



NAAC ৰ পৰিদৰ্শক মণ্ডলীৰ সন্মানার্থে অনুষ্ঠিত কৰা সাংস্কৃতিক সন্ধিয়াৰ কেইটিমান মুহূৰ্ত





ভাস্বতী সূত্রধৰ, শ্ৰেষ্ঠা গায়িকা,  
‘মহাবিদ্যালয় সপ্তাহ’, ২০১৬

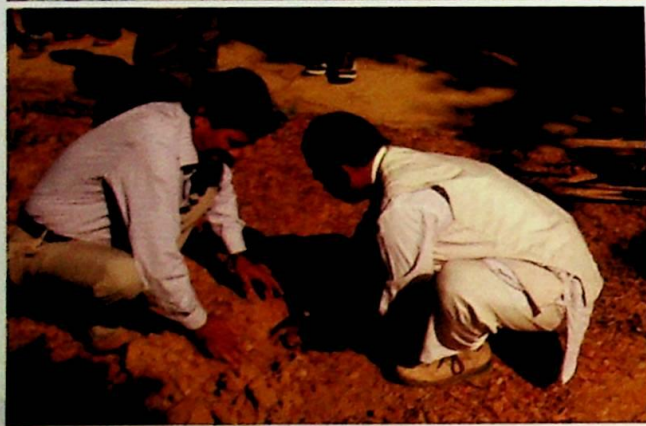


প্ৰাঞ্জল ৰাভা, শ্ৰেষ্ঠ শৰীৰ চৰ্চাবিদ  
মিঃ দুধনৈ সন্মান বিজিত, ‘মহাবিদ্যালয় সপ্তাহ’, ২০১৬



‘মহাবিদ্যালয় সপ্তাহ’ত পতাকা উত্তোলন  
উত্তোলক : ড° গোপাল ফুকন, অধ্যক্ষ, দুধনৈ মহাবিদ্যালয়।





মহাবিদ্যালয় চৌহদৰ স্বাভাৱিক প্ৰাকৃতিক পৰিৱেশ অক্ষুন্ন ৰখাৰ উদ্দেশ্যে বিভিন্ন সময়ত আয়োজন কৰা বৃক্ষৰোপণ কাৰ্যসূচীত অধ্যক্ষ আৰু কৰ্মৰত তথা অবসৰপ্ৰাপ্ত অধ্যাপক-অধ্যাপিকাসকলে অংশ লোৱাৰ দৃশ্য



# A Psychological Orientation of the Unconscious of the Classroom

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Unconscious is the mental realm of a personality where he/she is not completely aware of himself or herself. It is the state of pure nonsense where the individual is no longer in control of himself/ herself. It is almost dream like state of an individual where he/she is not awake at the reality. Psychologists like Sigmund Freud interpret it as the mental state of a personality where suppressed desires erupt, like a volcano. Therefore it appears that unconscious is the pure state of non-sense and non-order. But Freud's disciple Jacques Lacan interprets the unconscious differently. He argues that the unconscious is structured like a language. The striking novelty in his argument is that the unconscious has a structure and it has a structure like a language. Before deciphering the structure of the unconscious, it is necessary to define the structure of language. Language or sign as pointed by the *semiologists* like Ferdinand de Saussure, Roman Jakobson, Roland Barthes and Jacques Derrida, is arbitrary. Instead of signifying/defining a sign or a word, it only defers (delays) because of the differences among the signifiers or words. Thus, they reveal the fact that language has an order. But the order is arbitrary. The unconscious must have too then an arbitrary order.

