

Therapeutic Importance and Application of Boswellic Acid From the Plant *Boswellia serrata*

Raghunath Satpathy

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Abstract

Traditionally, the gum resin produced from the *Boswellia serrata* plant has been used in as a therapeutical compound. The gum that contains a chemical known as boswellic acid, AKBA (3-O-acetyl-11 keto- β -boswellic acid), and widely in ayurvedic medicines. This is used to treat the disease like reduction in various inflammatory conditions of the skin, eye, as well as respiratory disorders such as asthma, bronchitis, and laryngitis. The boswellic acids were also found capable to inhibit both hemolysis and chemotaxis of leukocytes and were shown to work by inhibiting C3-convertase, a key enzyme of the classical complementary pathway. In addition to this, the compound shows beneficial effects in various pharmacological properties like immunomodulation activity, polyarthritis, activity against Hepatitis C-virus and other harmful microbes, Colitis and Crohn's disease, and so on. The boswellic acid is also used to treat patients with memory disorders. In this chapter, the chemical nature and isolation of boswellic acid and its therapeutic importance have been highlighted.

Chapter Preview

Top

Introduction

The ecosystems of the earth are rich in biodiversity consisting of both plants and animals groups that make other form of life dependent on each other. From the ancient age, the human has relied on natural products especially from the plants to maintain good health by fighting with sickness, pain, and disease. The current allopathic medicines are having many side effects, therefore due to greater awareness in many cases, the allopathic medicines are



POLITICAL THEORY

CONCEPTS AND DEBATES

KESHAB CHANDRA RATHA



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INDIAN FOREIGN POLICY AND GLOBAL PEACE

A Human Security Perspective



Banita Mahanandia

Narottam Gaan

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Since millennia, one of the cornerstones of Indian civilization has been to conceive the universe as one family (*Vasudhaiva Kutumbkam*). As soon as India got independence, she declared its avowed and most cherished desire to determinedly pursue the path of peace and take effective measures for the promotion of international peace, security and cooperation. Principles like non-alignment, peaceful coexistence, economic and cultural cooperation, disarmament and use of nuclear energy for peace, settlement of disputes by peaceful means, support for national movements, ending of apartheid, colonialism and imperialism and support for international institutions have been the bedrocks of India's foreign policy.

This book aims at studying the various dimensions of India's role in maintaining global peace and security. Explaining the terms 'peace', 'security' and 'human security', both in traditional and non-traditional ways focusing on realism and neo-realism., it attempts to analyse the role of United Nations in peacekeeping operations and India's contribution towards it. It also examines the role of India in global nuclear disarmament, combating international terrorism, and climate change, sustainable development and human security.



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Value Based Education in Early Childhood

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Today's modern era is era of globalization. Inclination of our youth toward western life style and culture is natural. This inclination is not only limited to youth, almost everybody in country is running a blind race of cut throat competition to accumulate more money and things of leisure and pleasure. In recent years increase in percentage of crimes committed by youth especially adolescents has created a line of concern on the face of parents. Root cause of the problem lies in the quality of education we are providing to our child. Parents are putting more emphasis on materialistic education based on educational achievements of child, neglecting the overall development of child. Not only parents but teachers and schools are also responsible for misdirecting the direction of education. Even our curriculum and syllabus is also not favourable for teaching moral values to child. But now parents and teachers both have recognized the importance of value education in life of an individual. In early childhood before going to school, it is responsibility of parents to incorporate essential human values in child. Once he or she is admitted to school it is expected that parents and teachers will jointly carry out their duty to teach him values for making him better man or woman who can stand tall in life even in worst situations. Essential, Personality, Activities, Awareness

In present era Education include ultra modern technology where we are inclined more toward knowledge and ranks in examinations rather than applying the learning in our day today life and utilizing the knowledge for development of society, nation and ourselves in true sense. Teachers are putting more and more emphasis on marks obtained by students rather than evaluating them as a whole whether they are ready to face ups and downs of life or not. Parents are choosing

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Relevance of Peace and Value Education in the Modern World

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Causes and Remedies of Value Crisis in Our Society

Sanjukta Padhi

Abstract:

