



CHHATNA CHANDIDAS MAHAVIDYALAYA

(Affiliated to Bankura University)
P.O.- Chhatna & Dist.- Bankura & West Bengal & Pin- 722 122
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Activities Related to Ecosystem and Indian Knowledge System

YEARS	DATE	Name of programme	Theme	No of Student Present
2018-19	07/08/2018	Environment Related Programme	College Cleaning and Plantation Programme	64
2019-20		-----	-----	-----
2020-21	25/05/21 (online)	Awareness Related and Information Related Programme	Introduction to Lunar Mission	32
2021-22		Cultural Heritage Related Programme	Know your locality	63
22-23	15/05/2023	Indic Culture Related Programme	WHY DO WE NEED TO READ THE MAHABHARATA	63



P. Kumbhakar

IQAC Co-ordinator
Chhatra Chandidas Mahavidyalaya

Malanika Sinha

Principal
Chhatra Chandidas Mahavidyalaya
Chhatna, Bankura



Chhatna Chandidas Mahavidyalaya Chhatna, Bankura

College Cleaning and Plantation Programme

2018-19

07/08/2018

Lat 23.319095°

Long 86.94256°

P. Kumbhakar

IQAC Co-ordinator

Malanika Saha

Principal
Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura

Programme Details

- Programme is segmented into two part:
- COLLEGE CAMPUS CLEANING AND PLATATION PROGRAMME
- ORIGANISED BY THE EDUCATION DEPARTMENT & NSS UNIT
- Coordinated by: Mr. Nilanjan Chaki (Assistant Professor, Department of History)
- Mr. Manas Dutta (Department of Education)
- No. of Student Participated: 64 (Student of Semester I and III)
- Date: 07/08/2018



P. Kumbhakar

IQAC Co-ordinator
Omata Chandra Mohapatra

Manoj Kumar Saha

Principal
Chhatra Chandra Mahavidyalaya
Omata, Bunkat

COLLEGE CLEANING DAY (2018-19) 07/08/2018



PLANTATION PROGRAMME (07/08/2018)



PLANTATION PROGRAMME (ADOPTED VILLAGE)



(COLLEGE CLEANING TEAM)



Student Participants SEMESTER 1 (with UID No)07/08/2018

1	18071101001	PUJA MANDAL
2	18071101002	PIU KUNDU
3	18071101003	MAMPI KUMBHAKAR
4	18071101004	BANDANA KUMBHAKAR
5	18071101005	SANTANA MANDAL
6	18071101006	PAYEL GHOSH
7	18071101007	SOMA NAG
8	18071101008	SOMA MANDAL
9	18071101009	SOURAV HALDER
10	18071101010	SIKHA BAURI
11	18071101011	SATHI SANTRA
12	18071101012	ANWESHA RAKSHIT
13	18071101013	RIMPA KUNDU
14	18071101014	PIYA BAURI
15	18071101015	RIMPA RAKSHIT
16	18071101016	RATNA LAYEK
17	18071101017	LAXMIPRIYA DUTTA
18	18071101018	ARGHYA GOSWAMI
19	18071101019	MIHIRAN GORAI
20	18071101020	SANDIP PAL
21	18071101021	INDRAJIT MUKHERJEE
22	18071101022	RUDRA RAKSHIT
23	18071101023	SANKET BANERJEE
24	18071101024	NAIMAYOTI CHAKRABORTY
25	18071101025	MAMONI DAS
26	18071101026	MITALI DAS
27	18071101027	SUKUNAR MANDAL
28	18071101028	SOURYADIP MUKHERJEE
29	18071101029	KUNAL MONDAL
30	18071101030	SURESH MANDI