Edgar Alan Poe's short story "The Purloined Letter" (i.e. the lost letter) is a materialization of Jacques Lacan's interpretation of the unconscious. In this reproduction of his story, a king sent a letter to his queen through his minister before his last breath. The queen received the letter from the minister and she hid it in a secret place after the latter's departure. The next day when the queen wanted to fetch the letter in her hand, it was no longer there. She immediately engaged her detectives to search the lost letter. Many tried their hands in futile. One day one detective appeared before her and handed the letter. She asked how he found it. His answer reveals the structure of the unconscious. He first studied the mind of the queen. The letter was sent to her by the king just before his demise. Therefore, it could have been of utmost critical importance. So, the queen hid it in her most secret place. Then he studied the minister's mind. The minister too thought like the queen in stealing the letter. He thought again that the queen would surely engage her detectives to fetch the letter. The detectives might think that the minister would hide the letter in his most secret place. So he did not hide the letter in secret place. Therefore the detectives were not able to find the letter. He assumed that the minister



might place the letter in a very ordinary place where the detectives would not search it at all. So what he did is that he threw a stone at the window glass of the minister's office and the latter came to look down. Thus he created the opportunity to enter the minister's office and he searched the letter at his table. He found the letter unfolded and open lying at the table just like an ordinary page. This detective succeeded in his search because he made an order out of chaos. He structured the unconscious of every character in his investigation.

Like a detective in his investigation, like a psychiatrist in his case, like a businessman in his trade etc. a teacher must first read the unconscious of the students. Obviously he/she does so but unconsciously. What lacks is the conscious structuring of the unconscious of the classroom. A teacher must first interpret the unconscious of the student right after entering his/her classroom. He thereafter should structure it and then proceed accordingly. There are so many issues and factors that accelerate the unconscious of the classroom thereby obstructing a successful class. First, so many courses do not meet the demand and need of the students. Secondly, the syllabus is determined by the authority which is totally ignorant of the student's psychology. Thirdly, the infrastructure also plays a role of contributor to the unconscious. The traditional classroom model having four walls with some windows, a teacher's lecture stand or a raised platform and a blackboard behind, the physical gap between the platform and the students, the students in parallel rows of desks and benches-all factors contribute to the unconscious of the classroom. Lastly the lecture or speech based lesson also is the source of the unconscious in a classroom.

The 21 st century is the century of

Google or information technology. In this century information is a commodity that is sold. To put in actual terms, information is *googled*. Internet plays the role of laboratory or classroom and Google is the instructor. The interesting fact is internet provides individual centric education. It can give the whole encyclopedia of information or knowledge at any time at one's demand anywhere. In such an age why would an individual come to a time and space bound classroom to listen to the information or data for an hour whereas he/she can access that very data in detail at any time anywhere according to his/her will? Therefore I wonder the time is gone where some data or information will be given by a teacher in classroom either orally or in written script, and the students will listen to them or note them down. Information, knowledge or data cannot be the purpose of education at this time. In popular medias which is representation of the youth like TV advertisements, *hollywood* songs and films, teachers have already been presented as an object of fun with old values. Therefore the present education system must change and so do the classrooms.

Life is itself the purpose of the students for which they come to an educational institution. Information, knowledge or data is quite neglected by them in the classroom as they can be easily accessed by them. They come to the classrooms to understand their life or live their life. This is a time where people are always in a rush. People are running away from their lives as they run after material gains. Therefore a teacher has faced a greater task of letting the students experience their lives. Being a human a student must be encouraged to nurture every sensation but in the right way. I think therein is the necessity of a teacher for the students at present.

Teaching must be physical in order to



achieve this aim. Language or speech should be used minimally, especially in a multilingual community based classroom. Though there is the application of technologies in classroom, they are very minimal. Instead of blackboards projectors have been used now-a-days. But the projector is fixed like the blackboard. Moreover, there is only one or two sound source. In order to physically experience the lesson in live, the teacher should present a video or act like an actor on the stage. The classical model of classroom must be dismantled. It should either be an auditorium where lights will be used very effectively. The students should be seated round and the teacher will enact the lesson surrounding them like an actor. There should be multiple sound boxes in the walls. And they should be switched on and off playfully so that they feel a sensation in them by the vibration and sounds. Along with the fixed projector screen, mobile projectors can be used according to the students' demand. This is how the physical gap between the teacher and the students will be melted down and the classroom becomes effective. The teacher can encourage the students to enact live performance of the lessons either in the form of drama or

mime, slideshow of photographs or any other art forms. The science models can be presented in the form of video cartoons. Poetry can be acted as a performance in open gardens or groves. Non-fictional prose like articles, essays, research papers can be acted in auditorium by bestowing students the role of orator dramatically per paragraph. A novel can be transposed into dialogue-based drama or a film. Newton, Darwin, Pascal, Einstein, Max Plank etc. can be recreated in live by imagination or videos can be shown. I think this is the time not to teach Newton and Shakespeare but to feel like them and be them.

