয়েছে।

সমাধানের উৎকৃষ্ট উপায় (Select best solution):

বিষয়টি যথাযথভাবে অনুধাবন করলে বোঝা যাবে যে এর মধ্যে উপন্যাসের লক্ষণ পরিস্ফুটি হয়েছে। মধ্যযুগের ভাব ভাবনা এখানে থাকলেও বা এর মাধ্যম কাব্যের অবয়ব হলেও আধুনিক উপন্যাসের অনেক লক্ষণ এখানে চিত্রিত হয়েছে। কবি মধ্যযুগে বাস কর আধুনিক যুগের বার্তা বহন করে নিয়েছিলেন। মধ্যযুগের দেববাদের অবসান ঘটিয়ে মানবতাবাদের জনগণ ঘোষণা করেছিলেন।

Al- Ameen Memorial Minority College

Department of Bengali

Problem Solving Method

Identify the Problem :

পঞ্চরস

*   ছাত্র-ছাত্রীদের পঞ্চরস সম্পর্কে পূর্বজ্ঞান নেই।বিষয়টি গভীর, তত্ত্ব মূলক,নতুন এবং বোধ মূলক হওয়ায় শিক্ষার্থীদের কাছে বিষয়টি জটিল ও কঠিন মনে হয়েছে এবং বুঝতে অসুবিধা হয়েছে।

*বাসুদেব সার্বভৌমের কথামত চৈতন্যদেব উড়িষ্যার প্রখ্যাত শাসনকর্তা রামানন্দ রায়ের সঙ্গে সাক্ষাৎ করেন। এই সাক্ষাতে বৈষ্ণব ধর্ম, প্রেম সাধনা ও তত্ত্ব দর্শন বিষয়ে দুজনের মধ্যে যে রসালোচনা হয়েছিল তার সাধ্য সাধন তত্ত্ব নামে পরিচিত। সেই

তত্ত্বালোচনার অন্তর্গত রসগ্রাহী একটি গুরুত্বপূর্ণ প্রসঙ্গ হল পঞ্চরস।

মানব মনে এমন কিছু ভাব থাকে যেগুলি বিনষ্ট হয় না। ভারতীয় অলংকার শাস্ত্রে এইরকম ভাবের সংখ্যা আটটি। যথা রতি,হাস, শোক,ক্রোধ,উৎসাহ, ভয় জুগুপ্সা,বিস্ময়।ভাব অনুযায়ী অলংকার শাস্ত্রে রসের সংখ্যা নয়টি। যথা রতি থেকে শৃঙ্গার রস, হাস থেকে হাস্য রস, শোক থেকে করুন রস, ক্রোধ থেকে রৌদ্র রস,উৎসাহ থেকে বীর রস,ভয় থেকে ভয়ানক রস, জুগুপ্সা থেকে বীভৎস রসদ,বিস্ময় থেকে অদ্ভুত রসদ এবং শম থেকে শান্ত রস।'সাহিত্য দর্পণ'গ্রন্থে বিশ্বনাথ কবিরাজ বলে ছেন -প্রিয় বস্তুর প্রতি মানব মনের সহজ অনুরাগী রতি। আরও এই রতি থেকে রসের উদ্রেক হয়।বৈষ্ণবদের কাছে সবচেয়ে প্রিয় হল ভগবান শ্রী কৃষ্ণ।ভগবান শ্রীকৃষ্ণ সম্পর্কে ভক্ত মনে পাঁচ প্রকার রসের পরিনাম ঘটে। যেমন শান্ত দাস্য,সখ্য, বৎসল্য ও মধুর। এই পাঁচটি রসকে একত্রে পঞ্চ রস বলে। পঞ্চ রস সম্পর্কে পুঙ্খানুপুঙ্খ আলোচনা করেছি।

Analysis the situation :

*ছাত্র-ছাত্রীদের কাছে পদ, পদাবলী, বৈষ্ণব ধর্ম, সাধ্য- সাধন তত্ত্ব অস্পষ্ট।

*পদগুলি ব্রজবুলি ভাষায় লেখা হওয়ায় অনেক শব্দের অর্থ তাদের অজানা।

*বৈষ্ণব পদকর্তা সম্পর্কে তাদের তেমন কিছু জানা নেই।

*পদগুলির মধ্যে যে পঞ্চরসের সঞ্চার রয়েছে সে সম্পর্কে ও তাদের বোধের খামতি আছে।

*ক্লাসে স্লো লার্নার ও অ্যাডভান্স লার্নারদের মধ্যে স্লো লার্নাররা কম বুঝেছে বিষয়টি ।

Generate Solutions

*স্লো লার্নারদের জন্য এক্সট্রা ক্লাস নিয়েছি।

*প্রত্যেক ছাত্র-ছাত্রীদের জন্য ক্লাস টেস্ট নিয়েছি।

*বৈষ্ণব পদাবলীর উপর অনেক বই দিয়েছি এবং কিছু বইয়ের নামও বলে দিয়েছি।

*ছাত্র-ছাত্রীদের সমস্যা গুলি গুরুত্ব সহকারে শুনেছি এবং সেগুলির যথাসাধ্য সমাধানও করেছি।

*ছাত্র-ছাত্রীদের দিয়ে গ্রুপ টেস্ট, ক্লাস ডিসকাশন, প্রশ্ন উত্তর পর্ব করিয়েছি।

Select the Best Solution

ছাত্র-ছাত্রীদের মধ্যে যে সমস্যাগুলি দেখা গিয়েছে সেগুলি সমাধানের মধ্যে সবচেয়ে কার্যকরী সমাধান হলো ক্লাস ডিসকাশন। ফলে ছাত্র-ছাত্রীরা বৈষ্ণব ধর্ম তত্ত্ব, দর্শন, ধর্মীয় সাহিত্য এবং মধ্যযুগীয় সামাজিক মূল্যবোধ সম্পর্কে ব্যাপক জ্ঞান লাভ করবে।

Implement the Solution

একজন শিক্ষকের মূল উদ্দেশ্য হল শিক্ষার্থীদের সমস্যা গুলি নির্বাচন করা এবং তার যথাযথ সমাধান করা। পঞ্চরস সম্পর্কিত ছাত্র-ছাত্রীরা যে সমস্যা গুলির সম্মুখীন হয়েছিল সেগুলির সমাধান করতে পেরেছি।

Al- Ameen Memorial Minority College

Department of Bengali

Problem Solving Method

Identify the Problem :

রূপক কবিতা হিসাবে রবীন্দ্রনাথ ঠাকুরের সোনার তরী

* ছাত্র-ছাত্রীদের রূপক সম্পর্কে পূর্বজ্ঞান নেই।বিষয়টি গভীর ও নতুন এবং বোধ মূলক হওয়ায় শিক্ষার্থীদের কাছে বিষয়টি জটিল ও কঠিন মনে হয়েছে এবং বুঝতে অসুবিধা হয়েছে।

Analysis the Situation

*রবীন্দ্রনাথের কবি মানসিকতা সম্পর্কে জ্ঞান নেই।

*রবীন্দ্রানুসারী কবিদের কাব্যিক বৈশিষ্ট্য সম্পর্কে ধারণা নেই।

*রূপক কবিতার দুটি অর্থ থাকে। একটি ভিতরের অর্থ আরেকটি বাইরের অর্থ।তবে এই দুই অর্থের মধ্যে অন্তর্নিহিত অর্থই প্রধান হয়ে ওঠে । কবিতাটিতে অনেক রূপকের ব্যবহার আছে। বিষয়টি অনেক বোধমূলক ও নতুন হওয়ায় শিক্ষার্থীদের কাছে ধারণাটি স্বচ্ছ নয়। তাছাড়া কবিতাটিতে বহু এমন শব্দের প্রয়োগ রয়েছে যেগুলির সরল অর্থ ও রূপক অর্থ অনুধাবন করতে না পারলে কবিতাটির মূল বক্তব্য বোধগম্যে আসবে না।

*রবীন্দ্রনাথের কবি-মানসিকতা ও রূপক ভাবনা বিষয়ে তেমন ধারণা নেই।

*ক্লাসের স্লো লার্নাররা বিষয়টি কম বুঝেছে।

Generats Solution

*স্লো লার্নারদের এক্সট্রা ক্লাস নিয়েছি।

*প্রত্যেক ছাত্র-ছাত্রীদের জন্য ক্লাস টেস্ট নিয়েছি।

*স্লো লার্নারদের জন্য রি-টেস্ট নিয়েছি।

*তাদের প্রশ্নের উত্তর দিয়েছি।

*কবিতা পাঠ দানের সময় কবির কবিতাটি লেখার উদ্দেশ্য, জটিল শব্দের সরল অর্থ, বিশেষ বিশেষ লাইন গুলির ব্যাখ্যা করেছি।

*রবীন্দ্র অনুসারী কবিদের কবি মানসিকতা ও বৈশিষ্ট্য আলোচনা করেছি।

*আধুনিক কবিতার বৈশিষ্ট্য, গঠন, আঙ্গিক বিষয়ে আলোচনা করেছি।

*রবীন্দ্র কবিতা ও ভাবনা নিয়ে আলোচনা আছে এমন কিছু বইয়ের নাম বলেছি।

Select the Best Solution

Rukeana Khal

শিক্ষার্থীদের সমস্যা গুলি সমাধানের সবচেয়ে কার্যকরী সমাধান হলো আদান-প্রদান মূলক আলোচনা। এই আলোচনার মধ্যে দিয়ে শিক্ষার্থীরা কবি বিষয়ে, কবিতার অন্তর্নিহিত অর্থ এবং আনুসঙ্গিক বিষয়ে সম্পর্কে জানতে পারবে। এছাড়া সমস্যা সমাধান মূলক পদ্ধতি প্রয়োগের ফলে শিক্ষার্থীরা আধুনিক কবিতার বৈশিষ্ট্য, রবীন্দ্র অনুসারী কবিদের সম্পর্কে এবং রূপক কবিতা সম্পর্কে সম্যখ জ্ঞান লাভ করতে পারবে। বিংশ শতাব্দীর কবিতা, প্রবণতা এবং বিস্তারিত জ্ঞান রবীন্দ্রনাথ থেকে পরবর্তী আধুনিক কবিদের উদ্দেশ্য সম্পর্কে জ্ঞান লাভ করতে পারবে।

Implement the Solution

আদান-প্রদান মূলক আলোচনা পদ্ধতির মাধ্যমে পাঠদানের ফলে শিক্ষার্থীদের সোনার তরী কবিতাটি রূপক কবিতা হিসেবে বুঝতে সুবিধা হয়েছে। তাছাড়া আধুনিক কবিতা সম্পর্কে ধারণা তৈরি হয়েছে এবং শিক্ষার্থীরা যে সব সমস্যার সম্মুখীন হয়েছিল সেগুলি সমাধান হয়েছে।

Problem Solving Method Applied to"SaiyedMujtaba Ali's Deshe-Bideshe

"

Al Ameen Memorial Minority College.