P. Kumbhakar

IQAC Co-ordinator
Chhatra Chandra Mahavidyalaya

Malavika Sinha

Principal
Chhatra Chandra Mahavidyalaya
Chhatra, Bankura



Student Participants SEMESTER 3 (with UID No)07/08/2018

31	17151202048	SARADA MURMU
32	17151202049	SARMILA HEMBRAM
33	17151202050	SEKH IRFAN
34	17151202051	PATIKA HEMBRAM
35	17151202053	SHIBNARAYAN MURMU
36	17151202055	ASISH ROY
37	17151202057	ATANU MAL
38	17151202059	BANASHRI KAR
39	17151202060	SOLVIK ROY
40	17151202063	THAKURDAS HANSDA
41	17151202067	KABITA HANSDA
42	17151202068	RAJU MURMU
43	17151202069	ANUPAMA HANSDA
44	17151202072	CHAITALI TUDU
45	17151202073	RAGHAB DAS
46	17151202074	PINTU BAURI
47	17151202075	PRADIP BAURI
48	17151202076	PADA MANDI
49	17151203001	SOURMEN GOSWAMI
50	17151203002	BIPAN BAG
51	17151204002	JHELIX BHANDARI
52	17151204003	SWARUP DUTTA
53	17151204005	ISHAN HEMBRAM
54	17151204007	KARTIK BAURI
55	17151204009	MAMPI DE
56	17151204010	MAMONI BAURI
57	17151204011	MAMANI MANDI
58	17151204013	BINDA BAURI
59	17151204016	NARUGOPAL BOURI
60	17151204017	SAMPA BAURI
61	17151204019	SANGITA CHATTERJEE
62	17151204020	SARADAMONI SAHIS
63	17151204023	SHANTANU KARMAKAR
64	17151204025	SONAMANI MURMU



P. Kumbhakar

IQAC Co-ordinator
Chhatra Chandra Mahavidyalaya

Malanika Saha

Principal
Chhatra Chandra Mahavidyalaya
Bankura

-
-
- **OUTCOMES:** It's a participatory programme. Boys and girls both actively participated in college cleaning programme. They cleaned the pay ground and the class room too. It created a sense of environment friendliness of the student. They become aware about threatened floral species. They planted SAPLA in a small water tank. It's a motivation work towards group activities.

P. Kumbhakar

Malanika Sinha



IQAC Co-ordinator
Chhatra Chandidas Mahavidyalaya

Principal
Chhatra Chandidas Mahavidyalaya
Chhatra, Bankura

Introduction to Lunar Mission

Chhatna Chandidas Mahavidyalaya

Email: ccmahavidyalaya@gmail.com

ONLINE PROGRAMME

25/05/2021



P. Kumbhakar

IOAC Co-ordinator

Malanika Saha

Principal

Chhatna Chandidas Mahavidyalaya

PROGRAMME OUTLINE

Create awareness about the Indian Space Research

Make the student familiar about the ISRO and NASA

Provides the concept about the Lunar Mission of India
(Chandrayan)

Introduction to Lunar Mission

- Programme: Online mode (G-meet, VC)
- Date: 25/05/2021
- Time: 6.00 PM
- No of Participants: 32
- Teachers: P. Kumbhakar
 - M. Dutta



P. Kumbhakar

IQAC Co-ordinator
Chitra Chandra Mahavidyalaya
Chennai, Barikya

Malavika Saha

Principal
Chitra Chandra Mahavidyalaya
Chennai, Barikya

Space: Wright Brothers (American)

Wilbur Wright (1867-1912)

Orville Wright (1871-1948)

BICYCLE MAKER AND HELICOPTER

Controlled Airplane / Flight (1903 & 1905)

Flying Machine

Earth - Satellite:

Moon: Natural Satellite

Pole to Pole Orbit

Polar Orbital satellite



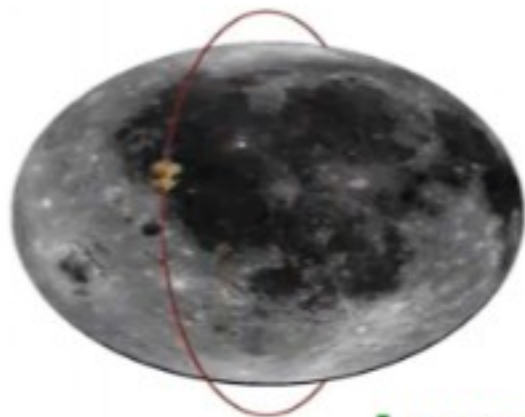
Sun, Earth and Moon:

- The importance of the **number 108** can be seen repetitively in **astronomy and astrology**
- In Vedic astrology there are **12 solar houses and 9 lunar houses, 9 x 12 = 108.**
- The diameter of the sun is about **108 times that of the diameter of Earth.**
- The average distance between the Earth and the Sun is 108 times the sun's diameter.
- The average distance from the Earth to the Moon is 238,800 miles, about 108 times the moon's diameter.
- This makes it so the moon appears the same size as the sun during eclipses.

