

PAST AND PRESENT SCENARIO OF TEACHER EDUCATION IN INDIA : FUTURE PROSPECT IN GLOBAL PERSPECTIVE

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Abstract: Teacher is a very important component of education system and the idea of Teacher Education and its significance have different forms in the country, the time and the people. Therefore, in order to create an education-related concept in modern teacher education, the academics have tried to bring about the expansion of the various doctrines by analyzing the opinions of different educators--Teacher Education is the process of living through a continuous reconstruction of experience. In the Indian education system, the standard of teacher's life has been given the highest status since the earliest times. The relationship between the Guru-disciple has been regarded as sacrament. In the comment of the world-famous educationist-philosopher Swami Vivekananda, we hear an echo from India's education, "my idea of education is Gurugriha-vasa; without the personal life of the teacher, there will be no education." It is to be said that till the 18th century, the education system was mostly controlled by religious and social leadership. During this period, Christian missionaries, Maulvi and Sanskrit toll scholars of Madrasa were considered principally teachers. At that time, teacher education was a religion centric. It was a feudal class and state controlled system..After independent the emerging socioeconomic and political influenced the national scenario of Teacher Education. The government of india set-up different committees and commission for addressing to the specific issues of education in general and Teacher Education in particular. At present, The National Council for Teacher Education and University Grant Commission are continuing to undertake the responsibility of very efficiently conducting and implementing the 'Teacher Education' system of India, in which they are pursuing the challenges of Indian society and changing worldview. The present study is a historical review of teacher education in India. Government provided information, different internet sources, library documents, books, periodicals, educational journals have been used for this study as source of collecting data. In this paper, it is tried to discuss by the student-teacher to highlights of the 'Past and Present scenario of teacher education in India: future prospect in Global perspective'.

Key Words: Teacher Education, Vedic Education, Buddhist Education, Medieval Education, British Education, Education Commission, Institutional Framework, Global Perspective.

Introduction : Teacher is a backbone of education system and Teaching has been one of the oldest respected professions in the world. The role, function, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. According to Good's Dictionary of teacher education means, "All the formal and non formal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities more effectively". Teacher is not only related to education process but also soul of the society. Due the globalization and rapid changes in media the scope of teacher education enlarged. The quality of the teacher education improves the quality of present, social and national level. But the talented and devoted teachers use to available so many opportunities to the student. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. So, teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Like his 'Education' system in India, his 'Teacher Education' system also demands antiquity. It is noteworthy that in India, one of the largest 'teacher education system' is present in World. The Teacher Education Scenario of India, both Past and Present, is discussed in this paper; On the other hand, attempts to focus on future prospect in global perspective.

Past Scenario of Teacher Education in India

We can discuss 'Past scenario of Teacher Education of India' in 'The Vedic Period', The Buddhist Period, The Medieval Period, 'Modern Period' level.

The Vedic Period(2500 B.C to 500 B.C) : The social system of Vedic civilization of India was divided into Varnashram. Brahmins could join the teaching of Brahmin, Kshatriya, Vaishya and Shudra - in these four classes only Brahmins. In the vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. According to the Rigveda, a teacher was selected and then educated or trained effectively. The teacher must have passed through the recognized curriculum and have fulfilled all the duties of a Brahmachari before he was allowed to become a teacher. Teachers must sought knowledge for realization and were well-received and well respected.. Later on teachers came from this caste of Brahmins and it became a hereditary profession. Teaching in the Vedic period was known for the personal attention paid to the student. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important method of teaching. Comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

The Buddhist Period (500 B.C to 1200 A.D): The liberation from the teaching profession of Brahmanism is a major feature of this phase. The liberal person got the opportunity to be taught in this episode. The monastic system which was an important feature of Buddhism required that every novice on his admission, should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In vihars and monastic schools, Hetu- Vidya or the inductive method was adopted and the intellect of the disciple was trained through it.