A student must be taught first to imagine whether it is William Shakespeare or Albert Einstein. After all, imagination is the source of all creations. Then imagination can be transposed into reality by different forms. This will let the students experience their lives and their stands on this earth. It can be possible only when the unconscious of the classroom will be addressed by a teacher. It is up to him/her how he/she narrows down the unconscious of the classroom. The dismantling of the unconscious determines the true meaning of a class.

## সাঁথৰ

- ? গছত লাগে, দেহত লাগে, জীৱ-জন্তুৱে খায়, সেই বস্তু কোনেও দেখিবলৈ নাপায়।  
 : বতাহ  
 ? আদি আছে অন্ত নাই, জন্ম আছে মৃত্যু নাই, সেই বিধি পালন কৰে বহু মানুহৰ শক্তি নাই।  
 : সময়  
 ? কোন চিটিত মানুহ নাথাকে।  
 : ইলেকট্ৰিকিটিত।  
 ? তোমাৰো বাই মোৰো বাই জগতৰ সকলোৰে বাই। কোৱাচোন ভাই কোন সেই বাই ?  
 : জোনবাই।  
 ? জীৱ নহয় জন্তু নহয় আছে মাথো নাম নিজে নাজানে কিন্তু পৰক বুজায় কাম।  
 : ঘড়ী।

সংগ্ৰাহক

জ্যোতি প্ৰসাদ ৰায়

স্নাতক চতুৰ্থ ষাণ্মাসিক (কলা শাখা)



# ENVIRONMENT, EDUCATION AND MENTAL HEALTH OF TEACHER

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The term **Environment**, which etymologically means **surroundings**, is considered as a composite term for the conditions in which organisms live and thus consists of soil, air, water, food, temperature, wind etc. which are the basic needs, of all living beings to carry on their life functions. In other words, environment consists of both biotic and abiotic substances. Environment can be defined in a number of ways, for example,

- "Environment is the sum of all social, economical, biological, physical or chemical factors which constitute the surrounding of man, who is both creator and moulder of his environment."

- "Environment is the representative of physical components of the earth wherein man is the important factor influencing his environment."

- "Environment is a holistic view of the world as it functions at any time, with a multitude of special elemental and socio-economic systems distinguished by quality and attributes of space and mode of behaviour of biotic and abiotic forms."

- "Environment refers to the sum total of conditions which surround man at a given point in space and time."

The dictionary meaning of the word 'environment' is 'a surrounding', 'external conditions influencing development and growth of people, animals or plants', 'living or working conditions' etc. This involves three questions –

(i) What is surrounded?

(ii) By what surrounded?

and (iii) Where surrounded?

Decidedly the answer of the first question is living object in general and man in particular. If man is taken to the surrounded physical attributes is taken to be surrounded physical attributes become the answer to the second question which become environment and where surrounded in the 'space' or 'habitat'.

Primarily the concern of all educationists is with the environment of man. But man cannot exist or be understood in isolation from the other forms of life and from plant life and so environment of all biological population should be the concern of teachers of all levels. "Environment refers to the sum total of conditions which surround man at a given point in space and time." In the beginning the environment of early man consisted of only physical aspects of the planet earth (land, air and water) and biological communities but with the march of time and advancement of society man extended his environment through his/her social, economic and political functions. In real sense environment is equated with nature wherein physical components of the planet earth, i.e land, air, water etc. support and affect life in the biosphere.

The definition of environment is actually governed by our concern and priorities. Our immediate concern is the quality of space we live in, the air we breathe, the food we eat, the water



we drink and the resources we draw from the environment to support our economy. But, the concept of environment is incomplete if inclusion of only 'air-land-water and plant is there in the ambit of environment excluding man and human society.

Environment consists of the sum total of the stimulation that the individual receives from conception until death. It covers all those circumstances which assert their influence on the individual since conception to death. According to the great psychologist Boring – 'A person's environment consists of the sum total of the stimulation which he receives from his/her conception until his/her death.'