Earth and Moon:



Pole to Pole orbit of Moon:



Lunar polar orbit

Apollo 1: 1968 (mission was not successful)

Apollo 1



First Space Mission:

- **On October 4, 1957, the Soviet Union launched the earth's first artificial satellite, Sputnik-1.**
- **The successful launch came as a shock to experts and citizens in the United States, who had hoped that the United States would accomplish this scientific advancement first.**
- **Russian stamp commemorating Sputnik Journey.**

First Space Mission:

- **Apollo 11**, the first space mission to put people on the Moon, was launched on July 16, 1969.
(Apollo: Geek God of Sun Light)
- The United States took a monumental step by successfully landing humans on the moon.
- On 20th July 1969, the world watched in awe as Apollo 11, a NASA mission, saw Commander Neil Armstrong and pilot Buzz Aldrin become the first individuals to set foot on the lunar surface

Apollo 11: First Lunar Mission NASA (USA)

- On July 20, 1969,
- two U.S. astronauts do something no one had ever done before. Wearing bulky space suits and backpacks of oxygen to breathe, Neil Armstrong and Edwin "Buzz" Aldrin became the first human beings to walk on the moon.
- Cape Kennedy on July 16, 1969

NASA :

- National Aeronautics and Space Administration
- NASA is a United States government agency that is responsible for science and technology related to air and space.
- NASA was created in 1958.
- The agency was created to oversee U.S. space exploration and aeronautics research.



Apollo Mission:

- ***That's one small step for a man.
One giant leap for mankind."***
- Neil Armstrong

Sputnik : First Artificial Satellite

- Sputnik 1 was the first artificial Earth satellite. It was launched into an elliptical low Earth orbit by the Soviet Union on 4 October 1957 as part of the Soviet space program.
- fall back into the atmosphere on 4 January 1958.

ISRO Indian Space Research Organization

- ISRO : INDIA
- SRIHORIKOTA: SMALL ISLAND

Satish Dhawan Space Research Organization

Sriharikota island was chosen in 1969 for a satellite launching station. It is located 80 km (50 mi) north of Chennai. The center became operational in 1971

Satish Dhawan Space Centre (SDSC)
SHAR, Sriharikota Range PO - 524 124
Nellore District, Andhra Pradesh



ISRO: Lunar Mission

- Chandrayaan-1
- October 22, 2008
- Venue: Sriharikota.
- Period: 22/10/2008-29/08/2009
- Objective: Lunar Photography
- The spacecraft was orbiting around the Moon at a height of 100 km from the lunar surface for chemical, mineralogical and photo-geologic mapping of the Moon.


- After the successful completion of all the major mission objectives, the orbit has been raised to 200 km during May 2009. The satellite made more than 3400 orbits around the moon and the mission was concluded when the communication with the spacecraft was lost on August 29, 2009.

LUNAR MISSION: 2019,2021

- India's second mission to the Moon, Chandrayaan-2 was launched on 22nd July 2019 from Satish Dhawan Space Center, Sriharikota. The Orbiter which was injected into a lunar orbit on 2nd Sept 2019, carries 8 experiments to address many open questions on lunar science.
- a small error during the Chandrayaan-2 mission in 2019 led to its failure.
- 1ST Chandrayan :2008 (October)

GLIMPSES OF PROGRAMME

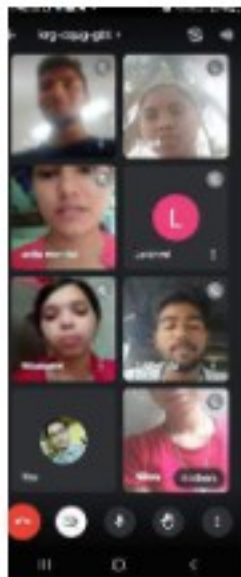
Forwarded



Meet
Real-time meetings by Google. Using your browser, share your video desktop, and presentations with teammates and customers.
meet.google.com

To join the meeting on Google Meet, click this link:
<https://meet.google.com/nsg-ufw-sss>

Or open Meet and enter this code: nsg-ufw-sss



P. Kumbhakar

IQAC Co-ordinator
Chhatra Chandras Mahavidyalaya



Malavika Saha

Principal
Chhatra Chandras Mahavidyalaya
Chhatra, Barikela

Outcomes:

- Students of the college are from pure arts (social science background). Hence space related informative dissemination lecture is helpful to enrich their knowledge base on Space research.
- Students acquired the knowledge about the IRSO and Indian glorious space research history.