The Medieval Period (1200 A.D to 1700 A.D) : The formal teacher education system was not developed in this Period . Arabic-Persian language rich religious education received the most importance. In the holy Koran, Education is urged as a duty and in Muslim countries, education was held in high esteem. Though it was not widespread amongst the people teachers and instructors were given great respect. The Mohammedan rulers in India founded schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of "instruction was Persian but the study of Arabic was compulsory. In madrassahs the course included grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the maktabs were mostly moulvis, but in the madrassahs scholarly persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers.

Modern Period(1700 A.D to 1947: The education system introduced by the European missionaries in India is the beginning of modern education. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England. Sir Munro, in his Minute dated 13 December 1823, gave same ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started under the management and with the finances of the British government in Madras. Initially, it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, Bombay started a normal school in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

The gradual development of the Teacher Education system in Pre Independent India

Teachers Training Schools -India's first formal Teachers Training School was developed in Serampore in Bengal, named 'Normal School'. It was founded by William Carey, Marshman and Ward in 1793. At this time, 'Native Education Society' in Bombay trained a number of teachers for primary school. In this context, The name of the Calcutta School Society is to be mentioned. In the field of female teacher training, it is necessary to talk about. Also in the first half of the eighteenth century some Government Teachers Training School was established.

Wood's Despatch(1854): The Wood's Dispatch, an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master.

Lord Stanley's Dispatch(1859): In 1859, Lord Stanley, Secretary of State for India, in his Dispatch set forth an examination of the operation of the 1854 Dispatch. The Dispatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally.

The Indian Education Commission(1882): The Indian Education Commission 1882 (The Hunter Commission) recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary School, Government or Aided. For graduates it suggested a shorter course of training than for others. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women.

Government of India Resolution on Education Policy(1904): This is one of the most important educational documents which laid down the policies for the future educational system. It made some very vital suggestions for the improvement of the teacher-training Programme. These were:**Training Colleges**The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges.**Training Schools**The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching.

The Government of India Resolution on Education Policy(1913):

The second resolution on educational policy pinpointed the weakness of the system and suggested many useful measures with regard to improvement of Primary education. The Resolution suggested that teachers should be drawn from the class of the boys whom they will teach and they should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement courses for teachers.

Calcutta University Commission(1917) : This Commission, known as the Sadler Commission, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations. It pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent class-room teacher but also a good administrator. The commission suggested opening of post graduate department of education in Universities, equip each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education.

The Hartog Committee(1929): The work initiated by the Sadler Commission was further carried on by the Hartog Committee. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

The Abbott-Wood Report(1937): This report submitted in 1937 is again a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It further suggested a refresher course for the teacher so that he could get a wider experience. Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942.

The Sergeant Report(1944): In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan". The scheme was a broad-based educational plan. It made some practical suggestion for teacher's training programme. It recommended that suitable boys and girls should be inducted into the teaching profession after High School; Practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two-year course for pre-primary and junior Basic schools (after high school) and a three year course for the senior basic schools.

Present Scenario of Teacher Education in India

The Present Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1966), National Commission on Teachers-1(1983-85), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The National Knowledge Commission (2007), The National

Curriculum Framework for Teacher Education (NCFTE-2010), The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country

The University Education Commission (1948-49) : Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle..

The First and Second All India Conference of Training Colleges (1950 & 1951): In 1950 the first conference of Training Colleges in India was held at Baroda and exchange of ideas took place. The conference discussed programmes and functions of the training colleges. In the 1951, the Second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organized for college teachers at Mysore. The syllabi in teacher education were revised, new areas of specialization added, and practical work improved. There was a spurt of work-shops, seminars and conference on teacher education.

The Secondary Education Commission (1952-53) : The Secondary Education Commission analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions

(a) Primary (Basic) Teacher Training, (b) Secondary Teacher

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Training Institution and Training Colleges. It suggested two types of institutions: (i) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years..

NCERT & COPP (1961) : The National Council of Educational Research and Training (NCERT) was established in 1961. It was intended to improve school education through research, publication and co-ordination. The NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore. The Committee on Plan Projects (COPP) set-up a study team for selected educational schemes in 1961 which submitted its report on Teacher Training in 1964.

The Education Commission (1964-66) : The Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The Education Commission (1964-66) also known as Kothari Commission. The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement.