Undoubtedly value crisis is a universal phenomenon in the modern world. The contemporary world has become more complex to live in. There is rapid erosion of values of almost all types. The moral, social, spiritual, professional, political, aesthetic, psychological and ethical values are in a grave crisis both at personal and social level. This has actually been creating various types of unrests in our life and also creating hurdles in the path of national progress and development. Definitely it has become a serious threat to the society by creating violence, crime, murder, rampant corruption at all spheres of life and bribery are a few of its kind. Our country is not free from this crisis. The value crisis in our personal and social life is quite visible now-a-days through various social media both in print and electronic. In the present society there is a tremendous value crisis of people belonging to all categories. Here, obviously the question arises why and what is the remedy for all these evils? One of the greatest reasons for such menace is of course the lack of inculcations of proper values in the minds of our children at schools. Because of the absence of moral education there is a constant increase of corrupt and unethical practices in our society and we are habituated to accept it. This is nothing but sheer degeneration of proper value system in our life. Another reason of crisis in values may be due to the effect of rapid modernization, westernization and the tendency of acquiring material comforts as much as we can. This is responsible for eroding the core human values and leads to our deviant and irresponsible behavior, an atmosphere of conflict, turmoil, unhealthy competition, violence, crime and what not? The rapid development in science and technology and its over use in our day-to-day life there is a constant deterioration of emotional attachments among human species right from family to the whole world as a society. Lack of respect towards

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Evolution of New Teaching Practices in COVID-19

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Challenges of Covid-19 Pandemic and Uninterrupted Education System

Dr. Sanjukta Padhi

Abstract

It wasn't long when COVID-19 became pandemic from an epidemic situation spreading across the globe impacting all spectrums of the human being life. Education sector is one of them affecting millions of aspiring young generation. India has the second largest population of school going students over 260 million students. In India, almost all the schools and educational institutions are closed due to COVID-19 lockdown preventive measure. This has resulted in a complete stop on the studies to examinations. The nationwide 21 day lockdown ensured that 1.5 million schools/colleges come up with creative ways to provide online lessons. Central Board of Secondary Education (CBSE), a national level board of education in India for public and private schools, conduct their 10th and 12th final examination around February and March. But due to this pandemic situation same has been postponed until further notice. This alerting situation is something wherein we need to re-think of our approach towards an uninterrupted education service. It's time wherein we move out of traditional approach and accept the technology available to digitize our education facilities. With our classrooms, workplaces, and job markets changing owing to the rapidly emerging technologies, edtech has become all the more relevant today, and will continue to positively impact more and more people across the country in 2020, and beyond.

Keywords: COVID-19, spectrums, aspiring, lockdown, preventive, uninterrupted.

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Women Empowerment: A Challenge of 21st Century