P. Kumbhakar

ISAC Co-ordinator
Omaha Chandra Mahavidyalaya

Principa Saha

Principa
Chitra Chandra Mahavidyalaya
Omaha, Barkur

KNOW YOUR LOCALITY

Few Words About Chhatna, Bankura

Chhatna Chandidas Mahavidyalaya, Bankura, Chhatna,

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ccmahavidyalaya@gmail.com



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Malanika Saha

Principal
Chhatna Chandidas Mahavidyalaya
Chhatna, Bankura

Programme Details

- Objection: Make student familiar about the cultural heritage of the College milieu.
- Time:11.30 AM
- Date:23/08/2022
- Teachers: Mr. P Kumbhakar and Mr. D. Mukherjee
- Students present:63

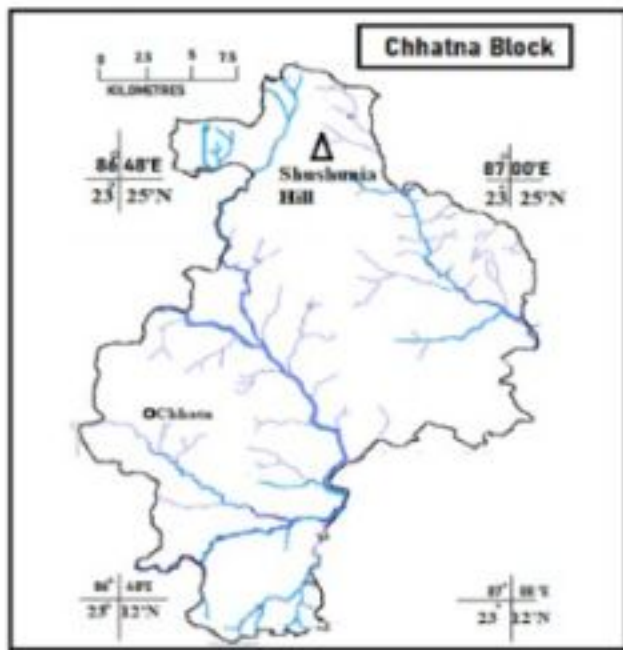


P. Kumbhakar

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Malavika Saha

Principal
Chhatrapati Chhatrasal Mahavidyalaya



Attributes of Chhatna:

- a. Susunia Hill (448m)
- b. Natural Twins Aquifers (Perennial)
- c. Gnaneshwari River (pre Himalayan River, river of Silurian era)
- d. Palaeolithic Hominoids site
- e. Rock Curving Art
- e. Wood Curving Art
- g. Weaving Art
- i. Pottery painting

Good condition of Ground Water Table

Chhatna:

- Chhatrina..... Chhata: Umbrella
-
- Khatriya: Kha Converted to Chha.....

Chhatna: for physiography,,,,,,,,

Land of Susunia hill (remnants of Eastern Ghats orogeny)

Land of Gandeshwari river (Silurian origin river, pre Himalayan River)

Combination of laterite and sandstone

Chandidas: Chhatna

- Chandidas (1408 CE) was one of the most prominent and admired poets of Medieval Bengal. There are total four individuals found with the same name- *Badu Chandidas*, *Dwija Chandidas*, *Din Chandidas* and one only Chandidas without any byname.
- He came from an upper-caste Barendra Brahmin Family and was an ardent devotee of Goddess Basholi.
- Possibly his birth name was Ananta and family surname was “**Badu**” and later given the title “**Chandidas**” by his Guru.
- Brahmin from Goya

Chhatna: Land of Chandidas

- The night is dark,
the sky is filled with teeming clouds.
Friend, what can I say to you?
By virtue of many lives, Him I have won.*
- Chandidas*

