

# JIGRUKSHA

*The Hope For  
Knowledge*



**DEPARTMENT OF EDUCATION  
B BOROOAH COLLEGE  
ULUBARI, GUWAHATI  
781007**

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# JIGRUKSHA

Annual Student's Magazine

1<sup>st</sup> issue 2017-18



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MESSAGE

It is immense pleasure for me to know that the students of Department of Education, B. Borooah College is bringing out its annual students' magazine "Jigruksa". I extend my greetings and best wishes to the students of the department and hope the magazine will be immensely beneficial to all concerned.

(Dr. Satyendra Nath Barman)

Principal,

B. Borooah College.

## EDITORIAL

“**Knowledge is power**”, is the phrase we are all well accustomed to.

Knowledge is indeed an excellent tool for human development, it is a lamp that lights our darkest days and a compass that guides our journeys of life. With the right knowledge, momentaneous things are possible.

Keeping this in mind, we, The Department of Education, B Borooah College have decided to launch our annual Magazine, “**Jigruksha- The Hope for Knowledge**”.

With this first issue of Jigruksha, we hope to make knowledge (in different matters rooted within the education system) more accessible to our readers. We wish to enlighten and entertain our readers with new ideas, new pieces of information, and so on. We as Editors have tried tirelessly to bring out the best for you in this first issue. And so, we express our deepest gratitude and appreciation to our editorial team, peers, and friends for all their time and hard work.

We would like to express our gratitude to Dr. Rupa Baruah, our HOD, for her guidance and initiatives that encouraged us throughout the process.

Additionally, we would like to express our sincere apologies for any mistakes we may have made while writing or editing the articles.

*“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” - Kofi Annan*

Bonmilee Cropi

Luitmoni Saikia

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## Aarohan

Parishmita Deka

6<sup>th</sup> Semester

Bhabendra Nath Saikia established Aarohan Trust in 2001, Guwahati using the money he received from the Assam Valley Literary award which was organized by the Magor Education Trust, to provide free training to poor children interested in art, theatre, and music. It is a project of Dr Saikia's Children Welfare Trust with a mission to work for unprivileged children by creating for them an environment which will foster academic and intellectual development and empower them to rise to accomplish to succeed.

**Aarohan** gives more importance on the following features:

- 1) Children are the foundation of our future.
- 2) Education is the foundation of their lives
- 3) Every child has a right to a good education.

### Strategy:

For the upliftment of Aarohan, Bhabendra Nath Saikia propounded some of the strategies and they are –

- 1) It aims at providing a physical place for children to spend time, in a safe and educationally enriched environment.
- 2) It aims at bringing innovative educational and cultural program that will develop their current school curriculum.
- 3) It aims at providing basic physical and mental health services including counselling and therapy with a special focus on girl child.
- 4) To generate community involvement to support our children's education – to instill the belief in parents and teachers that the time to invest in our childhood's education is now and they must play the leading role in the process

## **Program:**

Since inauguration, the following programs are being carried out for many underprivileged students from Government Schools and Others at Aarohan.

- 1) Computer Training
- 2) Drawing and painting
- 3) Satriya Nritya (Under Sangeet Sattrra Pariksha Parishad, Assam)
- 4) Vocal (Under Bhaktkhande Sangit Vidyapeeth, Lakhnow)
- 5) Tablaa Baadan (Under Bhaktnande Sangit Vidyapeeth, Lakhnow)
- 6) Kathak Nritya (under Bhaktnande Sagit Vidyapeeth, Lakhnow)
- 7) Violin (Under Bhaktnande Sangit Vidyapeeth, Lakhnow)
- 8) Piano – Keyboard
- 9) Guitar
- 10) Drum set
- 11) Modern Creative Dance

Aarohan also aimed at providing free coaching classes to support Below Poverty Line (BPL) category students of the institutions in subjects English, Mathematics and MIL(Assamese) for iv, v and vi standard.