Dr. Sanjukta Padhi and Lipsita Dash***

ABSTRACT

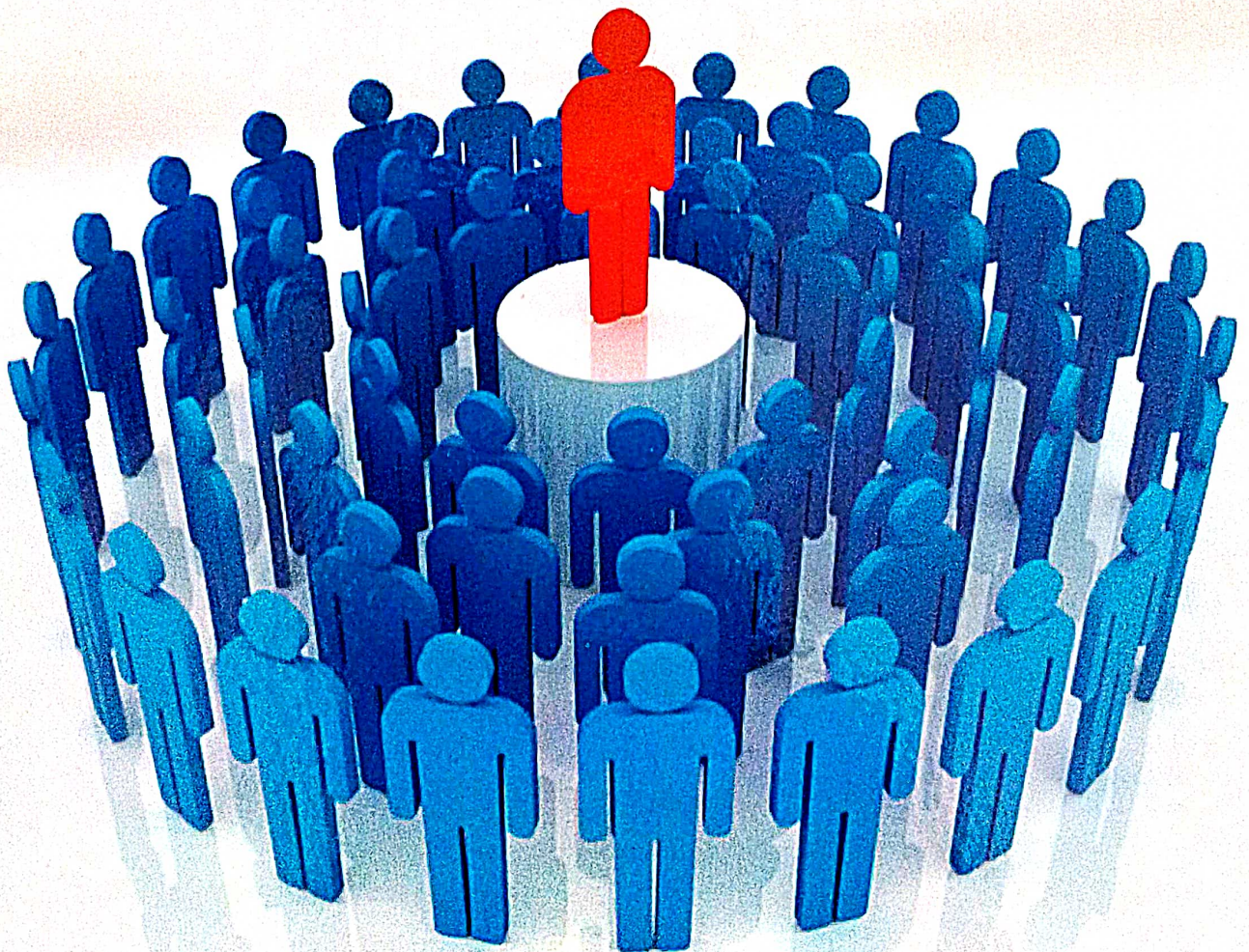
This paper attempts to explore the status of women empowerment in India and emphasizes the challenges of women empowerment and also gives emphasis on strategies used for women empowerment. In the modern world of 21st century women empowerment has become the most essential concerns. Though it has become the main issue in India but no satisfactory result has been seen yet in empowering women or giving them the equal status or opportunities like men. In every field men are in the forefront may be it politics, education, economics. Now we are living in such a place where most of the people have everything like money, status, luxurious house, expensive cars but they are not happy with their life. To lead a happy life, all we just need is a good health, a happy family and a peaceful society. And if women are empowered we can create more peaceful societies and will live a satisfactory life undoubtedly. This study is based on secondary sources. The study reveals that Indian women are comparably demoralised and have a lower status than men despite of many efforts undertaken by Government. It is also found that Gender inequality is still a big issue in our modern society. The study concludes by reviewing that accession to Education, Employment/

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Principles and Practice of Management

A Concept and Cases



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ABOUT THE BOOK

Management is a purposive activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another. E.g.: For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost. Management involves creating an internal environment: - It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and "effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations etc.

ABOUT THE AUTHORS



Srinibash Dash, is leading the School of Management at Gangadhar Meher University, Amruta Vihar, Sambalpur, Odisha, since 2006. He is a specialist in Human Resource Management. He teaches HRM, OB, HRD, and Research Methodology to both undergraduate and graduate students. Dash obtained his Ph.D. degree in Management from Sambalpur University and a Master's degree in Business Administration from Fakir Mohan University, Balasore, Odisha. To his credits, he has a Master's degree in Political Science from Utkal University, Bhubaneswar, Odisha, and a Legislative Law degree from Fakir Mohan University.

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Transforming Mind Through Value Education