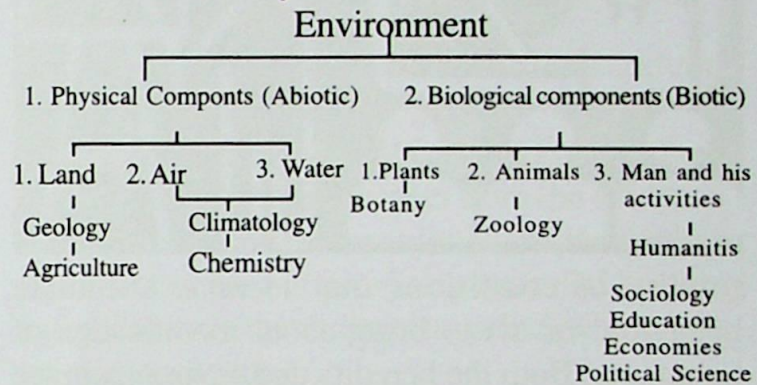
Anastasi said – 'The environment is everything that affects the individual except his genes.'

Douglass and Holland expressed that, "the term environment is used to describe, in the aggregate, all the external forces, influences and condition, which affect the life, nature, behaviour and the growth, development and maturity of living organisms."

Environment may be viewed in different ways with different angles. Environment is the aggregate of all the external forces, influences and conditions which affect the life, nature, behaviour and the growth, development and maturation of living organisms. In the field of education a favourable environment caters to the development of native abilities of student. All the things helpful in the mental development of a student constitute his mental environment. Thus for a student, the mental development consists of the libraries, laboratories, recreational, co-curricular as well as curricular activities. If these are properly organised, the student will achieve the desired intellectual development. Therefore, teachers should try their best to provide the best mental environment in educational institutions. Workshop, museums, dramatic and recreational clubs, associations, debates, symposiums etc. among students should be encouraged.

Environment and study subjects : The en-

vironment is composed of biotic (biological) and abiotic (Physical) components and this can be shown in such way –



From the above chart it is evident that the environment relates to physical science, Bio-science, Behavioural science and Social science, while Geography has the wide coverage of environment.

**Environment and Education :-** The physical and biological components of the environment contribute and influence for social and economic development. Sometime it has the adverse effect on social and economic growth and development.

Education is an independent field of study or discipline which is concerned with process of development i.e., teaching, learning, training and instruction. It has the focus on physical, social, mental and emotional i.e. all round development of a child. The job of a teacher is to create conducive environment in the classroom to have the desirable change in the behaviour of child. A child gains experience from the school environment (physical and social) and from the class room climate (social and emotional). Experience means modification of behaviour through learning. The experience can only be provided through environment. In the classroom a teacher, performs some activities or teaching to generate social and emotional climate with the help of some content for providing new experiences to his/her students. Normally the educational institutions are found to be located out-side the locality to have good physical and biological environment for the students.

Heredity is a major factor influencing the structure of body. Heridity is defined as the totality of biologically transmitted factors that influence the





totality of conditions that serve to stimulate behaviour or act to bring about modification of behaviour. Both the heredity and environment are equally important in the life of individual, both are the determinants of development of personality. Without environment heredity is useless and the environment without heredity means nothing. Heredity gives us the body structure, complexion, features etc and the environment provides the opportunities to develop them. An individual gets something from the heredity which is fastered by the specific environment and which results in the spicific individual. Heredity sets the limits, environment tries to fulfill these limits through education.

Maximum growth of personality of an individual demands ideal environment. Behaviourists are of the view that environment is all in all in the development of personality and heredity is nothing to do in it. It is the environment which helps in developing heredity traits of the personality. The environment can not induce the traits and abilities which are inborn of an individual. Environment can develop inborn abilities and traits. Thus the new area of study has evolved under the discipline of education which is termed as 'Environmental education' and it includes both formal and non formal education.

In effective educative process, teacher must know his/ her students and the environment. A teacher has to teach students of different age groups, socio-economic and cultural background. They have wide variety of difference with regard to social, emotional, intellectual and physical aspects among themselves. It is very challenging for teacher to bring desirable changes in their behaviour so that they may contribute in national and social development.