Jogibattala,Baruipur,kol-154.

This paper is a problem-solving method to analyze SaiyedMujtaba Ali's renowned Novel "Deshe-Bideshe," within the curriculum of the 6th-semester students pursuing Bengali Honors under the University of Calcutta. Through the lens of problem-solving techniques, this study delves into the socio-cultural issues and natural structure,language,localculture depicted in the Novel, the characters' Sarder jee, and the other afgan chorecter is drawn by novelistwhichhe had faced. By employing critical thinking and analytical skills, students can uncover deeper meanings and implications embedded in the narrative, thereby enhancing their understanding of the text and its relevance to contemporary society.

Introduction:

Sauyed Mujtaba Ali's " Deshe-Bideshe" is a seminal work in the realm of Travelling Novel ' known for its exploration of roles as a narrater... By applying problem-solving methods, students can dissect the intricacies of the Novel, unraveling the underlying problems faced by the description and nature of afgancharacters and the society they inhabit. Through this approach, students can engage with the text on a deeper level, analyzing themes, character motivations, and the playwright's socio-political commentary.

Problem Identification:

The first step in applying the problem-solving method to "Deshe -Bideshe" involves identifying the central issues and conflicts within the Novel. Students are encouraged to pinpoint the societal norms and expectations that restrict the characters, particularly the Indian writer, Ahmad Ali,Ramjan khan,Histiry professor khodabox,old driver sarder jee so many simple and also funy chorecter, shows the actual socio,political picture of Afganisthan. Themes such as foreghn traveling 19th-century society emerge as prominent areas of exploration.

Analysis and Evaluation:

Once the problems are identified, students employ critical analysis to evaluate the implications of these issues on the characters' lives and their behaaviour, frindship nature,relationships. They delve into the motivations driving sarder jee's speech, of experiences about afgan live, and the comparetively description by writer.Through close reading and textual analysis, students gain insight into mujtaba Ali's actual views about afgan society.

Solution Generation:

In this stage, students brainstorm potential solutions to the problems presented in the novel. They consider alternative courses chorecter of sarder jee and others, examining the feasibility and consequences of each choice. Moreover, students explore the different between Indian and afgan socie echonomic face,their thought,their religious thoght their family reletionship, which is not seen today in our society, . By envisioning alternative
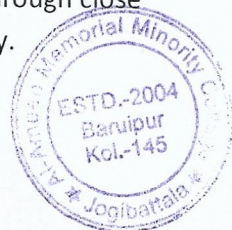
narratives and outcomes, students engage in creative thinking and empathetic understanding of the novel's actual views.

Implementation and Reflection:

The final stage involves reflecting on the implications of the problem-solving process and its application to real-world contexts. Students analyze how the lessons learned from "Deshe -Bideshe" can inform their understanding of contemporary issues related to local clour of afgan,their hardy rocky life, simplicity, fruendfull behaviour, un healthy but funy life style charmed the writer. Moreover, they reflect on the relevance ofmujtaba Ali's critique in the context of their own lives and society at large, fostering a deeper appreciation for the enduring themes of the novel.

Conclusion:

By applying the problem-solving method to Saiyed Mujtaba Ali's "Deshe-Bideshe ," 6th-semester students of Bengali Honors under Calcutta University can engage with the text in a meaningful and transformative manner. Through critical analysis, creative thinking, and reflection, students develop a nuanced understanding of the novels themes and their relevance to contemporary socio-cultural discourse. This interdisciplinary approach not only enriches students' literary studies but also equips them with valuable skills for addressing complex issues in their personal and professional lives.

Abdul Ali khan.

roblem Solving Method Applied to"Michel Madhusudan Dutta's Bur Shaliker Ghanre Roa'
"

Al Ameen Memorial Minority College.

Jogibattala,Baruipur,kol-154.

This paper is a problem-solving method to analyze Michel Madhusudan Dutta's renowned furce "Bur Shaliker Ghanre Roa" within the curriculum of the 6th-semester students pursuing Bengali Honors under the University of Calcutta. Through the lens of problem-solving techniques, this study delves into the socio-cultural issues and behavioural problems of an oldman named Bhaktaprasad who always searching for lady and abuse them. structure,language,localculture depicted in the furce' the characters' Bhaktoprasad and his assistant Gaddhar(Gada),punti,Hanif Gazi,Fatema,panchi,Bhogi and the other village chorecter is drawn by dramatist which he had already faced. By employing critical thinking and analytical skills, students can uncover deeper meanings and implications embedded in the narrative, thereby enhancing their understanding of the text and its relevance to contemporary society.

Introduction:

Madhusudan's "Bur Shaliker Ghanre Roa " is a seminal work in the realm of furce ' known for its exploration of roles as a narrater... By applying problem-solving methods, students can dissect the intricacies of the Drama, unraveling the underlying problems faced by the description and nature of old Bhakta prasadcharacters and the society they inhabit. Through this approach, students can engage with the text on a deeper level, analyzing themes, character motivations, and the playwright's socio-political commentary.

Problem Identification:

The first step in applying the problem-solving method to "Bur Shaliker Ghanre Roa" involves identifying the central issues and conflicts within the drama Students are encouraged to pinpoint the societal norms and expectations that restrict the characters, particularly the Old BhaktaPrasad,Bachaspati,,Hanif, Fatema,puti, so many simple and also funy chorecter, shows the actual socio, echonomic picture of   bengal. Themes such as   19th-century society emerge as prominent areas of exploration.

Analysis and Evaluation:

Once the problems are identified, students employ critical analysis to evaluate the implications of these issues on the characters' lives and their behaaviour, mal practice of life, Bad influence ofBhaktoprasads 'nature,.They delve into   of experience comparetively description by dramatist.Through ciose reading and textual analysis, students gain insight into Madhusudan's actual views about society.

Solution Generation:

In this stage, students brainstorm potential solutions to the problems presented in the drama. They consider alternative courses chorecter of Bhaktoprasad and others, examining the feasibility and consequences of each

hoice. Moreover, students explore the different between Good and bad chorrecter of a man, social in justice which is unexpected.. By envisioning alternative narratives and outcomes, students engage in creative thinking and empathetic understanding of the drama's actual views.

Implementation and Reflection:

The final stage involves reflecting on the implications of the problem-solving process and its application to real-world contexts. Students analyze how the lessons learned from "Bur Shaliker Ghanre Roa" can inform their understanding of contemporary issues related to local clour of bengal, their critical thinking about womens , Moreover, they reflect on the relevance of madhusudan's critique in the context of their own lives and society at large, fostering a deeper appreciation for the enduring themes of the drama.

Conclusion:

By applying the problem-solving method to Michel Madhusudan Dutta's "Bur Shaliker Ghanre Roa ," 6th-semester students of Bengali Honors under Calcutta University can engage with the text in a meaningful and transformative manner. Through critical analysis, creative thinking, and reflection, students develop a nuanced understanding of the novels themes and their relevance to contemporary socio-cultural discourse. This interdisciplinary approach not only enriches students' literary studies but also equips them with valuable skills for addressing complex issues in their personal and professional lives.

Al Ameen Memorial Minority College

Department of History and Islamic History & Culture

Problem solving method

Identify the problem: The Quit India Movement

Analyse the Situation:

The Quit India Movement of 1942 was a pivotal moment in India's struggle for independence from British colonial rule. The problem it sought to address was the continued subjugation of the Indian people under British authority and the denial of their fundamental rights and freedoms. The movement aimed to mobilize Indians across all walks of life to demand an end to British rule and the establishment of a sovereign nation.

Generate Solution:

Leaders of the movement, including Mahatma Gandhi, Jawaharlal Nehru, and others, encouraged mass civil disobedience and nonviolent resistance to British rule. This involved boycotts of British goods, refusal to cooperate with British authorities, and peaceful protests.

The movement sought to unite Indians across religious, caste, and regional lines, emphasizing the shared goal of independence and the need for solidarity in the face of colonial oppression. This inclusivity helped to strengthen the movement and amplify its message.

The Quit India Movement utilized various forms of communication and propaganda to spread awareness about the injustices of British rule and to galvanize public support. Newspapers, pamphlets, speeches, and slogans played a crucial role in mobilizing the masses and garnering international attention for India's struggle for freedom.

The movement recognized the importance of international support and sought to leverage global sympathy for India's cause. Indian leaders reached out to other nations, particularly those fighting against fascist regimes during World War II, to garner support for India's independence struggle.

Select the best solution:

One effective solution for students to better understand the Quit India Movement is through a combination of multimedia resources and interactive learning experiences. This could involve incorporating documentaries, historical footage, and visual presentations to provide a comprehensive overview of the movement. Additionally, organizing debates, role-playing activities, and discussions can help students engage actively with the material, encouraging critical thinking and deeper comprehension. Furthermore, field trips to relevant historical sites or museums, supplemented by guest lectures from experts in Indian history, can offer firsthand experiences and diverse perspectives, enriching students' understanding of the complexities surrounding the Quit India Movement. Finally, integrating primary sources such as speeches, letters, and newspaper articles allows students to explore different viewpoints and develop analytical skills while connecting with the lived experiences of individuals during that period.

Implement the solution:

Implementing the solution to the problem of British colonial rule during the Quit India Movement involves a few simple steps that everyone can take part in:

1. Boycott British goods: Choose not to buy products made by British companies. Instead, support locally made goods and products from Indian-owned businesses.

2. Refuse to cooperate with British authorities: Don't follow unfair laws or orders from British officials. Peacefully resist their control by not participating in activities that support their rule.

3. Join peaceful protests: Take part in rallies, marches, and gatherings organized to demand independence. Use your voice to speak out against British rule and show solidarity with others who want freedom.

4. Spread awareness: Talk to your friends, family, and community members about the injustices of British rule and the importance of independence. Share information through conversations, social media, or simple posters and flyers.

5. Stay united: Regardless of differences in religion, caste, or region, come together with others who share the same goal of independence. Unity is key to making the movement stronger and more effective.

6. Seek support from other countries: Reach out to nations that understand the importance of freedom and democracy. Ask for their help in putting pressure on the British government to grant independence to India.