শাক্তন্যায়নে ঘোর মনমতি, নিশীথছয়িনী রে ।
কুঞ্জপথে, সখি, কৈসে ঘাওবে জরনা জগিনী রে ॥
উষ্মন পবনে মনুনা তর্জিত, ঘন ঘন পর্তিত মেঘ ।
মনকত বিদ্যুৎ, পথতক নৃত্যিত, ধরতর ভঙ্গিত মেঘ ।
ঘন ঘন ত্রিষ্ ত্রিষ্ ত্রিষ্ ত্রিষ্ ত্রিষ্ ত্রিষ্ বরষা তীক্ষণপুঞ্জ ।
শাক্ত-নিয়মে জাপ-কামে নিবিড়তিনিয়মে কুঞ্জ ।
কহ রে সখাণী, এ মুক্তকামে কুঞ্জে নিরশয় কাম
নরেশ খণী কহে বজ্রহত সতকণ রাধা নামে ।
মোতিম ঘরে বেশ কহ মে, সীমি নশা মে তামে ।
উর্গী বিদ্যুতীত নেদন তিতুর নাম খঁইহে চন্দ্রকামনে ।
মহন রামনে ন ঘাও, জাম, নতলবিপেতক শাপ ।
গরজে ঘন ঘন, কহ তর পাতক, কহে জামু তর নাম ॥

Chandidas

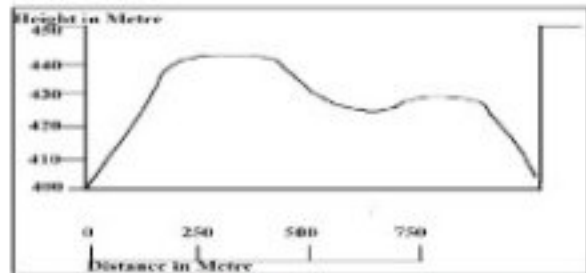
বঁধু কি আর বলিব জোরে ।
অলপ বয়সে, পিরীতি করিছা,
রহিতে না দিলি ঘরে ॥
কামনা করিছা, সাগরে মরিব,
সাধিব মনের সাধা ।
মরিছা হইব, জ্বীনেশ্বর মন্দন,
তোমাতে করিব রাধা ॥
পিরীতি করিছা, ছাড়িয়া যাইব,
রহিব কদম্বতলে ।
ত্রিভঙ্গ হইয়া সুতলী বাজাব
যখন যাইবে জলে ॥
সুতলী গুনিয়া, মোহিত হইয়া,
সহজ কুলের বালা ।
চণ্ডীদাস কহ, তখনি জানিবে,
পিরীতি কেমন আলা ॥

Chandias : Chhatna

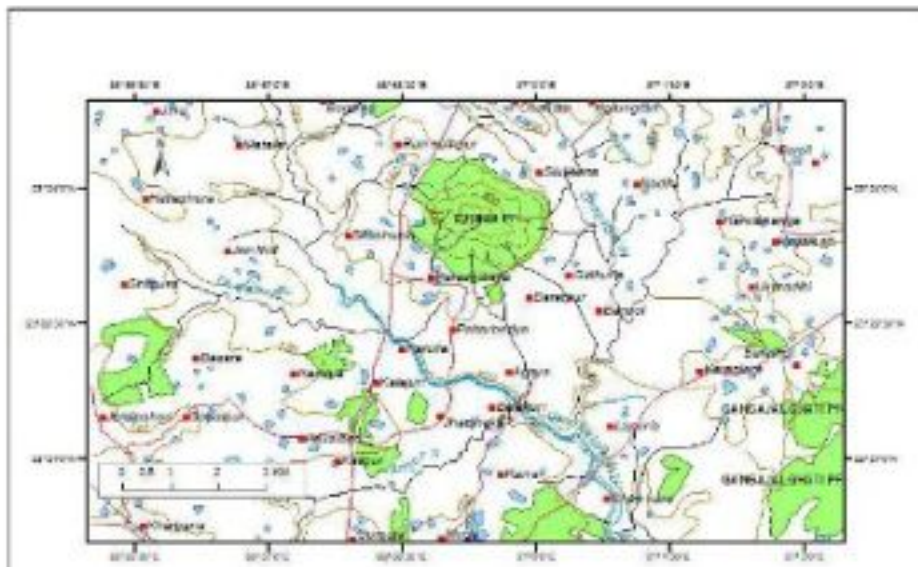
- Structuralism in Bengali
- Neo Structuralism
- Baru Chandidas is known mainly as the writer of the lyrical SRIKRISHNAKIRTAN, which was discovered by Basantaranjan Vidyadvallabh at Bankura.
- Basantaranjan, who published the manuscript in 1916, believed that Chandidas was born in 1339 and died in 1399. However, other scholars, suggest somewhat an earlier date.