Transforming Mind
Through Value Education

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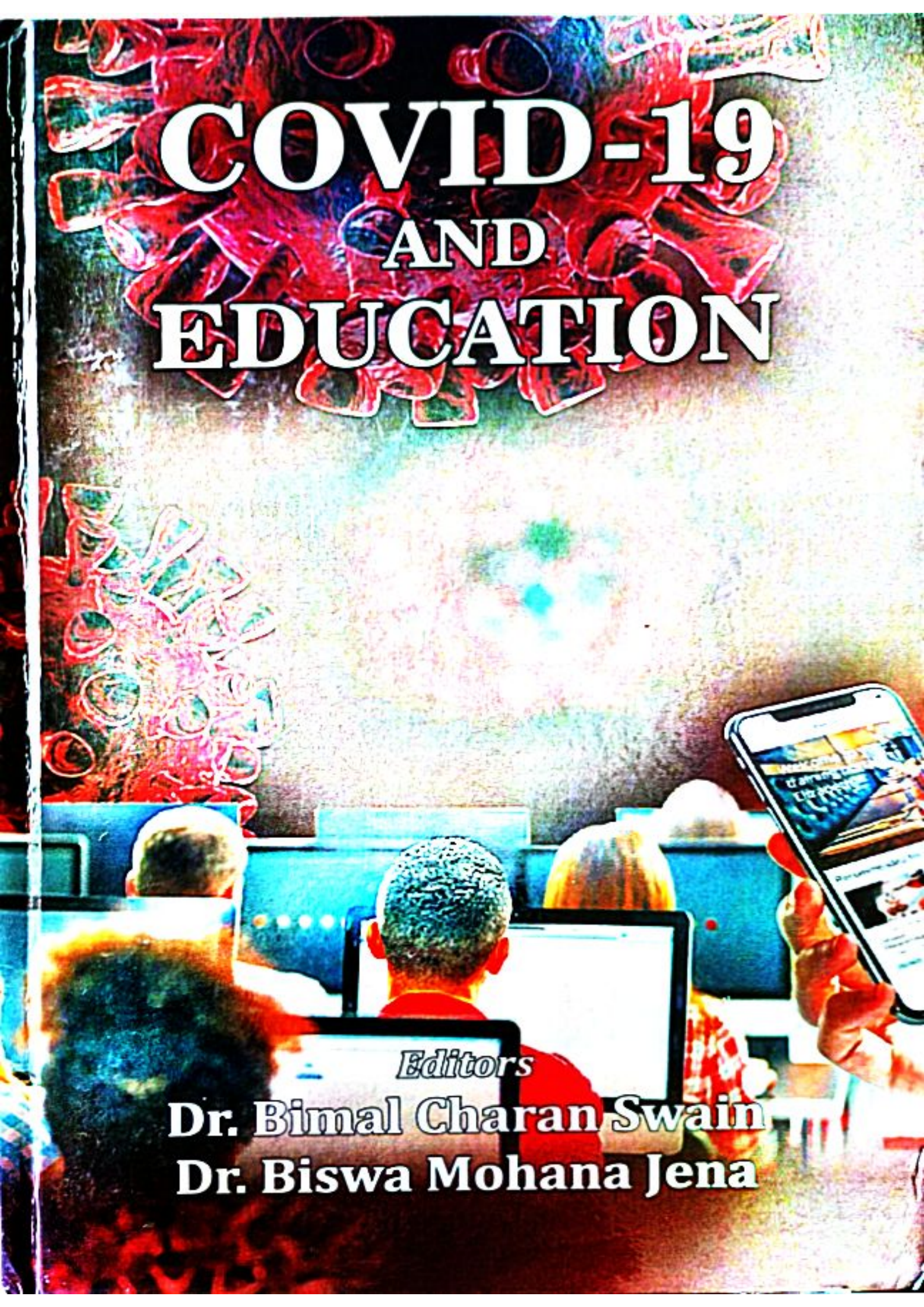
CHAPTER-10

Pedagogical Model for Value Education at School Level : TAUGHT vs. CAUGHT MODEL

*Omkarshri Panda
Partha Sarathi Mallik*

Introduction :How to impart value education to students in an effective and sustainable ways is a primary agenda of academicians and researchers. Academicians have primarily suggested two approaches for imparting value education at school level in different names i.e.curricular and co-curricular; separative and integrative; direct and indirect or whole school / ecological approach. These approaches can be conceptualised from provider or teachers point view and recipient or students point of view. Though, it was a trend in last two decades that the nature of values to be imparted to school going students is socio-cultural and contextually framed but recently focus of researchers has been changed from what to how aspect.Predominantly the approaches for value education as suggested is curricular in nature, i.e. either in the form of separate chapter/unit or may be by co-curricular activities but all are centres around how to impart or provide. But reality is that value is itself an amalgamation of cognitive, affectiveand psychomotor perspective. Therefore, how to design value education from student's point of view is least focused in research literature. In this paper attempt have been made to present the value education model from taught versus caught model and suggest how caught model is more effective and sustainable from taught model. This will not only extent the value education literature but also helps a lot for appropriate designing of value education by practitioners.