## **Conclusion:**

Hence, it was Project with a mission to provide an environment to the underprivilege children for the intellectual development to succeed. By introducing various programs, such as Computer knowledge, Drawing, knowledge of various musical instruments, it helped the child to identify their inner qualities. It encouraged the child to participate in various vocational activities.

## Reference:

[https://en.wikipedia.org/wiki/Bhabendra\\_Nath\\_Saikia](https://en.wikipedia.org/wiki/Bhabendra_Nath_Saikia)

<https://www.assams.info/people/bhabendranath-saikia>

<https://aarohan-ghy.blogspot.com/>

# A Comparative Study of the Job Satisfaction of employees in Government and Private Schools

Sangita Das.

4<sup>th</sup> Semsester

## INTRODUCTION

Job satisfaction is the contribution of two words. 'job' and 'satisfaction'. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to inner contentment or happiness for the person engaged in any job. It shows the relationship between what one expects" and what one achieves. No task can effectively be accomplished unless a person derives enough of satisfaction out of it because the work plays an important role in the life of a person. Job satisfaction is one of the most discussed and enthusiastically, studied constructs in such related disciplines as industrial. organisational psychology, organisational behaviour, personal and human resource management. Job satisfaction is a complex phenomenon and its determinants are also varied and complex. Job satisfaction is the attitude of an employee which results from specific factors related with job such as wages, supervision, steadiness of employment, conditions work, opportunities for advancements, recognition of ability, fair evaluation of the job, prompt with grievances, fair treatment and other similar items.

Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction as defined by Locke, is a "pleasurable or emotional state resulting from the appraisal of one's job experience." It is often a result of the perception of the employee to whether his job provides him with the outcomes he views as important. Job satisfaction is determined by how well the result the job meets the expectations of employee or they exceed the expectations. Some important factors influencing job satisfaction may be classified in two categories:

1. Environmental factors: - job content, occupational level, pay and promotion, work group and supervision.
2. Personal factors: – Age, sex, educational level, marital status and experience.



### Objectives of the study:

- To study the job satisfaction of government and private school teachers.
- To study the job satisfaction of government school teachers with respect to gender.
- To study the job satisfaction of private school teachers with respect to gender.

### Findings:

This study is related to the job satisfaction of private and government school teachers. It helps us to study the level of job satisfaction of both private and government school teachers and to find out whether there exists any difference between them. Through this we can find out the differences and the problems regarding job satisfaction. The major findings of this study are-

1. From this study that the study we can observe that the level of job satisfaction of both the private and government school teachers are not same.
2. In this it was observed that 93.3% of the government school teachers are more satisfied with their job and salary they get than private school teachers and there is a vast difference between them.
3. It was found that most of government school teachers agreed they can get better opportunity other than their present job than the private school teachers.
4. It was found that the government school teachers are more satisfied in this teaching profession than the private school teachers.
5. In this study it was found that most of the government school teachers are doing this job just for any financial hardship than the private school teachers.
6. Both the private and school teachers get proper attention from the authority of the school.
7. In this study it was found that most of the school teachers agreed that it is not their first job which means they are more experienced than the private school teachers.

### Suggestions:

The present study reveals that there exist significant differences between private and government school teachers observed from the analysis. Therefore, some suggestions and observations were worked out for developing job satisfaction of the private and government school teachers.

1. The provision for an adequate amount of salary for the private school teachers should be made. A unified system be made by the government for both the government and private schools.
2. The government should develop condition of private schools. The government should make provision for better facilities in both the private and government schools.
3. The school authority should also make their learning environment congenial so that the teachers and students of both private and government schools find pleasant to learn on such environment.

#### Conclusion:

In conclusion in this study it can be observed that it is very essential for private and government school teachers to be satisfied with their job. The government should take any positive and necessary steps to reduce or remove the problems of the teachers regarding their job and to find out the solution for proper teaching learning condition.