Al-Ameen Memorial Minority College

Department of History and Islamic History & Culture

Problem solving method

Akbar's land revenue system

1. Identification of the problem: The Mughal Empire faced significant challenges in collecting revenue from its vast agricultural lands efficiently and fairly. The existing revenue systems were often prone to corruption, exploitation of peasants, and inefficiency, leading to discontent among the population.

2. Analysis of the problem: Akbar inherited a complex revenue system known as the zabt system, which was based on fixed assessments of land revenue and relied heavily on local officials to collect taxes from peasants. However, this system was often exploitative and led to economic hardship for peasants, as they were forced to pay taxes even in times of crop failure.

3. Generation of solutions: Akbar introduced several reforms to address the shortcomings of the existing revenue system and ensure fair and efficient taxation. One of the most significant reforms was the introduction of the Dahsala system, also known as the Todar Mal Bandobast, named after his finance minister Todar Mal. Under this system, land revenue was assessed based on the quality and productivity of the land, which was surveyed and measured accurately.

4. Implementation of solutions: Akbar appointed capable administrators like Todar Mal to implement the new revenue system effectively. Land surveys were conducted to assess the productivity of agricultural lands, and revenue rates were fixed accordingly. The revenue administration was centralized to reduce corruption and ensure accountability.

5. Evaluation of outcomes: Akbar's land revenue reforms led to a more equitable and efficient taxation system. The Dahsala system helped increase revenue collection while reducing the burden on peasants by basing taxes on actual land productivity. This, in turn, promoted agricultural productivity and economic prosperity in the empire. Additionally, the centralization of revenue administration helped curb corruption and ensure transparency in tax collection.

By analyzing Akbar's land revenue system through this method, one can understand how his innovative reforms addressed the challenges of revenue collection and contributed to the economic stability and prosperity of the Mughal Empire.

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Problem Solving Method

Topic Name:The Rise of British Power in India.

Identifying the Problem:The rise of British power in India brought about numerous problems, including exploitation of resources, cultural suppression, economic disparity, and political oppression. The British East India Company initially arrived for trade but gradually expanded its control over Indian territories, leading to significant socio-economic and political consequences.

Issues:

Economic Exploitation: The British exploited India's resources for their own gain, leading to economic hardships for local populations.
Cultural Suppression: British policies undermined Indian culture, traditions, and languages, imposing Western ideals and education systems.
Political Oppression: Indians faced severe political repression under British rule, with limited representation and civil liberties.
Socio-economic Disparity: The British implemented policies favoring the elite and exacerbating social inequalities among Indians.
Analyzing the Situation:
The British dominance in India stemmed from a combination of military superiority, diplomatic manipulation, and economic coercion. The colonial administration systematically dismantled local governance structures and exploited internal divisions to maintain control.

Generating Solutions:

Economic Reform: Implement fair trade practices and equitable resource distribution to benefit Indian communities.
Cultural Preservation: Promote Indian languages, traditions, and education systems alongside Western ones to preserve cultural identity.
Political Empowerment: Establish representative governance structures allowing Indians to participate in decision-making processes.
Socio-economic Development: Invest in infrastructure, healthcare, and education to uplift marginalized communities and reduce inequality.
Selecting the Best Solution:
Political Empowerment emerges as the most crucial solution, as it addresses the root cause of British dominance by granting Indians agency and representation in governance.

Implementation of the Solution:

Establishing representative institutions at local, regional, and national levels.
Enacting laws to protect civil liberties and ensure fair electoral processes.
Promoting political education and awareness campaigns to empower citizens.
Collaborating with Indian leaders and organizations to implement reforms effectively.
By implementing political empowerment measures, India can gradually reclaim its sovereignty and counter British dominance, paving the way for self-governance and independence.

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Department of History, Islamic History and Culture

Problem Solving Method

Topic Name:People's Republic of China.

Identify the Problem :People's Republic of China

Identifying the problems and issues facing the People's Republic of China involves considering various aspects such as political, economic, social, and environmental factors. Some key issues include:

Political Control and Human Rights: The Chinese government's tight grip on political power and suppression of dissent raise concerns about human rights violations, censorship, and lack of political freedoms.

Economic Challenges: Despite rapid economic growth, China faces challenges such as income inequality, overreliance on exports, mounting debt levels, and structural imbalances between its urban and rural areas.

Environmental Degradation: Pollution, deforestation, and water scarcity pose significant environmental challenges, impacting public health, food security, and sustainable development efforts.

Demographic Shift: China's aging population and gender imbalance resulting from the one-child policy could strain the healthcare system and lead to labor shortages, affecting economic productivity and social stability.

Geopolitical Tensions: China's assertive foreign policy, territorial disputes, and rivalry with the United States and other countries raise geopolitical tensions and concerns about regional stability.

Technological and Innovation Gap: While China has made significant strides in technology and innovation, it still faces challenges related to intellectual property theft, lack of indigenous innovation, and concerns about data privacy and cybersecurity.

Addressing these issues requires comprehensive reforms, including greater transparency, rule of law, environmental protection measures, social welfare enhancements, and efforts to promote inclusive economic growth and innovation.

Analyse the Situation: This involves thoroughly understanding the problem, its causes, and its impact. It may involve gathering data, consulting experts, and assessing various perspectives.

Generating Solutions: Once the problem is understood, brainstorming sessions or other methods are used to generate potential solutions. Creativity and diverse viewpoints are encouraged during this stage.

Selecting the Best Solution: After generating a list of potential solutions, criteria are established to evaluate each option. The best solution is selected based on factors such as feasibility, effectiveness, cost, and potential consequences.

Implementing the Solution: Once the best solution is identified, a plan is developed to implement it. This may involve allocating resources, coordinating efforts, and overcoming any obstacles that arise during the implementation process.

Throughout this process, collaboration and consultation with relevant stakeholders are often emphasized in China's problem-solving approach. Additionally, continuous evaluation and adjustment may be necessary to ensure the chosen solution remains effective over time.

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Jogibattala,Baruipur,kol 700145

Department of History

Initiative for effective curriculum delivery

The processes involve in curriculum delivery are teaching, learning support, advise, guidance, interaction, Mentorship participative and collaborative learning. Along with this cultivation of reasoning skills, feedback, assessment and counselling are also varied processes involved in curriculum delivery.

Selecting contract and designing appropriate instructional strategies for the Students

1)Teaching plan,

2) Lesson plan,

3)Identity and initiative for slow and advanced learners,

,a) I have given notes to the students on various aspect of study.

b) I took the Class test to the students

c) I have given various suggestions on the topic to the students.

d) I took the students unit te

e) Class interaction,

f) I did the class Mock test,

g) I did the class discussion

6) Regular monitoring of students,

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Department of Islamic History and Culture

Semester : 4

Paper : CC-8

Problem solving method

Identify the problem : Bhakti Movements and It's impact in society

The Bhakti movement, which emerged around the 7th to 10th centuries in India, emphasized devotion (bhakti) to a personal god, transcending caste and ritualistic barriers. Prominent Bhakti saints like Kabir, Ravidas, and Mirabai spread their teachings through vernacular languages, making spirituality accessible to all. This egalitarian approach challenged the rigid caste system and orthodox Brahmanical practices, advocating for social equality and individual salvation. The movement fostered a sense of unity among diverse communities, cutting across regional and religious divides. Its impact resonated in literature, music, and art, enriching Indian culture. Moreover, it laid the groundwork for social reform movements, inspiring future leaders like Mahatma Gandhi in their quest for social justice and religious harmony.

Analyse the Situation

The Bhakti movement in Indian society is viewed from various perspectives. Historically, it challenged the Brahmanical orthodoxy by advocating direct devotion to a personal god, transcending caste barriers. Some see it as a spiritual renaissance, revitalizing Hinduism by emphasizing individual experience over ritualistic practices. However, from a sociopolitical angle, it's seen as a form of dissent against the hierarchical social structure, promoting social equality and inclusivity.

Furthermore, the Bhakti movement inspired cultural transformation, with saints like Kabir and Mirabai contributing to literature, music, and art, enriching Indian culture. However, critics argue that the movement didn't completely eradicate caste discrimination and was appropriated by the upper castes, diluting its radical potential.

Nonetheless, the Bhakti movement left a lasting impact on Indian society. It fostered a sense of unity among diverse communities and laid the foundation for future social reform movements. Its egalitarian ethos influenced leaders like Mahatma Gandhi, who drew upon its principles of nonviolence and inclusivity in the struggle for independence and social justice.

Usman Ali Laskar

General solution

The Bhakti movements in India, spanning from the 7th to 17th centuries, emphasized devotion to a personal deity rather than ritualistic practices. They cut across caste and class barriers, promoting spiritual equality. This led to social reform, eroding caste-based discrimination, and fostering a sense of unity among diverse communities. Bhakti literature also enriched Indian culture, influencing art, music, and literature.

Select the best solution

The Bhakti movements in India, advocated for devotion to a personal deity over rigid ritualism. They transcended caste and class divisions, promoting spiritual equality and social reform. These movements fostered a sense of unity among diverse communities, eroding caste-based discrimination. Additionally, Bhakti literature enriched Indian culture, influencing art, music, and literature, leaving a profound and lasting impact on society.

Impact the solution

The students will learn about the progress of making a fosrered sense of unity among diverse communities. The Bhakti movements in India challenged caste barriers, fostering spiritual equality and social reform. They promoted devotion to a personal deity over ritualistic practices, uniting diverse communities. This led to a cultural renaissance, influencing art, music, and literature, and leaving a profound and lasting impact on Indian society.

Outcome of the topic

The Bhakti movements in India resulted in spiritual equality, social cohesion, and cultural enrichment, profoundly shaping Indian society by eradicating caste barriers and fostering unity among diverse communities.

Al Ameen Memorial Minority College

Jogibattala, Baruipur, Kolkata-145

Department of Islamic History and Culture

Semester : 6

Paper : CC-13

Problem solving method

Identify the problem : Bakhtiyar Khalji's conquest of Bengal and It's effects.

Bakhtiyar Khalji's conquest of Bengal in the early 13th century marked a significant turning point in Indian history. Employing swift military tactics, Khalji overran the powerful Sena dynasty, seizing control of Bengal and Bihar. His conquest led to the establishment of Muslim rule in the region, introducing Islam to Bengal and fostering cultural exchange. The effects were profound and enduring, shaping Bengal's socio-political landscape. Muslim rulers introduced Persian administrative practices, influencing governance and commerce. Additionally, Bengal became a center for Islamic scholarship and Sufi mysticism, contributing to the region's religious and intellectual diversity. However, Khalji 's conquest also brought about socio-economic changes, including the introduction of new land revenue systems and the integration of Bengal into wider trade networks, stimulating economic growth but also exacerbating social inequalities.