Individual differences among students play an important role in teaching-learning situation. Not only the difference but a teacher has to keep in view the potentialities and capacities of the students at different age levels. A teacher must know the basic principles of growth and development and the characteristics which develop at different age levels.

Growth and development is the most potent fact in education system. Growth usually means increase in size, height and weight of living organisms. Actually growth is a process which is so intricate and so sensitive that there must be powerful stabilizing factors, intrinsic rather than extrinsic, which preserve the balance of the total pattern and direction of the growth trend. The regulatory mechanism of growth is maturation.

Development usually means changes in the shape of the parts of body and the integration of various parts into the functional units as growth goes on. Actually development refers to interaction of person and his/ her environmental surroundings whose after products alter existing response tendencies in such a way as to increase their strength, the degree of differentiation and the organization of personality. Development is confined to qualitative changes in the living organisms.

An understanding of the nature and principles of human growth and development is very essential for the realization of the aims and objectives of education. For the maximum and integrated growth and development of students' personality a teacher has to stimulate and direct physical, social, emotional and intellectual growth and development of them. He/she may be able to do it only when he/she has thorough knowledge and understanding of growth and development at various stages of human life.

**Mental health of a teacher :** Mental health of a teacher is much more important than the mental health of student. If a teacher is not sound in his/ her mental health he/ she can not do justice to his/ her students, can not provide guidance in their problems and can not improve environment of teaching . His/her maladjustment may have adverse effect on students. The teacher can improve his/her own mental health, if he/ she is able to increase his/ her un-



derstanding of himself/ herself, accept himself/ herself largely as he/ she is and take an active part in directing his/her life rather than being content with responding to work pressure.

**The sources of satisfaction in teaching profession :** The sources of satisfaction in teaching profession may be mentioned as follows –

- \* The stimulation of broad interest
- \* The creative expression involved
- \* The opportunity to influence social and national policy
- \* The socially useful character of the work.
- \* The opportunity for association with youth.
- \* Personal growth and development in teaching.
- \* The merging of one's interests with those of the group.
- \* Teaching is a noble profession.
- \* The partial satisfaction of the needs for affection, respect, independence, freedom for expression and for maintaining the self-esteem.
- \* Teaching involves a variety of activities physical, social, emotional and mental development.

**Ways for improving mental health of teachers :** There are various factors in and outside the educational institutions which influence mental health of teachers. The factors which help in maintaining mental health of teachers may be listed as follows :-

1. Improving teacher-principal relationship
  - (i) Democratic administration.
  - (ii) Impartial behaviour of principal
  - (iii) Planning in advance
  - (iv) Seniority should be considered in assigning responsibilities.
  - (v) Proper distribution of work-load
  - (vi) Principal should have helping attitude towards teachers.
  - (vii) Problems of teachers and teaching environment should be given due weightage.
2. There should be co-operative spirit among teachers.
3. Participating refresher and orientation courses by the teachers.

4. Teachers should be allowed to attend seminars, workshop and conferences for their personal growth.
5. They should be encouraged for academic excellence.
6. Improving teacher community relations and community served by teacher.
7. Improving teacher-taught relation, teacher should receive due regard and respect from the students.
8. Teachers should be rewarded for better results or effective teaching or providing remedial teaching and guidance to the students by principal and institutional management.

There is a tendency to criticize the teachers by principal, students, other colleagues and even guardian in our educational system. The principal should have the leadership qualities to encourage or praise the teachers for their good work and performance and also to take impartial disciplinary action for their poor work and insincere activities

There is observed rapid development and advancement in every field of study and also in teaching methods and techniques. The library of an educational institution should be maintained having upto date literatures. Teachers should also be encouraged for experimental projects and innovative ideas in teaching-learning situation. Teachers should be well informed with new trends and technology in the field of education.

The reading habit of books provide guidance to the teacher related to his/her life and prepare them to face realities or hard facts of life. From reading habit teacher learns to react normally in emotional situation and begins to avoid worries. These facts are very realistic approach for avoiding causes of ailments and after accepting hard facts of life a teacher may be able to maintain his/her sound mental health.

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