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[www.indianresearchjournals.com](http://www.indianresearchjournals.com)

[www.confabjournals.com](http://www.confabjournals.com)

*“Education is not preparation for life, education is life itself.”*

John Dewey

## **A.P.J ABDUL KALAM- A HOPE FOR MODERN EDUCATION**

Gitika Barman

4<sup>th</sup> Semester

Education is the key role to play in every student's life, whether in ancient or modern times. But apart from it can we still digest the fact that our education system is only examination-oriented to date? No. In fact with the development of science and technology, our modern society is developing more and more for implementing quality education. Many personalities supported the idea. But it was more strengthened by an exceptional personality, who was a scientist, a practical educational thinker, and who contributed immensely to the advancement of science and technology. Yes, he is Dr. A.P.J Abdul Kalam. Dr. Kalam always stood for integrating ancient and modern educational ideas for a balanced society. But had an innovative vision, especially for modern education. Kalam was mainly with the view that the aim of education should be to provide quality education, with a value system. His view was not to make the student's passive learners only through textbooks. Can only books inculcate creativity, build character or develop certain qualities in them? Definitely not. The students should be taught the appropriate skills with which they find a way to the sea of knowledge. It should be taught in such a way that would make the children think about what they can contribute to the nation in the way Dr. Kalam himself did and bought hope for modern education. The system should instill in the minds of the students the capacities of inquiry, creativity, technology, moral leadership, etc. according to him.

A.P.J. Abdul Kalam simplifies education as the process to encourage children for future growth. According to him, education is a powerful weapon that one can use to change the world. He truly wanted the functioning of an improved system of education apart from the traditional one, through spacious

learning experiences. So, Dr. Kalam wanted the implementation of a modern system of education where children should be practically given knowledge of basic Information Technology, apart from all other basic necessities. The rapid obsolescence of knowledge in some areas has created a huge demand for different courses, digital library systems, etc. Through this, Dr. Kalam only wanted to make sure that the students from many locations are taught by geographically distributed instructors through virtual classrooms. Children should have access to knowledge from anywhere anytime. He wanted widespread awareness of education among all sections of society particularly rural areas and the urban poor. But this could only happen through the system of modern education, which can provide education to all the underprivileged categories of society. Dr. Kalam not only want people to get educated for the purpose of sitting in various examination. But his primary motive was to create an independent learner among them.

Education is the most important area of the service sector and provides various skills and knowledge. Apart from Kalam's view on modern education he too reflected in certain educational practices. As setting up of curriculum plays a significant role, so he mentioned specifically for a structured curriculum to be maintained in a school that could meet the changing societal needs, along with the development of skills and inculcating moral values. Kalam always advises his students to follow the experiences of great personalities which he in fact wanted to be included in their curriculum. Dr. Kalam was totally against parrot learning. He was in favor of learning through experience. This would make the students learn better. But learning can only be successful with a role model in the name of a 'teacher' who acts as a ladder for the students. Teachers are the character builders of the students. Dr. Kalam thought that a teacher and parents are the backbone of a child, and play a significant role in the part of the children, to get a new life to them. Children should be channelized through various training

activities to be active members. According to Kalam, every child is born with some inherent qualities, just one needs to train them to come up with full potential. He always supports a creative education system and education for all.

People of all ages find Dr. Kalam to be an inspiration. His contribution to the development of education is incomparable. His recommendation regarding the education system is very relevant to the present times. He wanted educational institutions to year up to evolve a curriculum that is sensitive to the social and technological needs of a developed India. His insights and conception about education and its applicability and implementation have great consequences. His idea about education has a domain not constrained to teachers only but extends to various other professions. Through education, his motto is to enhance the dignity of human beings and increase self-respect. Dr. Kalam's main focus was education and Information Technology (IT). He emphasized a lot on youth carry forward the technological advancement and imbibe new skills to create hope for modern education in the country.

References:

Dr. Goswami. M.K. (2013). Educational Thinkers: Oriental and Occidental, Thoughts and Essays. Asian Books Private Limited.

Pareek, H.N. Dr. A.P.J. Kalam's vision about education. International Journal of research in all subjects in Multi languages. Vol.5, Issue 4, 2017.