Analysis the situation

Bakhtiyar Khalji's conquest of Bengal in the 13th century is viewed differently from various perspectives. From a historical lens, it marked the end of the Sena dynasty's rule and the beginning of Muslim dominance in the region. Some see it as a significant turning point in the spread of Islam in the Indian subcontinent. However, from a Bengali perspective, it represents a period of oppression and cultural upheaval, as many temples were destroyed and the local population faced religious persecution. Economically, it led to the integration of Bengal into the Delhi Sultanate, facilitating trade and administration but also contributing to exploitation and taxation. Overall, Bakhtiyar Khalji's conquest of Bengal had far-reaching effects, shaping the region's history, culture, and socio-economic landscape for centuries to come.

General solution

Bakhtiyar Khalji's conquest of Bengal spurred the spread of Islam in the region, altering its cultural and religious landscape. It integrated Bengal into the Delhi Sultanate, fostering trade and administration. However, it also led to the destruction of Hindu temples and persecution of the local population,

causing long-term socio-cultural ramifications. The conquest's effects highlight the complex interplay between religion, power, and governance in shaping the history of the Indian subcontinent.

Select the best solution

Bakhtiyar Khalji's conquest of Bengal, while facilitating integration into the Delhi Sultanate and fostering trade, also resulted in the destruction of Hindu temples and persecution of the local population. Solutions should focus on promoting religious tolerance, preserving cultural heritage, and fostering inclusive governance to address the historical grievances and ensure harmonious coexistence among diverse communities in the region.

Implement the solution

The students will able to understand about the Bakhtiyar Khalji's conquest of Bengal and It's significance in Indian history. The consequences of Bakhtiyar Khalji's conquest of Bengal, initiatives promoting religious tolerance should be implemented, coupled with efforts to preserve cultural heritage. Inclusive governance structures must be established to address historical grievances and ensure equitable representation. Economic development programs should prioritize inclusive growth and equitable distribution of resources, fostering social cohesion and harmony among diverse communities affected by the conquest's impact.

Outcome of the topic

Bakhtiyar Khalji's conquest of Bengal in 1204 resulted in the establishment of Muslim rule in the region, marking a significant shift in its socio-political landscape. The conquest led to the spread of Islam, integration of Bengal into the Delhi Sultanate, and facilitated trade and cultural exchanges, shaping Bengal's history for centuries.

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Problem Solving Method

Identify the problem

Students are left with a question mark as to whether Akbar was able to complete the Mughal campaign in Bengal during his reign. The subject of Akbar's Bengal expedition is unknown to the students and they lack a prior understanding of its context.

Analyse the situation

There are different quality students in the class so they don't know everything about the topic. For example, who was Suleiman Karrani, who was Humayun defeated by Shershah in any battle, who were the twelve Bhuiyans, when was the battle of Rajmahal fought between whom, etc.

Besides, what was the reason for Akbar's victory in Bengal?

Generate solution

Akbar's aim was to establish a single empire in the whole of India.

For that purpose he concentrated on conquering one kingdom after another so the conquest of Bengal was part of his imperial policy.

2.

Akbar's father Humayun had once occupied Bengal and after the war of Chausa occupied Bengal along with Sher, he considered it his duty to restore the kingdom of Pitta.

3.The Mughals defeated the Afghans and seized power in India.Hence there was a fear that the Afghans would engage in a struggle against the Mughal powers at the opportunity due to former enmity.

Bengali Bihar Orissa's powerful Afghan kingdom was likely to pose a threat to the Mughals at any time.

For this reason, Akbar considered it an urgent task to eliminate the Afghan power by conquering the Karrani kingdom.

Generate Solution

Suleiman Kar Rani was the ruler of Bihar during the reign of Sher Shah.

After the fall of the Sur dynasty he enjoyed independence and established his dominions in Bengal and Orissa.He shifted his capital from Gaur to Tanda.In 1568 he made a verbal submission to Akbar and began to enjoy autonomy.After his death in 1572 AD, his son Daud Kadani or Daud Khan rejected Mughal authority and declared himself the independent Sultan of Bengal.Delivered sermons in his own name and issued coins.

Not only this, Akbar's Gujarat expeditions and engagements also captured the eastern border of his kingdom, the authentic Zamaniya Durgati of the Mughals.

As a result, it became inevitable to send an expedition to Bengal after the Gujarat expedition.

.Veteran commander Munim Khan was sent to subdue Dawood Kar Rani.Akbar himself advanced towards Patna.And he captured Hajipur and Patna and returned to Agra in 1574 AD.

Then the Mughal forces occupied Munger Bhagalpur one by one.Daud Khan took refuge in Orissa.Finally, in 1575 AD, the two sides clashed in the village of Trakhay near Datan in present Medanipur.And in this conflict Dawood Karrani was defeated.Mughal rule was temporarily established in Bengal.Munin Khan was appointed governor of the nascent province.Manim Khan shifted the capital from Tandai to Sedi.After his death in the middle, Daud Karrani tried to recover Bengali Bihar.But he was defeated and killed in the battle of Rajmahal.

Even after the death of Dawood, the Afghan heroes kept their independence intact in various parts of Bengal.Moreover, in the eastern part of Bengal, several Hindu-Muslim zamindars were practically ruling independently. 12 of these zamindars took a very active role in the Mughal opposition and were known as Baro Bhuiyans.Mansingh was appointed Subadar of Bengal in 1592

AD.After a long struggle, he was able to suppress these rebellious landlords in the early 17th century.In 1592 AD, Singha conquered Orissa.Thus Bengal Bihar Orissa Mughal rule was established

Implement the solution

By arranging a seminar from the history department, the students' knowledge about this subject will increase.

Evaluate the out come

They should be evaluated on the basis of topic discussed class test mock test workshop or seminar

Al Ameen Memorial Minority College

Department of History (Hon's)

Semester : 5

Paper : CC-11

Problem Solving Method

Identify the Problem : Continental System of Napoleon Bonaparte

The Continental System was a complex economic and political strategy implemented by Napoleon Bonaparte between 1806 and 1814. Its primary goal was to undermine Britain's economy and force it into submission by cutting off its trade routes with continental Europe.

Napoleon aimed to achieve this by imposing a blockade on British trade through a series of decrees that forbade European countries under his control from trading with Britain. The system relied on the cooperation of allied and conquered nations, enforcing strict trade restrictions and tariffs against British goods.

The Continental System of Napoleon Bonaparte was its inability to effectively cripple Britain's economy. Despite imposing strict trade restrictions and tariffs on British goods, smuggling became rampant, undermining the blockade's efficacy. Additionally, the system exacerbated economic hardships for European nations subjected to the blockade, leading to shortages of goods and loss of revenue. It also strained diplomatic relations with neutral countries like Portugal and fueled resistance movements in occupied territories, ultimately contributing to Napoleon's military setbacks and the erosion of his power in Europe.

Analyse the Situation

The Continental System, implemented by Napoleon Bonaparte, evokes various perspectives depending on one's position and historical context. From Napoleon's viewpoint, the system was a strategic masterstroke aimed at weakening Britain, his primary adversary, by isolating it economically from continental Europe. He saw it as a means to exert control over trade routes, boost domestic industries, and assert French dominance over the continent. Additionally, Napoleon believed that by enforcing the blockade, he could pressure Britain into negotiating peace on his terms.

Conversely, from the perspective of the countries subjected to the Continental System, it represented an infringement on their sovereignty and economic autonomy. Many nations resented Napoleon's attempts to dictate their trade policies and suffered from the resulting economic hardships, including shortages of goods and loss of revenue. This perspective is evident in the resistance movements that emerged in countries like Portugal and Spain, where populations revolted against French occupation and the imposition of the blockade.

Furthermore, from the British perspective, the Continental System was a challenge to their economic hegemony and maritime supremacy. While it initially disrupted British trade, it also

spurred innovation and adaptation, leading to the growth of new markets and industries outside of Europe.

Overall, the Continental System elicited diverse viewpoints ranging from strategic necessity to economic hardship and resistance, highlighting the complexities of its impact on different nations and actors involved.

General Solution

Students learn about Napoleon Bonaparte's Continental System to understand its significance in European history. They explore its aims, including weakening Britain economically, asserting French dominance, and controlling trade routes. They analyze its impact on various European nations, such as economic hardships, resistance movements, and diplomatic tensions. Students also examine its role in shaping global trade dynamics and the eventual decline of Napoleon's empire. Overall, studying the Continental System provides insights into the complexities of political, economic, and military strategies during the Napoleonic era and their repercussions on European and world history.

Some students may question the effectiveness and sustainability of Napoleon's Continental System, considering its failure to achieve its primary objective of crippling Britain's economy. They may also critique its impact on the economies of European nations subjected to the blockade, highlighting the widespread smuggling and economic hardships experienced by civilians. Additionally, students may question the legitimacy of Napoleon's attempt to dictate trade policies to sovereign states and analyze the long-term consequences of the system on European diplomatic relations and resistance movements. Overall, these critical perspectives prompt students to examine the complexities and shortcomings of Napoleon's economic warfare strategy.

From a practical standpoint, historians analyze the Continental System of Napoleon Bonaparte through various lenses. Economically, they assess its impact on trade flows, domestic industries, and the emergence of smuggling networks. Militarily, they examine its role in shaping conflicts such as the Peninsular War and its effect on Napoleon's military resources. Politically, analysts scrutinize its implications for European alliances and diplomatic relations. Socially, they explore its consequences on civilian populations, including economic hardships and resistance movements. Through these multifaceted analyses, historians gain insights into the system's strengths, weaknesses, and broader implications for Napoleonic Europe and its subsequent historical developments.

Best Solution

The Continental System of Napoleon Bonaparte would have been to pursue diplomatic negotiations with Britain to resolve conflicts without resorting to economic warfare. By addressing grievances through diplomacy and compromise, it could have potentially averted the need for the blockade and its detrimental consequences on European economies and populations.

Implement the Solution

The Continental System of Napoleon Bonaparte would have involved engaging in diplomatic negotiations with Britain to address grievances and resolve conflicts peacefully. Additionally, adopting more flexible trade policies within European nations could have alleviated economic hardships and reduced the need for a strict blockade. Encouraging economic diversification and

innovation would have made countries less reliant on international trade routes, enhancing their resilience to external disruptions like the Continental System.

In personal life, the concept of the Continental System can be applied metaphorically to illustrate the idea of imposing boundaries or restrictions to achieve specific goals. For example, individuals might implement their own "continental system" by cutting off unhealthy habits or negative influences in their lives to improve their well-being. This could involve setting boundaries with toxic relationships, limiting exposure to harmful substances, or adopting strict routines to pursue personal goals effectively.