Shushunia Hill: Twins Aquifers

- The Shushunia hill lies in Chhatna block of Bankura district, West Bengal, India (height 440 m, $23^{\circ} 22' 30''$ N and $86^{\circ} 58' 20''$ E).
- A small Paleozoic river named Gandeshwari is flowing in southwest edge of the hill.



Susunia and its Surrounding Areas

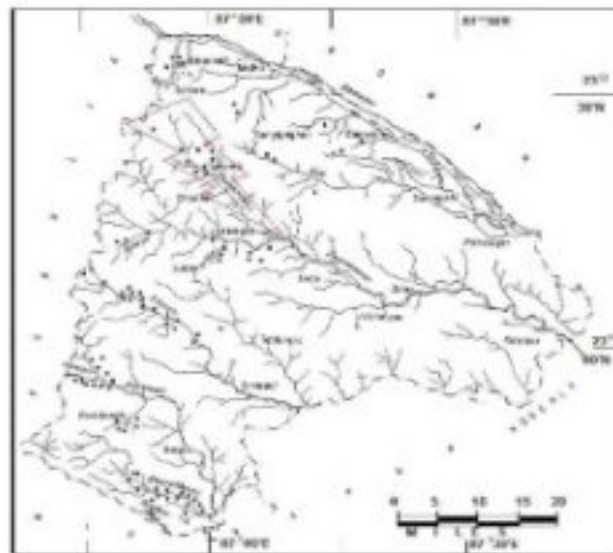


Chhatna: Susunia Hill

- *Shushun* means a place where dancing and singing goes in hand in hand.
- According to the Santhali language, the word meaning of *Shun Shun* is nearby or side by side and *nia* means this. In the Munda language (dialect), the literal meaning of Shushunia is a place for a social gathering (accompanied by dance and song).
- According to the Santhali language, the word Shushunia means lying side by side. Twin peaks or porcupine-shaped peaks which lie side by side are described as Shushunia.
- Another word of the Santhali language is *Shur Shur*, which indicates the 'sound of whistling bird' and *nia* means 'this'.
- Therefore, Shushunia may have been derived from the Santhali language, meaning 'the place of whistling bird'.

Habitat sites of Early Hominoids

Name of Villages	Geographical Location		Location Code & JL No
Jamthol	23°26'55" N	86°52'15" E	02006500 & 8
Panchasimula	23°23'15" N	86°52'15" E	02012500 & 68
Parulia	23°22'15" N	87°57'30" E	02012000 & 63
Paharbedia	23°22'55" N	86°58" E	02015000 & 93
Suyabasa	23°23'10" N	86°58'30" E	02029800 & 241
Gidhuria	23°23' N	87°0'30" E	02015300 & 96
Dhankorarjor	23°24'20" N	87°0'15" E	NA



**ARCHAEOLOGICAL SITES
OF BANKURA DISTRICT
(THE STUDY AREA LIES
IN WESTERN PART OF DISTRICT)**

Mesolithic Sites

Mesolithic Site	Description
Kamarkuli (Chhatna Block)	<p>Pillar</p> <p>Height 4feet, Material. Quarzite</p> <p>Description: A group of Warrior with bow and arrows,</p> <p>A few male with sord and juvlin,</p> <p>A few are singles (only male)</p> <p>A few with female partners</p>
Jorhira (Chattna Block)	Pillar
Moleswar Temple	Pillar

Shushunia Hill (Habitat Cleavage of Early Hominoids)

HABITAT SITES OF EARLY HOMINIDS

Kherbani

Bamundiha

23°23'20" N & 86° 01'50" E

Suabasa

23°25' N & 87° 02' E

Bhalukabasa

23°21'31" N & 86° 58'32" E

Aduri

23° 26' 22" N & 86° 56'19" E



Lithic Inscription and Chhatna (4th Century AD)(*Sankha lipi*)



- **inscriptions:**
- Time: 4th Century AD
- Language: Sanskrit
- Script : Brahmi
 - The Shushunia Rock inscription is the earliest reference to the cult of Vaishnavism.