*“The best way to predict your future is to create it.”*

Abraham Lincoln

## **AIMS AND OBJECTIVES OF AARANYAK**

Lipika Rajbongshi

6<sup>th</sup> Semester

Aaranyak is a leading wildlife NGO based in Guwahati. It was founded by Bibhab Kumar Talukdar. It is a Scientific, Industrial Research and Frontline environmental organization of India. It works all over the eastern Himalyan region on nature conservation, natural resources management, climate change, disaster management and livelihood enhancement of marginalized communities through research, education and advocacy.

### **Aims and objective-**

The main aim of Aaranyak is to foster conservation of biodiversity in Northeast India through research, Environmental education, capacity building and advocacy for legal policy reform to usher a new era of ecological security.

The main objectives of Aaranyak are as follow-

- To create awareness among the general people regarding the maintenance of ecological balance in the neighborhood.
- Preserve and restoration of ecological balance within North-East India.
- To educate the school children regarding the conservation aspects of nature and to inculcate to them love for wildlife and natural habitat as a whole.
- To maintain an Interstate and International Network of independent non-Governmental organizations for their expertise in Biodiversity Conservation and provide a forum for the exchange of views on wildlife and population of conservation as a whole.
- To foster scientific applied research in the field of biodiversity and environment that would provide new avenues for sustainable livelihood generation.

Some of the notable programs and campaigns organized by Aaranyak are-

- Environment education and Capacity Building division
- The North East Threatened Species Conservation Program (NETSCOPE).

- Legal and Advocacy Division (LAD).
- Wildlife health and Research Program (WHRP).

Over the years Aaranyak has carved a niche for itself in the field of biodiversity research and conservation not only in North East India, but as a leading environment and biodiversity conservation organization at national and international level. Currently, it is also a member of the International Union for Conservation of Nature which is the world's largest conservation organization.

References:

1. <https://aaranyak.org/#>
2. <https://en.m.wikipedia.org/wiki/Aaranyak>

*“Education is the movement from darkness to light.”*- Allan Bloom

## **The Largest School in India**

Bonmilee Cropi

4<sup>th</sup> Semester

Did you know that a school in India holds the world record for the largest school in the world?

The City Montessori School in Lucknow, India, has a record enrolment of 55,547 students on January 16, 2019, for the 2019–2020 academic year, making it the largest school in terms of students. At the moment, the institution has around 56,000 students. In 1959, Dr. Jagdish Gandhi and his wife Dr. Bharti Gandhi opened the City Montessori School in a room of their house with just 5 students. The Station Road Branch now refers to this original campus. Each student is assigned to one of the four houses—Love, Hope, Unity, or Peace—representing each house with the colours Green, Red, Yellow, and Blue, respectively.

The school is spread across 18 campuses with more than 45 pupils are enrolled in each of the school's 1,050 classrooms, which are nearly all completely full. Because of its track record, CMS, which was established in 1959 by Jagdish Gandhi and his wife Bharti, who holds a doctorate in child psychology, is so well-liked.

A remarkable 40% of students at the institution receive scores of 90% or above in the A-level equivalent in India, placing it among the best colleges. Over 80% of the class average. A major campus like Kanpur Road includes sub-principals for the pre-primary, primary, junior, and senior sections to handle the increased administrative workload. For every 35 normal faculty members, there



are additionally two supervising instructors known as class coordinators, which helps administrators even more.

Teachers who are dealing with increasing class sizes have assistance or "notebook checkers" who have bachelor's degrees in education but lack advanced degrees. They assist with grading but also with student supervision and question-answering during class.

There is a festive atmosphere during school events, which begin with a song-and-dance performance dubbed "the unity prayer" in which students dressed as Hindus, Muslims, Buddhists, and other religious figures laud the virtues of tolerance. The mother of a student who has won first place in class is invited to the stage three times a year and asked to sit on a huge balance beam to be "weighed in fruits" that constitute her great reward.