Background of Value Education :Value means something worthwhile and desirable to the individual or society, hence worthy



COVID-19 AND EDUCATION

Editors

Dr. Bimal Charan Swain

Dr. Biswa Mohana Jena

COVID-19 AND EDUCATION

The outbreak of COVID-19 was first identified in Wuhan, China in December, 2019. The World Health Organisation (WHO) declared the outbreak a Public Health Emergency of International Concern on 30th January, 2020 and a Pandemic on 11th March, 2020. The COVID-19 pandemic has affected education system worldwide, leading to the near-total closure of schools, colleges and universities. Online learning has become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and learners. The book contains thirty six papers on impact of COVID-19 on education written by academicians, teacher educators and research scholars. It is expected that the book will have immense value for academicians, policy makers, educational administrators, teachers, teacher educators and students of education and other disciplines.

ABOUT THE EDITORS



Dr. Bimal Charan Swain, Associate Professor in Education, Nalini Devi Women's College of Teacher Education, Bhubaneswar (Government of Odisha) has 27 years of teaching and research experience. He passed M.A. in Education from Panjab University, Chandigarh with 1st Class 1st (Gold Medalist) and M.Phil. in Education with 1st Class and Distinction from the same University. He was awarded Ph.D. in Education from Himachal Pradesh University, Shimla. He completed M.A. in History from Utkal University, Bhubaneswar. Dr. Swain has experience of teaching at B.A. (Hons), B.Ed., M.Ed. and M.Phil. (Education) levels.

Dr. Swain has published more than hundred papers in different National and International Journals and edited books. He is the first author of the books "Elements of Education", "Teacher Education", "Education of Scheduled Tribe 'Adolescents'", "Reaching the Unreached: The State of Differently-abled Learners", "Peace Education" and "Higher Education in India-Policies and Programmes". He is also the author of the book "Women's Education in 21st Century" published by Kunal Books, New Delhi. The book is well-accepted by the scholars. Dr. Swain has delivered lectures on different issues of education in institutions of higher learning as an invited speaker. He has chaired/presented papers in more than seventy five state, National and International Seminars. Dr. Swain has successfully guided 7 Ph.D. Scholars, 13 M. Phil. Students and 22 M.Ed. students for their Dissertations. He is a member of Subject Research Committee in Education in Utkal University, Bhubaneswar and Sriram Chandra Bhanj Deo University, Baripada. He has also served as a member of Board of Studies in Education in F.M. University, Balasore and Rama Devi Women's University, Bhubaneswar. He is at present the member of Board of Studies in Education in Berhampur University, Berhampur and other Autonomous Colleges of Odisha. He is the member of Editorial Board/Advisory Board in ten National Journals on Education. Dr. Swain is the Ph.D. examiner in different Universities of India. He is associated with different academic activities of IGNOU, UGC-Human Resource Development Centre, SCERT, Board of Secondary Education, Odisha and All India Education Society. He has been awarded by different organizations.



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In 2018, Dr. Jena was awarded with Mahatma Gandhi Samman in British Parliament (House of Commons) By NRI Welfare Society, India for Outstanding Contribution in the field of Social Work. He is An Active NSS Programme Officer of Odisha State. He is an Executive Member of All Odisha Commerce Association and Central Council Member of Western Zone of Odisha Government College Teachers Association. He is Member of Various Editorial Board of International Journal all around the world.



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MOTIVATION AND NEED ASSESSMENT OF JUNIOR TEACHERS TEACHING IN ONLINE MODE UNDER SHIKHYA SANJOG PROGRAMME

Maruti Kumar Tripathy & Dr. Sanjukta Bhuyan

Abstract

The present study aimed at finding out the motivation and need assessment of Junior Teachers (contractual) in online teaching under Shikhya Sanjog programme with reference to their marital status. Descriptive Survey Method was adopted in the study. The sample of the study consisted of 52 junior teachers (contractual) of Lanjigarh Block of Kalahandi District. Data were collected through two self developed tools namely i.e., Motivation Scale for Teachers & Need Assessment Questionnaire for Teachers. The results of the study revealed that JTC were moderately motivated for Shikhya Sanjog Programme.