Al Ameen Memorial Minority College

Department of History (Hon's)

Semester : 6

Paper : 14

Problem Solving Method

Identify the Problem : Cold War and its Impact in World

The Cold War emerged after World War II, primarily between the United States and the Soviet Union, fueled by ideological, political, and economic differences. It led to a global power struggle, characterized by espionage, proxy wars, and the arms race. Dividing the world into capitalist and communist spheres, it heightened international tensions and reshaped geopolitics. The nuclear arms race instilled fear of mutually assured destruction, while proxy conflicts in Korea, Vietnam, and elsewhere resulted in widespread suffering and geopolitical realignments.

The Cold War presented numerous challenges, including heightened global tensions, proxy conflicts leading to loss of life and destabilization, massive military expenditures draining resources, ideological divisions hindering international cooperation, and a constant fear of nuclear annihilation. These problems exacerbated geopolitical instability, impeded diplomatic efforts, and shaped the course of international relations for decades.

Analyse the Situation

The Cold War originated primarily from ideological differences and geopolitical tensions between the United States and the Soviet Union after World War II. The contrasting political systems of capitalism and communism, along with competing spheres of influence, fueled mistrust and rivalry. Key events such as the division of Germany, the formation of NATO and the Warsaw Pact, and the Cuban Missile Crisis heightened tensions.

The impact of the Cold War was profound and far-reaching. It led to the arms race, characterized by the development of nuclear weapons and the proliferation of military alliances. The world became polarized into two blocs, leading to proxy wars and interventions in various regions, such as Korea, Vietnam, and Afghanistan. The space race emerged as a symbol of technological and ideological superiority.

Economically, the Cold War spurred competition in science, technology, and industry, driving innovation but also diverting resources away from social welfare programs. Domestically, it led to the growth of the military-industrial complex and heightened surveillance and censorship.

Overall, the Cold War shaped the geopolitical landscape of the 20th century, influencing international relations, security policies, and global power dynamics. Its legacy continues to resonate in contemporary geopolitics.

Students often pose challenging questions about the Cold War's origins, impacts, and lasting effects. To address these, educators encourage critical thinking by fostering research, debate, and analysis of
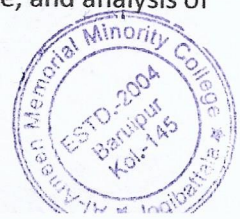
primary sources. By providing historical context and facilitating open dialogue, teachers help students develop nuanced understandings of complex issues. They promote empathy for diverse viewpoints and encourage students to draw connections between past events and contemporary issues. Through these approaches, students gain valuable skills in navigating complex historical topics and develop a deeper appreciation for the complexities of international relations and their impacts on the world.

General Solution

The Cold War's roots lie in ideological divergence and power competition between the United States and the Soviet Union post-World War II. This ideological conflict, compounded by geopolitical ambitions and mistrust, fueled a global standoff characterized by arms races, proxy conflicts, and diplomatic maneuvering. The division of Europe, formation of military alliances, and nuclear brinkmanship defined this era. Economically, it spurred technological advancements but diverted resources from social programs. The Cold War's enduring legacy includes a bipolar world order, ongoing regional tensions, and the persistence of nuclear proliferation, significantly shaping international relations and global security strategies.

Select the best solution

The Cold War's genesis lies in ideological disparities and geopolitical rivalries post-World War II between the United States and the Soviet Union. This ideological dichotomy, coupled with geopolitical ambitions and mutual mistrust, ignited a global confrontation marked by arms races, proxy conflicts, and diplomatic maneuvering. The division of Europe, formation of military alliances, and nuclear brinkmanship defined this era. Economically, it propelled technological progress but diverted resources from social welfare. The Cold War's legacy persists through a bipolar world order, ongoing regional tensions, and the persistent threat of nuclear proliferation, significantly shaping global diplomacy and security strategies.

Implement the Solution

The students will understand about the cold war and It's impact in world. Implementing a solution for the origin and impact of the Cold War involves fostering dialogue and cooperation between former adversaries, promoting reconciliation and mutual understanding. This includes diplomatic efforts to address historical grievances, establish trust-building measures, and promote transparency in military activities. Economic initiatives aimed at promoting development and reducing inequalities can mitigate the legacy of the Cold War. Additionally, promoting disarmament and non-proliferation efforts while addressing regional conflicts and promoting multilateral cooperation can help prevent the resurgence of Cold War dynamics and foster a more peaceful and stable global environment.

The Cold War and its impact on the world can be applied in personal life by promoting understanding, communication, and cooperation in relationships. Just as nations sought to avoid conflict through dialogue and diplomacy, individuals can prioritize communication and empathy to resolve conflicts and build stronger connections. Additionally, valuing cooperation over competition, embracing diversity, and working towards common goals can foster harmony and prevent unnecessary tensions, mirroring efforts to mitigate the effects of the Cold War on a personal level.
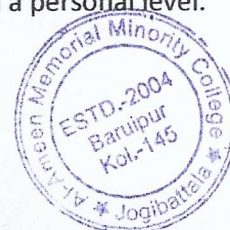
Al Ameen Memorial Minority College

Problem Solving Method

Identify the problem

Elements of Early Medieval History.What is the material of history?What are the elements of history?We can talk about the material of history of any period other than the material of early medieval history.

Analyse the situation

What is Literary Material?What are the literary elements divided into and what?What do you mean by purana?What is Smriti Shastra?What do you mean by biographical text?What is a local legend?What do you mean by foreign literature?

Generate solution

Indian history can be divided into three eras.

1.The Ancient Age is (from the Stone Age to 1206 AD).

2.Middle Ages (from 1206 to 1857 AD).

3. Modern era is (from 1857 to 1964 AD or present time)

The Early Middle Ages refers to the period from the 5th century to the 11th century AD.

Early medieval historical material can be divided into inscriptions coins and literature etc.

Inscription

Inscription is divided into two parts-Government and Private.From both types of inscriptions we can learn about the political, social, economic, religious and cultural history of the respective period.

Official Inscriptions generally refer to Royal Inscriptions and Tamprashasana or land deeds.The inscriptions mention the king's name, military activities, conquest of the kingdom, nature of reformation.Examples include the Allahabad prasthi by Samudragupta's sabha poet Hari Sen and the Aihole prasathis by Chalukraj Pulakesi II's sabha poet.There are some notable inscriptions in the early Middle Ages Devapal's Munger Tamprasana First Sur Phala's Mirzapur Tamprasana Third

Vigraha Pal's Amgachi Tamprasana From the tamprashasanas, the name of the person who donated the land or village, the name of the donor, the name of the donee, the details of the land or village given, the purpose of the donation, the main utterance, the information regarding the land irrigation system.

literature

The main two parts of literary material are native literature and foreign literature.Ancient Smriti Shastra biographies, local anecdotes, astronomy and science books are notable among the native literature.Foreign literature refers to the accounts of foreign tourists who visited India during the early medieval period. The contribution of Puranas to the formation of socio-social and cultural history in the early Middle Ages is outstanding.Out of total 18 Puranas Agni Purana Bhagavata Purana Bhavishya Purana Brahma Purana Brahmand Purana Varnavaivarta Purana Vishnu Dharmapurana Linga Purana Padma Purana , Skanda Purana etc.

Ballal Sen's Dansagar Bhavadev Bhatt's Atonement Variation in Smriti sastra.

Banbhatta's Harshacharita Sandhyakanandi Ramcharita is among the biographical texts.Hiuen Tsang's account and It

Sing's account among foreign tourists Besides, the details of Abu Rayhan Al Beroni are important.

Select the best solution

Students will gain an understanding of various elements of history.The student will be able to differentiate between domestic and foreign literature.They will know the names of various kings and their genealogy.They will learn about coins of different eras.

Implement the solution

The knowledge of students can be further enhanced by arranging a seminar from the history department. Moreover, students can be made more interested in their studies through group discussion in the class.

evaluate the out come

Class tests can be encouraged through mock tests and seminars among the students on the topics covered

Al-Ameen Memorial Minority College

Department of History and Islamic History & Culture

Problem solving method

Partition of Bengal (1905)

1. Identification of the problem: The problem was the administrative decision by the British government to partition the Bengal province, dividing it into two separate entities, Bengal and Eastern Bengal and Assam. This decision was met with widespread opposition and agitation from various sections of society.

2. Analysis of the problem: The decision to partition Bengal was driven by administrative convenience, but it had significant political, economic, and social implications. It was seen as a strategy by the British to weaken the growing nationalist movement in Bengal by dividing the province along religious lines.

3. Generation of solutions: Various solutions could have been considered to address the concerns raised by the partition. These might have included maintaining Bengal's administrative integrity while addressing administrative challenges through alternative means, such as decentralization or administrative reforms.

4. Implementation of solutions: Alternative proposals or reforms could have been discussed and implemented through consultation with various stakeholders, including political leaders, community representatives, and administrative experts. However, the British government proceeded with the partition despite widespread opposition.

5. Evaluation of outcomes: The partition of Bengal led to significant unrest and protests, including the Swadeshi Movement and the Boycott Movement, which greatly impacted British rule in India. Eventually, due to the mounting pressure and unrest, the British government revoked the partition in 1911, though Bengal was not reunited in its original form.

By analyzing the Partition of Bengal through this method, one can understand the complexities involved and the potential alternatives that could have been explored to address the underlying issues and concerns raised by the decision.

Hosneara Khatoon

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Department of History and Islamic History & Culture

Problem solving method

Identify the problem: First Battle of Panipat

The First Battle of Panipat, fought in 1526, marked a pivotal moment in Indian history, shaping the course of the subcontinent for centuries to come. Analysing this historical event through a problem-solving lens involves identifying key challenges faced by the parties involved and proposing appropriate solutions.

Analyse the situation:

1)The question of military strategy and tactics. Babur, leading the Mughal forces, faced the formidable Lodi Sultanate army, which outnumbered his own troops. To address this challenge, Babur leveraged his superior artillery and employed innovative tactics, such as the use of a crescent-shaped formation to counter the Lodi cavalry charges. Conversely, the Lodi Sultanate, while possessing numerical superiority, lacked cohesive strategy and fell victim to internal divisions, contributing to their defeat.

2)The complex socio-political landscape of 16th-century India, characterized by competing regional powers vying for dominance. Babur's invasion of India represented a clash of cultures and ambitions, further complicated by shifting alliances and rivalries among local rulers.

3)Logistical constraints posed significant challenges for both sides, particularly regarding the maintenance of supply lines and provisions for troops. The vast distances and diverse terrain of the Indian subcontinent presented logistical challenges unfamiliar to Babur's Central Asian forces. Similarly, the Lodi Sultanate faced logistical difficulties in mobilizing and sustaining their army over long distances.