References:

[www.cmseducation.org](http://www.cmseducation.org)

*"Education is one thing no one can take away from you."*

Elin Nordegren

## **POSITION OF WOMEN IN MUGHAL EDUCATION**

Luitmoni Saikia

4<sup>th</sup> Semester

Men and women are the basic pillars of society. Both have a significant role in the survival and stability of the society. However, women have played an important and central role in enlightening any nation and adorning it with other qualities. During the Mughal period, girls received their education at home or in the house of some teacher living in close proximity. There were special arrangements for the education of the ladies of the royal household, and some of the princesses were distinguished scholars. Vocational education was imparted through a system of apprenticeship either in the house of ustads or in karkhanas.

Gulbadan Begum, the daughter of Babur, was an educated and talented lady. She is said to be the first 'literary gem' of the Mughal period. She wrote a very valuable as well as informative work in Persian, the Humayun Nama. Her work gives valuable information regarding the reign of Humayun in all its aspects—social, political, and economic. She had a poetic talent and composed many beautiful verses. She had a library of her own and used to collect books for that library. Akbar's mother Hamida Banu Begum was an educated woman. Salima Sultana, the niece of Humayun, was also a learned lady. She composed many Persian poems. Her collection of poems under the title Diwan is still famous. Maham Anaga, the wet nurse of Akbar, was a well-educated and accomplished lady. She founded a college in Delhi. Akbar is said to have established a girls' school at Fatehpur Sikri, the palace fort, for the education of the Mughal princesses and the daughters of nobles under the guidance of elderly and trained matrons. Nur-Jahan, the celebrated wife of Jahangir, was a woman of unique talent and endowment. She knew thoroughly the Persian and Arabic literature. She wrote verses as well. The poetic lines on her tomb at Lahore are

from her own pen. She was really a genius in political, administrative, and cultural fields. Mumtaz Mahal, the beloved wife of Shah Jahan, is also well-known to us for her literary tastes and developed political faculties. An eminent woman scholar, Sati-Un-Nisa, was her companion and helped her in her literary and cultural pursuits. Because of her sound education and profound literary knowledge, she was appointed as the lady tutor of Jahanara Begum. Almost all the daughters of Aurangzeb were well-read and they had been educated in accordance with the Emperor's own principles of education. Zebunnisa Begum, the eldest daughter of Aurangzeb, was an educated princess. She had learned the Holy Quran by heart, and for this, her father rewarded her with 30,000 gold coins. Zinnat-Un-Nisa, the younger daughter of Emperor Aurangzeb, was as proficient in literature as her elder sister Zebunnisa.

Jahanara Begum, the beloved daughter of Shah Jahan, was also a talented poet. She was profoundly learned and encouraged the learned men of her time by giving them liberal awards and allowances.

Besides the royalty and the nobility, even among the middle classes, the education of girls was quite common. The Holy Quran formed their chief textbook. Besides getting lessons on morals and religion, they received essentially practical education for managing household affairs. Girls received their early education usually from their parents at home. There existed no separate schools for girls. In their childhood, they were taught along with boys. After a few years, they were taught in private schools or at home. In the primary stage, the Muslim girls were taught the 3 R's along with the holy Quran.

Usually, the education of the girls ended with marriage due to numerous social limitations. So very few got the opportunity to have an education of proper standard.

References:

Rawat, P.L. (1963). History of Indian Education. Ram Prasad, Agra. Dr. Agarwalla, (2012),  
Development of Education in India, Bookland.

*“Education is the passport to the future, for tomorrow belongs to those who  
prepare for it today.”*

---- Malcolm X

## **THE KEY TO LIFE**

Pinki Marak

4<sup>th</sup> Semester

Education-

The light of our life,

A gift of academic rife;

Education-

The key to a bright and rewarding future,

A glue that joins our dreams like a suture;

Education-

A path to divine success,

A smooth drive to our greatness;

Education-

The process of teaching and learning,

Which will help us in our future learning;

Education-

Is our right,

For in it,

our future is bright.



**Annual Lecture Programme**

# Freshmen Social 2017