Keywords : *motivation, need assessment, shikhya sanjog programme, junior teachers*

Introduction

World Health Organisation declared COVID-19 as a pandemic on 11th March 2020 & 1.5 billion people reported positive of COVID-19 worldwide, including 3,158,792 deaths (<https://covid19.who.int>, April 2021). The outrage of COVID-19 virus has become an international threat on every aspects of life including education. It is an unpredicted pandemic which is very challenging for every educational institution around the country. As of 28th

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प्रयुक्ताख्यातमञ्जर्यां भावविकारवर्गः

डॉ. सुनेली देई

१.०. उपक्रमः - प्रयुक्ताख्यातमञ्जर्याः रचयिता श्रीरूपगोस्वामी षड्गोस्वामिषु अन्यतमोऽस्ति । वैष्णवधर्मस्य प्रचारे प्रसारे च येषां वैष्णवानां सुमहत् योगदानमस्ति, तेषु षड्गोस्वामिनः प्रमुखाः वर्तन्ते । रूप-सनातन-जीव-रघुनाथदास-रघुनाथभट्ट-गोपालभट्टाः षड्गोस्वामिरूपेण सुपरिचिता आसन् । तेषु षड्गोस्वामिषु प्रथितयशाः श्रीरूपगोस्वामी-आचार्याः नैकान् भक्तिग्रन्थान् विरच्य वैष्णवधर्मं वैष्णवसाहित्यञ्च सुसमृद्धं कृतवन्तः ।

१.१. रूपगोस्वामी - कर्णाटदेशीयभरद्वाजगोत्रीयः यजुर्वेदिब्राह्मणः सर्वजनपूज्यः महाराजः श्रीसर्वज्ञः जगद्गुरुनाम्ना प्रसिद्ध आसीत् । अस्य वंशस्य श्रीपद्मनाभः कर्णाट-देशादागत्य गौडदेशस्य नौहाटी इति स्थाने वसतिस्थापनं कृतवान् । तत्र धर्मविप्लवे संघटिते श्रीपद्मनाभस्य पौत्रः श्रीकुमारदेवः वाक्लाचन्द्रद्वीपे अवसत् । वाक्लां नौहाटीं च अन्तरा फतेयावाद इत्याख्ये स्थले तस्य अपरमेकं गृहमासीत् । तस्य कुमारदेवस्य त्रयः पुत्राः आसन्- श्रीसनातनः, श्रीरूपः, श्री-अनुपमश्च । तस्य समयः १३९२ शकाब्दतः १४७६ शकाब्दरिति अनुमीयते । श्रीसनातनगोस्वामिनः श्रीरूपगोस्वामिनश्च स्वीय-अलौकिकविद्याबुद्धिपाण्डित्यैः मुग्धः सन् तदानीन्तनः गौडेश्वरः आल्लाउदीन् होशेन् शाहा क्रमेण साकरमल्लिक् दविरखास् चेति पदवीभ्यां नियोजयन् तयोरुपरि राज्यस्य परिचालनाभारं समर्पितवान् । अनन्तरञ्च रामकेलिग्रामे श्रीचैतन्यमहाप्रभुः गौडेश्वरप्रदत्तोक्त-नामद्वयमृच्छेद्य श्रीसनातनः श्रीरूपश्चेति नामानी प्रदत्तवान् । ततःपरं रूपगोस्वामी संसारसुखमसारं विभाव्य स्वस्य सर्वस्वं वितीर्य प्रयागे श्रीमच्चैतन्यचन्द्रस्य श्रीचरणे समुपस्थितोऽभवत् । प्रयागे दशाश्वमेधघाटे श्रीमच्चैतन्यमहाप्रभुः श्रीरूपगोस्वामिने भगवतः श्रीकृष्णस्य भक्तितत्त्वरसतत्त्वादिविषये शिक्षां प्रदत्तवान् । श्रीमच्चैतन्यमहाप्रभोः आदेशेन श्रीरूपगोस्वामी बहून् ग्रन्थान् रचितवान् । तेषु अधोलिखिताः ग्रन्थाः प्रसिद्धाः -

१. श्रीहंसदूतः २. उद्धवसन्देशः ३. कृष्णजन्मविधिः ४. श्रीस्तवमाला ५. उपदेशामृतम् ६. श्रीराधाकृष्णगणोद्देशदीपिका (बृहत्, लघु) ७. श्रीदानकेलिकौमुदी



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CHAPTER

Ziyauddin Barani: Ideas on Good *Sultan* and Ideal Polity

Santosh Kumar Mallik and Ramesh Chandra Mahanta

CHAPTER OUTLINE

- Introduction
- The Life Sketch
- Writings of Barani
- Kingship
- Ideal Polity
- Ideal *Sultan* and His Qualities
- Advices to *Sultan*
- Conclusion
- Summary
- Points for Discussion

Should the king consider the payment of a few tankas (standard of exchange) by way of jiziya (religious taxes) as sufficient justification for their allowing all possible freedom to the infidels to observe and demonstrate all orders and detail of infidelity, to read the misleading literature of their faith, and to propagate their teachings, how could the true religion get the upper hand over other religions, and how could the emblems of Islam be held high? How will the true faith prevail if rulers allow the infidels to keep their temples, adorn their idols, and to make merry during their festivals with beating of drums and dhols, singing and dancing?