Generate Solution:

In addressing these challenges, several solutions present themselves. Firstly, comprehensive military training and preparation would have better equipped both sides to face the rigors of battle. Secondly, improved intelligence gathering and reconnaissance could have provided crucial information on enemy movements and intentions, enabling more informed decision-making. Additionally, fostering alliances and diplomatic relations with local powers could have strengthened Babur's position and reduced the risk of isolation.

Select the best solution:

One of the best ways for students to understand the First Battle of Panipat better is through interaction. This could include activities like role-playing, where students take on the roles of key figures involved in the battle, allowing them to immerse themselves in the historical context and understand the decisions made by different parties. Additionally, visual aids such as maps, diagrams, and illustrations can help students visualize the battlefield and grasp the strategic elements of the conflict more effectively. Incorporating multimedia resources like videos or virtual tours of historical sites related to the battle can also enhance students' engagement and understanding. Lastly, encouraging discussions and debates among students about the causes, events, and consequences of the First Battle of Panipat can foster critical thinking skills and deepen their comprehension of this significant historical event.

Implement the solution:

Implementing interactive learning methods to help students understand the First Battle of Panipat better can be done in several simple steps:

1. We can begin by planning interactive activities such as role-playing, where students can act out different roles in the battle. Assigning roles like Babur, the Lodi Sultan, or key military commanders, and provide students with background information will help them understand their character's perspective.

2. By gathering visual aids such as maps, diagrams, and illustrations the battlefield, troop movements, and key strategic points can be depicted. Displaying these visual aids during lessons will help students visualize the historical context and better understand the events of the battle.

3. Utilising multimedia resources like videos or virtual tours that showcase historical sites related to the First Battle of Panipat. These resources can provide students with a more immersive learning experience and help bring the historical events to life.

4.Encouraging discussions and debates among students about the causes, events, and consequences of the battle. These can help students express their opinions, ask questions, and engage in respectful dialogue with their peers to deepen their understanding of the topic.

5. Offering guidance and support to students throughout the learning process. Providing them with resources, answer their questions, and facilitate discussions will ensure they feel supported and confident in their understanding of the First Battle of Panipat.

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Problem Solving Method :

Department of Philosophy (Hon's)

Semester : 6th

Paper : CC-13

Identify the Problem :Hetvabhasa

In Indian philosophy, Hetvabhasa refers to faulty or fallacious reasoning. It's categorized into five types: Sadhya-Sadhana Hetvabhasa (confusion between the proposition and the reason), Vyapti Hetvabhasa (error in the invariable concomitance), SatpratipaksaHetvabhasa (error arising from considering the presence of a contradictory instance), ViruddhaHetvabhasa (mutually contradictory reasons), and AsiddhaHetvabhasa (unproved reason). These classifications help in identifying and avoiding logical fallacies in arguments, ensuring sound reasoning and validity in philosophical discourse.

Analyse the Situation

Hetvabhasa, a term from Indian philosophy, encapsulates the concept of fallacious or erroneous reasoning. It occurs when the inference drawn from a given reason (hetu) and a given case (paksha) is flawed or invalid. The root cause of Hetvabhasa lies in the failure to establish a valid connection between the reason and the proposition. This disconnect leads to logical fallacies, undermining the coherence and validity of arguments.

Understanding Hetvabhasa is crucial in disciplines like Nyaya (logic), where rigorous analysis of arguments is paramount. It serves as a tool for identifying and rectifying logical errors, thus ensuring the integrity of philosophical discourse.

Various classifications of Hetvabhasa exist, each highlighting different types of faulty reasoning. These classifications include Sadhya-Sadhana Hetvabhasa (confusion between the proposition and its reason), Vyapti Hetvabhasa (error in establishing invariable concomitance), SatpratipakshaHetvabhasa (error arising from considering the presence of a contradictory instance), ViruddhaHetvabhasa (mutually contradictory reasons), and AsiddhaHetvabhasa (relying on an unproven reason).

Sanchari Ghosh

By comprehending and addressing Hetvabhasa, philosophers strive to uphold the standards of logical rigor and coherence in their arguments, contributing to the advancement and refinement of philosophical discourse within Indian philosophical traditions.

General Solution

General solutions to Hetvabhasa involve rigorous analysis and correction of faulty reasoning. This includes:

1)Identifying and understanding the specific type of Hetvabhasa present in the argument. 2)Addressing the root cause of the fallacy by clarifying the relationship between the reason and the proposition. 3)Ensuring that the inference drawn is based on sound logic and valid premises 4)Engaging in critical examination and scrutiny of arguments to detect and rectify logical inconsistencies. 5)Incorporating principles of valid reasoning and logical coherence into philosophical discourse to mitigate the occurrence of Hetvabhasa.

Select the best solution

Hetvabhasa involves a systematic approach to identifying and correcting the underlying fallacious reasoning. This includes:1)Thoroughlyanalyzing the argument to pinpoint the specific type of Hetvabhasa present. 2)Clarifying the relationship between the reason and the proposition to ensure logical coherence. 3)Providing counterexamples or additional evidence to support the validity of the inference.

4)Engaging in open-minded discussion and debate to refine the argument and address any potential fallacies. 5)Drawing upon established principles of valid reasoning and logical consistency to strengthen the argument. 6)Seeking feedback from peers or experts in the field to identify blind spots and improve the overall quality of the argument. By diligently applying these strategies, philosophers can effectively mitigate the occurrence of Hetvabhasa and uphold the standards of logical rigor in their discourse.

Implement the Solution

To implement the solution to Hetvabhasa, one must first meticulously analyze the argument to identify the specific type of fallacy present. Next, clarifying the relationship between the reason and the proposition is essential, ensuring logical coherence. Providing counterexamples or additional evidence can bolster the validity of the inference. Engaging in open-minded discussion and debate allows for refinement and correction of any potential fallacies. Drawing upon established principles of valid reasoning and logical consistency strengthens the argument's foundation. Seeking feedback from peers or experts in the field helps identify blind spots and improve overall argument quality. By

diligently applying these strategies, philosophers can effectively address and mitigate the occurrence of Hetvabhasa, fostering more robust and rigorous philosophical discourse.

Hetvabhasa include weakening the credibility of an argument, leading to flawed conclusions and erroneous beliefs. It can undermine the validity and coherence of philosophical discourse, hindering the advancement of knowledge and understanding. Addressing Hetvabhasa is crucial for upholding the standards of logical rigor and promoting sound reasoning within philosophical inquiry.

Al Ameen Memorial Minority College

Jogibattala, Baruipur, Kolkata - 700145

Problem Solving Method

Department of Philosophy (Hon's)

Semester : 6

Paper : DSE-B1

Identify the Problem : Vivekananda's Ideology about Religion

Swami Vivekananda's ideology about religion emphasized the universality of spiritual truths. He believed that all religions lead to the same ultimate goal of realizing the divine, advocating for tolerance and respect for diverse religious paths. Vivekananda stressed the importance of experiencing spirituality firsthand through practices like meditation and selfless service, rather than mere intellectual understanding. He saw religion as a means of self-realization and transformation, empowering individuals to manifest their innate divinity. Vivekananda also emphasized the role of education and social service in uplifting society and promoting harmony among different faiths. His teachings inspired a modern interpretation of Hinduism that embraced rationality, inclusivity, and social activism, resonating globally and influencing interfaith dialogue and spiritual seekers across cultures.

Analyse the Solution

Swami Vivekananda's ideology about religion reflects a synthesis of traditional Hindu philosophy and modern thought, emphasizing the universality of spiritual truths. He believed that religions are various paths leading to the same ultimate reality, and thus, advocated for tolerance and understanding among different faiths. Vivekananda's approach to religion was deeply experiential; he emphasized the importance of direct spiritual experience over mere intellectual understanding. He encouraged individuals to delve into practices like meditation to realize their inner divinity and attain self-realization.

Furthermore, Vivekananda saw religion not only as a personal pursuit but also as a force for social transformation and service to humanity. He believed in the inherent divinity of every soul and promoted the idea of serving others as a means of worshiping the divine. His teachings inspired a modern interpretation of Hinduism that embraced rationality, inclusivity, and social activism, transcending cultural and religious boundaries.

Sanchari Ghosh

Vivekananda's ideology about religion continues to resonate globally, influencing interfaith dialogue and spiritual movements. His emphasis on the practical application of spiritual principles in daily life and the importance of compassion and service has inspired countless individuals to seek spiritual growth while actively contributing to the welfare of society.

General Solution

Swami Vivekananda's ideology about religion offers a holistic approach that emphasizes the universality of spiritual truths, advocating for tolerance, understanding, and respect among different faiths. He promoted the idea that all religions lead to the same ultimate reality and encouraged individuals to seek direct spiritual experience through practices like meditation. Vivekananda believed in the transformative power of religion, not just for personal enlightenment but also for social upliftment through selfless service and compassion. His teachings inspire a modern interpretation of Hinduism that embraces rationality, inclusivity, and social activism. Vivekananda's ideology continues to influence interfaith dialogue and spiritual seekers worldwide, offering a timeless message of unity, harmony, and the pursuit of inner fulfillment across diverse cultural and religious landscapes.

Select the best solution

Swami Vivekananda's ideology posits that all religions lead to the same ultimate reality, advocating for tolerance and respect among diverse faiths. He emphasized direct spiritual experience through practices like meditation over mere intellectual understanding. Vivekananda saw religion as a catalyst for personal and societal transformation, encouraging selfless service and compassion. His teachings promote a modern interpretation of Hinduism, emphasizing rationality, inclusivity, and social activism. Vivekananda's enduring message of unity and inner fulfillment continues to inspire interfaith dialogue and spiritual seekers globally.

Swami Vivekananda's ideology about religion emphasized the universality of spiritual truths. He believed that all religions lead to the same ultimate goal of realizing the divine, advocating for tolerance and respect for diverse religious paths. Vivekananda stressed the importance of experiencing spirituality firsthand through practices like meditation and selfless service, rather than mere intellectual understanding. He saw religion as a means of self-realization and transformation, empowering individuals to manifest their innate divinity. Vivekananda also emphasized the role of education and social service in uplifting society and promoting harmony among different faiths. His teachings inspired a modern interpretation of Hinduism that embraced rationality, inclusivity, and social activism, resonating globally and influencing interfaith dialogue and spiritual seekers across cultures.