Sweet Preparation : Chhatna

- POPULAR NAME:PERA
- DRY ROUND SHAPED SWEET
- (Not perishable within one or two days)

Stone Curving Art: Susunia(Sandstone)



Wood Curving Art of Chhatna:

- Village: Simulberia
- (20km from Chhatna)

Prepare Mask, wood curving animal structure

Weaving of Chhatna Block

- Village: Kenjakura (in the left bank of river Dwarekeshwar)
- Ancient handloom with raw cotton
- (mostly louder in colour)
- Popular product: curtain and *gamacha*

Pottery and Panting of Chhatna Block

- Bharatpur



JILUPI



Seulibona Village, Chhatna



শ্রীকৃষ্ণকীর্তন

চণ্ডীদাস-বিরচিত

বসন্তরঞ্জন রায় বিদ্যদ্বন্দ্বভ
সম্পাদিত

Shushunia Tracking Sites:



Glimpses of Programme



outcome

- Student become aware about their cultural heritage. It starts from the Poet Baru Chandidas, Sisunia's Rock Curving art, Wood Curving art, Weaving of Kenjakura and the sweet preparation of Chhatna.
- The dissemination lecture was like a virtual tour to the student to know their cultural heritage.
- Student received the positive impetus towards the conservation of regional cultural attributes.



LIST OF STUDENTS SEMESTER IV 23/08/2022

	UID	NAMES
1	18071101001	PIJA MANDAL
2	18071101002	PIU KUNDU
3	18071101003	MAMPI KUMBHAKAR
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24	18071101024	NABAJYOTI CHAKRABORTY
25	18071101025	MAMONI DAS
26	18071101026	MITALI DAS
27	18071101027	SUKUMAR MANDAL
28	18071101028	SOUMYADIP MUKHERJEE/
29	18071101029	KUNAL MONDAL
30	18071101030	SURESH MANDI
31	18071101031	BALARAM KHAN
32	18071101032	SURENDRA SOREN
33	18071101033	BIKASH MONDAL
34	18071101034	ROHIT SHARMA
35	18071101035	MOU ROY
36	18071101036	KANCHAN MURMU
37	18071101037	SARIKA MANDAL



P. Kumbhakar

IQAC Co-ordinator
Chhatra Chanda Mahavidyalaya

Malanika Sena

Principal
Chhatra Chanda Mahavidyalaya

• LIST OF STUDENTS SEMESTER IV 23/08/2022
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38	18071104030	AVUIT MONDAL
39	18071104031	MAHESWAR MONDAL
40	18071104032	BIKRAM GHOSH
41	18071104033	HRIDOY GHOSH
42	18071104034	SOMA GHOSH
43	18071104035	SHILPI KUNDU
44	18071104036	LAXMI PRIYA ROY
45	18071104037	TUMPA BAURI
46	18071104038	ANUPAMA BAURI
47	18071104039	DOLI KUNDU
48	18071104040	RITA KUCHLYAN
49	18071104041	SHILPI CHAKRABORTY
50	18071204001	SHAMPA KUNDU
51	18071204002	RIMPA PAL
52	18071204003	PRATIMA DAS
53	18071204004	SARASWATI BAURI
54	18071204005	SOMA BAURI
55	18071204006	NILIMA PARAMANIK
56	18071204007	PUJA BAURI
57	18071204008	SONALI ROY
58	18071204009	PRAMILA TUDU
59	18071204010	ARCHANA MURMU
60	18071204011	SANAKA HEMBRAM
61	18071204012	NIYATI MANDI
62	18071204013	SATYABATI MANDI
63	18071204014	PRASANTA BAURI

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WHY DO WE NEED TO READ THE MAHABHARATA

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Objective: Promote Indian Knowledge System

Bhāratīya Jñāna Paramparā Vibhāga
SERIES:1

For ALL UG Students

&

DSC 1 of English Major and Minor 2nd Semester

Chhatna Chandidas Mahavidyalaya





What is the Mahabharata?