—The *Rehla*, Iban Batuta, *Āghā Mahdī Ḥusain*, Oriental Institute (1953, 261)

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प्रो. भागीरथिनन्दः

डॉ. मधुसूदनमिश्रः



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दिल्ली

सिद्धान्तकौमुद्यां द्विगुसमासविचारः

डा. सुनेली वेई

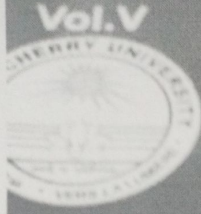
१ सिद्धान्तकौमुदी

न केवलं शब्दसिद्धयर्थम् अष्टाध्यायीग्रन्थः रचितः, अपि तु व्याकरणशास्त्रस्य परिचयार्थं तथा च येषां मातृभाषा संस्कृतम् आसीत्, तेषां विदुषां कृते ग्रन्थोऽयं पाणिनिना विरचितः । अतः इयं संस्कृतभाषा पण्डितभाषा बभूव । शब्दप्रयोगार्थं रूपसिद्धिज्ञानेन प्रयोजनम् अस्ति, यदा जनाः इदं ज्ञातवन्तः तदा विविधान् प्रक्रियाग्रन्थान् प्रणीतवन्तः ।

प्रक्रियाग्रन्थरूपेण सिद्धान्तकौमुद्याः महत्त्वपूर्णं स्थानं वर्तते । ग्रन्थेऽस्मिन् पाणिनेः पञ्चपाठैः सह वार्तिकानि परिभाषा च वर्ण्यन्ते । भट्टोजिदीक्षितः सर्वत्र सूत्रार्थं संक्षेपरूपेण उपस्थापयति । पाणिनीयवैयाकरणानां मतानि अस्मिन् कौमुदीग्रन्थे संगृह्यन्ते, इत्यास्मिन् प्रसङ्गे भट्टोजिदीक्षितमहोदयः मुनित्रयस्य नामोल्लेखं करोति । सर्वोपरि प्रक्रियासंयोजनदृष्टिकोणात् ग्रन्थोऽयं छात्राणां कृते अतीव उपादेयः ।

१.१ सिद्धान्तकौमुद्याः प्रकरणविभाजनम्

पदवाक्यक्रमम् अनुसृत्य भट्टोजिदीक्षितेन आदौ सुवन्तं प्रदत्तम्, तदनन्तरञ्च तिङन्तं प्रदत्तम् । यतो हि वाक्ये प्रथमतः सुवन्तानां पदानां व्यवहारः दृश्यते । ततः एतेन आदौ सुबन्तात् परं तिङन्तप्रक्रियायाः व्याख्या कृता, अपि च तत्र महामुनिना पाणिनिना सूत्रे यमेव क्रमम् अवलम्ब्य आद्ये सुप् इति पदं व्यवह्रियते, तदपि च एकं कारणं भवितुमर्हति । तस्मात् हेतोः दीक्षितेन सिद्धान्तकौमुदीं द्विधा विभज्य पूर्वार्धमुत्तरार्धमिति कृतम् । कौमुद्याम् एकादशव्याकरणविषयकानि प्रकरणानि सन्निवेशितानि । तान्यथा- संज्ञा-परिभाषा-सन्धि-सुबन्त-अव्यय-स्त्रीप्रत्यय-कारक-समास-तद्धित-तिङन्त-कृदन्त प्रकरणानि । सिद्धान्तकौमुद्याम् आदौ संज्ञाप्रकरणं प्रदीयते । "संज्ञायते अनया इति संज्ञा । "या या संज्ञा सा सा प्रयोजनवतीठ इति तत्त्वबोधिण्याम् उच्यते ।