NCTE and UGC drafted an approach paper on Teacher Education (1976) : A bold and imaginative step was taken by the Government of India. It set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The new curriculum was a task-oriented.. The NCERT developed programmes for training teachers already in service through a number of centres of continuing Education. In 1975 through the 42nd Amendment of the Constitution, Education was brought to the Concurrent list.

National Policy on education (NPE-1986) and Programme of action (POA-1992)- : The Government of India in 1983 set-up two National Commissions on Teachers. One was to deal with the issues relating to teachers at the school stage and the other to teachers at the higher education level. These Commissions met the cross-section of the society and elicited their views with regard to the improvement of teaching community. In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisaged an educational system which would prepare the youth for the 21st century. According to National Policy on Education (NPE) 1986, stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There was provision for research and innovation in IASEs.

Acharya Ramamurthi Committee (1990) : During 1990's the NPE was revised by Acharya Ramamurthy Committee and it gave a humane approach to education emphasizing more on value oriented education.

The revised National Policy on Education(1992) also emphasized the functioning of teacher education institutions. There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions.

National Curriculum Framework on Teacher Education(2009): The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005.

Present Institutional Framework of Teacher Education in India : For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking 7 courses and has in-built mechanism to regulate and monitor

their standards and quality. For in-service training, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.

Implications on Teacher Education of the Right of Children to Free and Compulsory Education Act, 2009: The Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act inter alia provides that :The Central Government shall develop and enforce standards for training of teachers;Persons possessing minimum qualifications, as prescribed by an academic authority authorised by the Central Government, shall be eligible to be employed as teachers;Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school;Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

RTE provides momentum for government and partners to radically improve Teacher Education : Despite these challenges, a source of hope is the current renewed national momentum to bring significant changes in Teacher Education in coming years. The RTE Act provides a strong policy framework for mandating time-bound changes in teachers and subsequently in teacher education systems, while the NCF TE as well as the Justice Verma Committee Report submitted to the Supreme Court in August 2012 provide a clear roadmap with concrete recommendations for the substantial reforms needed in the Teacher Education sector. On top of this, the national government Twelfth Five-Year Plan places significant importance on overhauling Teacher Education systems in the country. In light of this, the Ministry of Human Resource Development (MHRD) in 2012 launched a revised Centrally-Sponsored Scheme for Teacher Education with an approved outlay of approximately INR 63 billion for the next five years, focusing on strengthening the capacity of TEIs, training of untrained teachers, in-service teacher training, decentralized teacher support by BRCs and CRCs , linkages between elementary teacher education and higher education, and systems for monitoring the performance of teachers and TEIs.

Financial Support for Teacher Education Programmes and Activities: For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs. For in-service training, financial support is largely provided by the Central Government under the SarvaShikshaAbhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges

of Teacher Education (CTEs) and Institutes of Advanced Studies In Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.

Future Prospect in Global Perspective

The modern Teacher Education system cannot be restricted to the present only. Its extent will be far beyond the present system and future education will be ensured. In view of this, the teacher education system will also be developed as a futuristic period. However, the main goal of education is to create a healthy, beautiful society. To ensure future education of future generations, teacher education will also have to improve in line with the prevailing world. Teacher education is a global powerful profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today to make assumptions about it in the new future and to utilize the best thinking and instructional models available in the present times. These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence.

The Teacher Education of new era would therefore be to Provide opportunities to observe and engage with children, communicate with and relate to children.

Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and to work in groups.

Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions); develop in the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.

Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.

Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflect inquiry.

Conclusion

In future, teachers will be more careful to develop social responsibilities, social ethics and society-friendly attitude. In particular, in the case of 'Teacher Education', it demands more emphasis on the matter. If there is no social responsibility, then citizens will be endangered. That's the global demand now. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evaluation. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century School environment. Therewith, the teacher needs to be well-versed in the development of the world according to the global needs. This term applies to all times. And, the characteristics of the teacher are very important in this case. As the fire extinguishes all things, the teacher's personality will remove everything from narrowness. In the words of Swami Vivekananda - "One should live from his boyhood with one whose character is a blazing fire and should have before his living example of highest teaching." Present teacher education should ensure that such a personality teacher can be provided in our future.

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