Implement the Solution

Swami Vivekananda's ideology about religion reflects a synthesis of traditional Hindu philosophy and modern thought, emphasizing the universality of spiritual truths. He believed that religions are various paths leading to the same ultimate reality, and thus, advocated for tolerance and understanding among different faiths. Vivekananda's approach to religion was deeply experiential; he emphasized the importance of direct spiritual experience over mere intellectual understanding. He encouraged individuals to delve into practices like meditation to realize their inner divinity and attain self-realization.

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Vivekananda's ideology about religion include fostering tolerance, respect, and understanding among different faiths. His emphasis on direct spiritual experience promotes individual growth and inner fulfillment. Additionally, his advocacy for selfless service and compassion contributes to societal upliftment and harmony. Vivekananda's teachings have inspired a modern interpretation of Hinduism that emphasizes rationality, inclusivity, and social activism, influencing global spiritual movements. His enduring message of unity transcends cultural and religious boundaries, fostering interfaith dialogue and promoting a more peaceful and compassionate world. Overall, Vivekananda's ideology continues to shape contemporary spirituality and promote a more harmonious coexistence among diverse communities.

Al- Ameen Memorial Minority College

Department of Political Science

6th semester

Paper DSE -B2

Problem solving method

Identify the problem : Human Rights

Human rights included the rights of life and liberty, freedom from slavery and expression the right to work, and education and everyone is entitled to these rights, without discrimination.

Human rights issue are 1)Arbitrary detention,2) Crime against humanity.3) Force disappearance,4) Sexual and gender base violence. 5)Torture .6)Genocide.

Violence extremise are among the most serious thread to global human rights and security. As search in order for any strategy to combat violent extremism to be successful and avoid becoming self defeating must rely on a human rights based approach.

Analyse the situation

Human rights are needed to protect and preserve every individual humanity to ensure that every individual can live a life of dignity and a life that is worthy of a human being. Question why should anyone respect them? Fundamentally because everyone is a human being and therefore a moral bring.

Human rights are indivisible whether they relate to civil cultural economic are inherent to the dignity to every human person.

All human being are free and equal all human being are bron freedom and equal in dignity and rights.

1)No discrimination.2)

Right to life,3)No slavery 4)No torture and human treatment,5) Save right to use law, 6) Equal before the law, 7) Right to treatment fair by the court.

Dipankal Mam

Select the best solution of NHRC

The National Human Rights Commission in an expression of India's concern for the promotion of human rights.

Inquire on its own initiative or on Petition presented to it a victim or any person his behave into complain.

Implement the solution

The students will understand about the major function of Human Rights in India.Thay will enquiry about report of Human Rights also recommend measures effective

implementation of the law for appropriate remedy.

Al- Ameen Memorial Minority College

Department of Political   Science.

6th semester

Paper DSE--B2

Problem Solving Method

Identify the problem: National Human Rights Commission of India.

The National Human Rights Commission NHRC was formed to protect Human Rights at the national level. The NHRC watch from at the National level. The NHRC watch from in 1993 under the protection of human rights Act.

There are many examples of human rights violence that continue even today. The use of torture or other in human treatment is a common.what are the major issue of human rights challenges in India.Some are 1) Systematic racial or ethnic violence and discrimination. 2) Antisemitism. 3) Trafficking in persons. 4)Acts of violence criminalisation and other abuse based on sexual orientation, gender identity or expression, or sex racket characteristics characteristics.

Major issues related to NHRC, arbitrary arrest and detention, custodial torture, child labour, violence and discrimination against women and children.

Analyse the situation

It reviews the safeguard provided by or under the constitution of law for the protection of human rights and also the factors. The National Human Rights Commission NHRC focuses on helping the victims secure their human rights. These include all the rights grunted to the citizens by the constitution. For NHRC human rights alsoincluded the rights mentioned in the UN sponsored International treatise that India has signed.

General Solution

NHRC can investigate any complaints related to violation of human rights in India. After receiving a petition NHRC can interfere in any judicial process that involves any allegation of violence of Human Rights.

The commission is mandated to conduct Investigation on human rights violence against marginalized and vulnerable sectors of the society involving civic and political rights. CHR is an a   accredited NHRI fully complying with the Paris principles adopted by the United Nation General Assembly in 19 95.
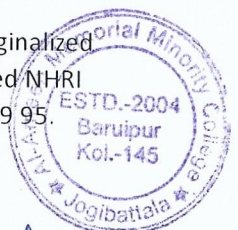
General Solution

Everyone has the right to life, liberty and personal security. Freedom from persecution, access to education healthcare decent living condition are all fundamental human rights. Prime production provides service to numerous, specialized agency who are dedicated to the right of citizen around the world.

Select the best solution

That analyse found the Civil and political right are the most protected right world wide. While economic rights freedom from child labour.

Implement the solution

The students will understand about the implementation of human rights. which must be treated sensitivity its meaning. They has been interpreted the changes in development of the social economic cultural Civic and political sphere.

Al- Ameen Memorial Minority College

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Sem:IV

Department of Education

Problem solving method applied to 'Hearing Impairment'

1) Identifying the problem:

The topic of discussion remained the question of the students regarding the issue of hearing impairment. What is the meaning of the word disability, Its definition, characteristics. Defining and reporting the root cause of the problem.

Hearing impairment is actually a modern term used in special education. Earlier hearing impaired people were called deaf, black ,etc.

Definition: Psychologist Alice Strange says-

"Children who are born deaf from birth lose this ability to acquire verbal expressions in early childhood. And before the development of language he called deaf"

2) Analyse the situation :

As there are different types of students in the class, the things they don't know which are essential to understand the subject are-

a)Students do not know what it means to be hearing impaired.

b)They do not know the difference between general and special education.

c)Students do not know the purpose and characteristics of inclusive education.

If they are not able to clarify their ideas about the subject, they will not understand anything about inclusive education, as a result, students will follow the course of rote learning without realizing it.

3) Generate Solution:

 The institution should be closer to the distance from the student's house. Solving the problem of not only the disabled students but also the general students if the distance is not too much. Education to student Hearing impaired should be done in localinstitution , not elsewhere. Inclusive education is proven to be worthwhile in terms of the nature, characteristics, and aims of hearing impaired education.

4) Select the best Solution:

Studying and practicing the subject of Shobhan Disability Education will gain knowledge about the concept of this education. The importance of this general and special education is immense in the modern age. Students will be able to develop their motivation and mental development by reading the contents of this educational plan. Not only that, it can express suggestions about the development of social knowledge in the current society. By reading this subject, the social, group, mental cognitive development of the students will happen. Besides, they should be properly encouraged through a seminar to make it more clear to the students that awareness about the society will come among them. Correct teaching should be done by correcting mistakes. Besides, each student should be asked to submit a written report on the subject so that they can participate in the research work later on. Therefore, they will be able to advance themselves in various social institutions.
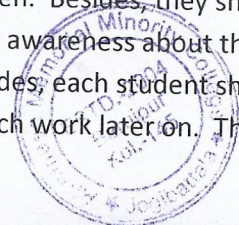
5) Implement the Solution:

A seminar organized by the Department of Education. By presenting the topic to the students, their hearing impaired knowledge can be increased or the students can deepen their knowledge of the topic by taking a class test.

6) Evaluate the outcome:

They should be evaluated on the basis of group discussion, class test, seminar on the topic discussed. Students should be encouraged more by awarding meritorious students.

2.6.2 Al Ameen Memorial minority College

Jogibattala, Baruipur, Kol-145

Semester -VI

Department of Education

Problem solving method applied to 'National Education Policy -1986'

1) Identity the problem :

Students have questions about the National Education Policy. What is the National Education Policy? Introduction, recommendations, defining the root cause of the problem and creating report by understanding the cause.

A conference of state education ministers was held to discuss the direction.

Introduction:- published a report called "challenge of Education -A policy perspective". In view of this report, the Government of India formulated a National Education Policy in April 1986.

2) Analyse the situation:

Things they don't know are essential to making sense of having diverse students in the classroom:

a) Students do not know what the National Education Policy objectives are.

b) Students do not know what the role of National Education Policy was.

c) Students do not know what Operation Blackboard program was.

Students can't do anything about their ideas about the topic. The subject will not be humanized without the students understanding the results.

3) Generate Solution:

National Education Policy concept, role is to provide equal education for everyone irrespective of caste, religion, gender up to a certain level.

4)Select the best Solution:

Practicing the subject of National Education Policy will gain knowledge about the concept of education. National education policy is of immense importance in the modern era. Students will develop their all-round development by reading the content. Students should be properly motivated through a seminar and group discussion about the National Education Policy. Correct education should be done by correcting mistakes. Not only that, various social students will be able to advance themselves in the institution.

5) Implement the Solution:

By organizing seminars by the Department of Education, students can increase their overall educational knowledge by presenting the subject or students can deepen their knowledge about the subject by taking class tests.

6) Evaluate the Outcome:

They will be evaluated based on the topic group discussion seminar. The students should be encouraged by the students so that they become properly education-oriented by integrating education with life.

Department of Education

Problem solving Method applied to 'women Education

1) Identify The Method:

The topic discussed is women's education, questions remain in the minds of students about this topic. It can be said in this regard, the question remains in the own opinion of various mental educators. They leave the matter to the reader's opinion.

Defining the root cause of the problem and reporting the root cause:

The subject of women's education is a new branch in pedagogy. Although students are familiar with other educational subjects from adolescence, they are not very familiar with women's education. The matter seems simple to the students, but women's education proves it, but the matter takes a complicated form. It is not clear to many. So the matter is subject to discussion.

2) Analyse the Situation:

Having different quality students in a class, they do not know the things that are necessary to understand the subject of women's education. Those shots are

a) Historical Background of Women's Education, Meaning of Women's Education, Objectives, Nature, Scope, Needs of Women's Education, Don't know about the importance

b) Students do not know what women education is in ancient India.

c) What students do not know about medieval Islamic women's education.

d) Students do not know the difference between women's education in ancient India and women's education in modern times.

Above all, it is difficult for the students to understand the characteristics, importance, necessity, reasonable ness of women's education.

If they cannot clarify their ideas about the topic under discussion, they will not understand anything about other topics of women's education.

As a result, the students will follow the memorization method without understanding and the subject will not be interesting to them.

3) Generate Solution:

The meaning of women's education is proved worthwhile by analyzing all the issues in terms of importance, necessity, purpose, characteristics of women's education.

4) Select the best Solution:

Women education will gain knowledge about the subject if they practice the lesson properly. In the context of the present era, the contribution of women's education is undeniable. Students will be able to develop themselves mentally by reading the subject of women's education. Not only that, in the current society women can give advice about education. Practicing this subject will develop their social, emotional and cognitive skills. To make this matter more clear to the students, they should be encouraged in proper education through a seminar. Correct teaching

should be done by correcting mistakes. Besides, each student should be asked to submit a written report on the subject. As a result, he will be able to participate in research work later on. Not only that, they will be able to promote themselves through various mass media and other social institutions.