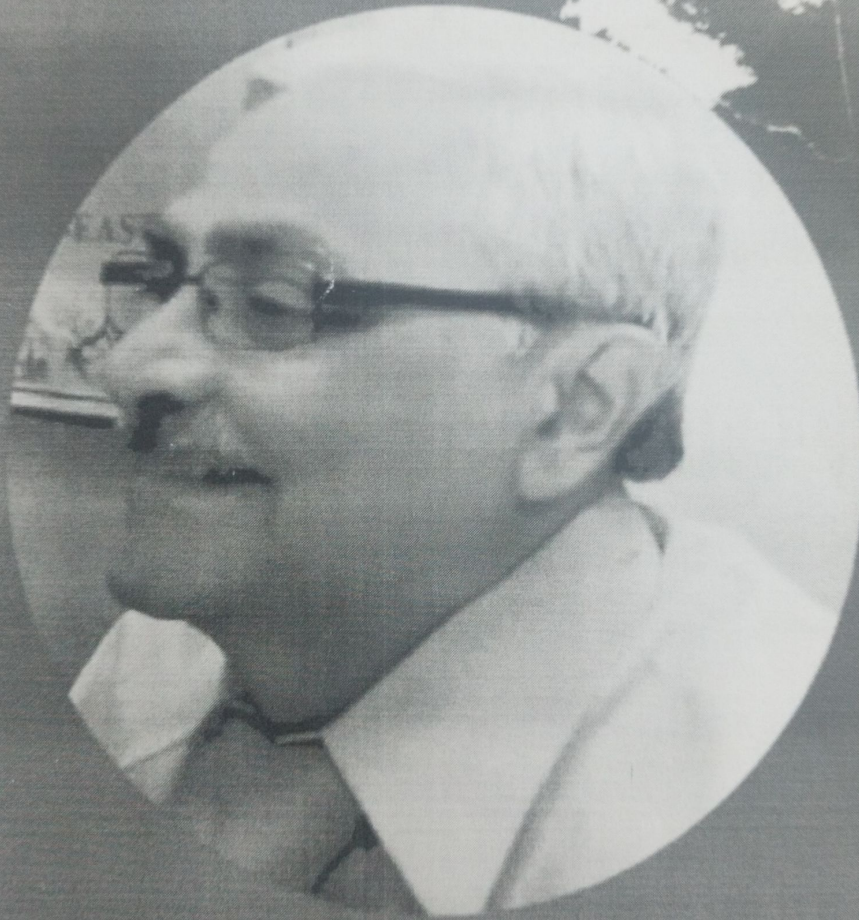


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May 2019

भट्टिकाव्ये दीपकालङ्काराः

Dr. Prasant Kumar Sethi

इह खलु संस्कृत साहित्ये जगति ये ये महाकवयः परिदृश्यन्ते तेषु महाकविः भट्टिः अन्यतमः। महाकाव्यक्षेत्रे महाकवेः भारवेरनन्तरं साहित्यमर्मज्ञस्य महावैयाकरणस्य भट्टिमहाकवेः स्थानं कोऽपि वारयितुं न पारयति। तेन कृतं रावणवध महाकाव्यमिदं यथा महाकविमाघकृतत्वात् शिशुपालवधं महाकाव्यं माघमहाकाव्यमिति प्रसिद्धं तथैव महाकविभट्टिकृतत्वात् भट्टिमहाकाव्यमिति प्रसिद्धिं अवाप। संस्कृतालङ्कारिकासु भामहस्य स्थानमपि सुविदितम्। परन्तु भट्टिभामहयोः कालनिरूपणस्य चर्चायां एतत् शङ्का जायते यत् एतयोर्मध्ये कः पूर्वः इति। राजवंशसहाय हीरा तस्य अलङ्कार शास्त्रस्य परम्परा पुस्तके वदति यत् भामहात् पूर्वं भट्टिः प्रायशः सर्वेषां अलङ्काराणां वर्णनम् अकरोत्। अस्मात् ज्ञायते भट्टिः भामहात् पूर्वम् इति। अस्मिन् लघुशोध प्रबन्धे भट्टिकृतानां दीपकालङ्काराणां यत् वर्णना भवति तत् मया अत्र उपस्थाप्यते।

यः अलङ्कारः अर्थविशेषं चमत्कारं प्रकटयति अर्थात् यत्र अर्थस्य प्राधान्यं भवति सः अर्थालङ्कार भवति। दशमसर्गेऽस्मिन् ये दीपकालङ्काराः वर्तन्ते ते अत्र उल्लिखिताः। सर्गेऽस्मिन् त्रयः अर्थालङ्काराः वर्तन्ते।

दीपकालङ्कारः

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