- Now, often referred to as an epic.
- The term 'Epic' is not comprehensive; it has been termed 'Itihas'; 'Gatha'.
- Its relevance can never be estimated by constricting the Mahabharata to these above-mentioned terms
- For the sake of convenience I will use the term 'epic' while referring to *The Mahabharata*

Theme of *The Mahabharata*:
The Eternal Conflict
between Dharma and
Adharma
Dharma can be roughly
translated as righteous
action



The Portions from the Mahabharata as Included in your Syllabi

- **Course Title (Discipline Specific Core): Indian Classical Literature: "The Dicing" from The Book of The Assembly Hall and " The Temptation of Karna" from The Book of Effort**
- **Both the portions are extremely relevant as they give rise to debates on the various aspects of Dharma**



Dharma and 'The Dicing'

- 'The Dicing' refers to the core episode from "The Book of the Assembly Hall"
- Here the despicable acts of adharma that will take place in this part of the narrative will sow the seeds of the Kurukshetra war
- The reading of this portion makes one aware of one's role in maintaining righteousness in every circumstances as well as our real duty towards ourselves as well as the other persons in our lives



"The Temptation of Karna" and the Elucidation of the True Nature of Dharma

This episode is taken from "The Book of Effort" where attempts are being made by both the Pandavas and Kauravas to avoid the Kurukshetra war. To achieve the desired objective of establishment of Dharma, Krishna undertakes the effort of tempting Karna by revealing to him his real identity as the eldest of Kunti's children. Karna refuses to leave the Kauravas due to his personal gratefulness to Duryodhan. This interaction and the later attempt by Kunti herself ends in failure as he refuses to be ungrateful to Duryodhan as well as his adoptive parents.

These two interactions explain to a diligent as well as receptive reader the various aspects of Dharma in general





The Relevance of the Study of 'The Dicing'

- The introductory portion of 'The Dicing' is exemplary due to its commentary on the role of a true King and father. Both Dhritarashtra as well as Yudhishthir fail in their royal duties. The former succumbs to his son Duryodhan's unjust demand for arranging the game of dicing as the latter gives threats of self-harm
- Yudhishthir, in spite being warned by Vidura and Draupadi, refuses to deny the invitation to the game of Dicing citing the excuse of convention. He fails to distinguish between real royal duties and the duties as dictated by convention
- The latter part of 'The Dicing' shows how blatant acts adharma can sow the seeds of one's complete annihilation as well as shows how the woman has to pay the price for being objectified, not only by society, but also by her nearest of kin.



The Relevance of 'The Temptation of Karna'

- The temptation of Karna brings to the fore the conflict between Dharma and Adharma.
- It also highlights the fact that one must make all efforts for peace before asserting to war
- The interchange of ideas between Karna and Krishna on the issues of Dharma instructs us on how Dharma is not a simple act of just doing the right thing. There are time when the question of greater good looms large. It makes us think of the inherent relation between one's Karma and Dharma.



The Relevance of this Study in the Age of AI



- The Study of this module will have a greater impact on our future lives.
- These are lessons which can never be imbibed from the information- heavy realm of AI
- These readings provide with important instruction on the important soft skills like 'leadership', 'teamwork', 'prioritizing', co-operation'.
- The study of Mahabharata has gained greater importance as the value it manifests in its narrative helps an individual to develop both the intellectual as well as the emotional quotient and develop into a better human resource, an impactful contributor to the nation-building.



Glimpses of programme



Students Group (Listening about Mahabharata and its relevancy in Recent)14/05/2023



Students Group (Listening about Baru- Chandidas and its relevancy in Recent)
14/05/2023

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- **OUTCOMES:** The Study of this module will have a greater impact on our future lives.
 - These are lessons which can never be imbibed from the information-heavy realm of AI

- These readings provide with important instruction on the important set of soft skills like 'leadership', 'teamwork', 'prioritizing', 'co-operation'.

The study of Mahabharata has gained greater importance as the values that it manifests in its narrative helps an individual to develop both the intellectual as well as the emotional quotient and develop into a better human resource, an impactful contributor to the nation-building



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