5) Implement the Solution:

By organizing a seminar organized by the Department of Education to present the content to the students, their cognitive development in women's education can be enhanced. Or group discussion in class, test-based discussions can give depth to the students about the subject. By understanding the matter correctly, they will see the right path in the future.

6) Evaluate the outcome:

They have to be evaluated on the basis of class tests, seminars on the topics discussed. So that they become true learners by integrating education with life.

Amina Dhali

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Sem- IV

Department Of Education

Problem Solving Method applied to 'Inclusive Education'

Problem Identification

Topic of discussion

Students still have questions about universalization. What is inclusive education? Where is this term first used? Generalization means defining the root cause of the problem and reporting the root cause.

In fact, the term Karan was first used in France. The term was first theoretically explained in 1990 AD. According to Bourdain and Luhman, the face of inclusiveness is to bring the whole population together in order to benefit all and develop interdependence among all. The extent to which Karan will be earned. The more the classification within the society will decrease.

In the Indian context, inclusiveness means caste, caste, creed, culture, the poor and the handicapped, etc., so that those who have been deprived for ages can rise to the level of the privileged people.

Definition:- Inclusive education is the effort to teach children with disabilities together with normal children in the same classroom.

Analysis the situation

Since there are general and special students in the class, the things that they need to know to do the subject are:

1. Students are inclusive, what do you mean? They don't know what it means.
2. What is the difference between general and special education? They don't know that.
3. Students know the year in which country the first plural word was used.
4. Students do not know what is general education and special education.
5. Students do not know the purpose and nature of inclusive education.

They will not understand anything about inclusive education if they cannot clarify their understanding of the topic. As a result, the students will follow all the concepts of science without understanding and the subject will not be brought to their attention.

3. Generate solution

Concept, Meaning, Definition of Inclusion Learner's Objectives In the main festival, the name of Anayana is Co-education. Not only students with disabilities but also general students should implement inclusive education if the distance to school is not too much. Inclusive education is proven to be worthwhile in terms of its objective nature, characteristics, and importance.

4. Select the Best solution

In the age of modern child-centered education, the importance of general and special education is immense. And students will be able to develop their interest, curiosity and mental development by using this new educational plan.

Recommendations can be made about the development of social knowledge in the current society. Mental cognitive development will also occur among them. In order to make the matter more clear to the students, they should be properly educated through a seminar.

Besides, if every student has to submit a written report about the matter, they will be able to participate in the research later on, but also will be able to promote themselves in different media and other social institutions.

5.Implement the solution:-

By organizing seminars by the Department of Education, students can increase their overall educational knowledge by presenting the subject or students can deepen their knowledge about the subject by taking class tests.

6.Evaluate the outcome:

They will be evaluated based on the topic group discussion seminar. The students should be encouraged by the students so that they become properly education-oriented by integrating education with life.

Aminashah-

আলোচনার বিষয়

সর্বসমাবিষ্টকরণ বিষয় সম্পর্কে ছাত্র-ছাত্রীদের প্রশ্ন থেকে গেছে। সর্বসমাবিষ্ট শিক্ষা কি ?এই শব্দটি সর্বপ্রথম হয় কোথায় ব্যবহৃত হয়। সর্বসমাবিষ্টকরণ এর অর্থ কি সমস্যাটির মূল কারণ সংজ্ঞায়িত করা ও কারণ বুঝে রিপোর্ট করা।

প্রকৃতপক্ষে করণ, শব্দটি প্রথম ব্যবহৃত হয় ফরাসি দেশে ।১৯৯০ খ্রিস্টাব্দে সর্বপ্রথম শব্দটি তাত্ত্বিক ব্যাখ্যা দেওয়া হয়। Bourdain and Luhman এর মতে সর্বসমাবিষ্ট করণের মুখ অর্থ হলো সমগ্র জনগণ কে একসঙ্গে নিয়ে কাজ করা যাতে সকলের উপকৃত হয় এবং সকলের মধ্যে পারস্পরিক নির্ভরশীলতা গড়ে ওঠে। করণ যে পরিমাণে অর্জিত হবে। সমাজের মধ্যে শ্রেণীবিভাজন তত হ্রাস পাবে।

ভারতীয় পরিস্থিতিতে সর্বসমাবিষ্ট করণের অর্থ হল জাত,পাত ধর্ম ,সংস্কৃতি দরিদ্র এবং প্রতিবন্ধকতা ইত্যাদি যারা যুগ যুগ ধরে বঞ্চিত তারা যাতে সুবিধা ভোগে জনগণের সঙ্গে অবস্থান করে তাদের সমপর্যায়ে উন্নীত হতে পারে তার ব্যবস্থা করা।

সংজ্ঞা:-প্রতিবন্ধী শিশুদের সাধারণ শিশুদের সঙ্গে একত্রে এক শ্রেণীকক্ষে পাঠদানের প্রচেষ্টাকে বলে সর্বসমাবিষ্ট শিক্ষা।

Analysis the situation (পরিস্থিতি বিশ্লেষণ করা)

ক্লাসে সাধারণ ও বিশেষ ধরনের ছাত্র-ছাত্রী থাকায় বিষয়টি করতে যে বিষয়গুলো জানা আবসিক তারা জানে না সেই গুলি হল:

1. ছাত্র-ছাত্রীরা সর্বসমাবিষ্ট ,বলতে কি বোঝো? তার অর্থ কি তা তারা জানে না।

2. সাধারণ ও বিশেষ শিক্ষার পার্থক্য কি? তা তারা জানে না ।

৩. কত সালে কোন দেশে প্রথম সর্বসমাবিষ্ট কথাটি ব্যবহৃত হয় তা ছাত্রছাত্রীরা জানে।

৪. এই সাধারণ শিক্ষা ও বিশেষ শিক্ষা কি তা ছাত্র-ছাত্রীরা জানেনা।

5. সর্বসমাবিষ্ঠ শিক্ষার উদ্দেশ্য ও প্রকৃতি কি তা ছাত্র-ছাত্রীরা জানেনা।

 আলোচ্য বিষয় সম্পর্কে তাদের ধারণা স্পষ্ট করতে না পারলে সর্বসমাবিষ্ট শিক্ষা সম্পর্কে তারা কিছুই বুঝতে পারবে না। ফলে ছাত্র-ছাত্রীরা না বুঝে সমস্ত বিদ্যার ধারণা অনুসরণ করবে বিষয়টি তাদের মনোগত করা হবে না।

3. Generate solution (সমাধান তৈরি করা)

সর্বসমাবিষ্ঠকরণ এর ধারণা ,অর্থ, সংজ্ঞা শিক্ষার্থীর উদ্দেশ্য মূল উৎসবে অনায়নের নাম হল সমহতি শিক্ষা। শুধু প্রতিবন্ধী ছাত্র-ছাত্রী নয় সাধারণ ছাত্রছাত্রীরা বিদ্যালয়ের দূরত্ব বেশি না হয় তার সমস্যা সমাধান করা সর্বসমাবিষ্ট শিক্ষা কার্যকর করতে হবে অন্যত নয়। সর্বসমাবিষ্ঠকে শিক্ষার লক্ষ্য প্রকৃতি বৈশিষ্ট্য গুরুত্বের নিরিখে সর্বসমাবিষ্ট শিক্ষা সার্থক হিসাবে প্রমাণিত।

4. select the Best solution (সমাধানের সবচেয়ে ভালো উপায়)

সর্বসমাবিষ্ঠ শিক্ষা বিষয়টি অনুশীলন করলে এই শিক্ষা সম্পর্কে জ্ঞান অর্জন করবে আধুনিক শিশু কেন্দ্রিক শিক্ষার যুগে এই সাধারন ও বিশেষ শিক্ষার গুরুত্ব অপরিসীম। ও ছাত্র-ছাত্রী এই নতুন এক শিক্ষা পরিকল্পনার বিষয়বস্তু করে নিজেদের আগ্রহ কৌতূহল উৎসাহ ও মানসিক বিকাশ ঘটাতে পারবে। বর্তমান সমাজের সামাজিক জ্ঞানের বিকাশ সম্পর্কে সুপারিশ প্রকাশ করতে পারবে মানসিক জ্ঞানমূলক বিকাশ ঘটবে এছাড়া তাদের মধ্যে সমাজ সম্পর্কে সচেতনতা আসবে বিষয়টি ছাত্র-ছাত্রীর দের কাছে আরো স্পষ্ট করার জন্য একটা সেমিনারের মাধ্যমে তাদের সঠিকভাবে উৎসব করে তুলতে হবে ভুল সংশোধনের মাধ্যমে সঠিক শিক্ষা দান করতে হবে এছাড়া প্রতিটি ছাত্র-ছাত্রীদের বিষয়টি সম্পর্কে লিখিত রিপোর্ট জমা দিতে হবে হলে তারা পরবর্তীকালে গবেষণামূলক অংশগ্রহণ করতে পারবে শুধু তাই নয় বিভিন্ন গণমাধ্যমে ও অন্যান্য সামাজিক প্রতিষ্ঠানে নিজেদের এগিয়ে দিতে সক্ষম হবে।

5.lmplement the solution:-

শিক্ষা বিজ্ঞান বিভাগ কর্তৃক সেমিনারের আয়োজন করে ছাত্রছাত্রীদের বিষয় উপস্থাপনের মাধ্যমে তাদের সর্বসমৃষ্ট শিক্ষা জ্ঞান বৃদ্ধি করা যেতে পারে অথবা ছাত্র-ছাত্রীদের ক্লাস টেস্ট নিয়ে তাদের বিষয়ে জ্ঞান সম্পর্কে গভীরতা দান করা যেতে পারে বিষয়টি সঠিকভাবে অনুধাবন করলে আগামী দিনে সঠিক জ্ঞান অর্জন করতে পারে।

6.Evaluate the outcome:-(ফলাফল মূল্যায়ন)

আলোচ্য বিষয় গ্রুপ ডিসকারশন সেমিনার ভিত্তিক তাদের মূল্যায়ন করতে হবে। কৃতি ছাত্র-ছাত্রীদের করে ছাত্রছাত্রীদের আরো উৎসাহিত করে তুলতে হবে যাতে তারা জীবনের সঙ্গে শিক্ষাকে অঙ্গাঙ্গীভাবে জড়িয়ে নিয়ে যথার্থ শিক্ষামুখী হয়ে ওঠে।