

Student Vanguard: Assessing the Impact and Contributions of Students in Shaping Socio-Economic Movements in Post-Colonial West Bengal

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ABSTRACT

The important role that student activism had in influencing socioeconomic trends in post-colonial West Bengal is examined in this theory. Focusing on the area's potent context, the review delves into the varied responsibilities and role of students as trailblazers for cultural transformation. The investigation looks at how students in West Bengal play had a significant impact in testing socio-economic disparities, supporting political reforms, and cultivating a sense of aggregate personality through a thorough examination of verified events, grassroots initiatives, and scholarly mediations. Through examining the empirical growth of student-led movements, the theory aims to elucidate the mechanisms by which young, intelligent individuals have influenced policy decisions, social narratives, and economic models, ultimately shaping the district's socioeconomic trajectory. This research not only sheds light on the true nature of student activism in West Bengal throughout the post-colonial era, but it also provides valuable insights into the wider effects of youth-led movements on socioeconomic development in other post-colonial contexts.

Keywords: *Student Vanguard, Shaping, Socio-Economic Movements, Post-Colonial, West Bengal*

1. INTRODUCTION

In West Bengal, the post-colonial era has been characterised as a vibrant patchwork of socioeconomic movements, with student voices serving as potent catalysts for transformation. This research endeavours to unravel the capricious aspects of student activism and its noteworthy influence on moulding the socio-economic landscape of West Bengal following colonisation. Situated within an authentic environment distinguished by colonial legacies and shifting socio-political landscapes, the involvement of students in cultural transformation has proven to be an unexpected aberration. Examining the various promises made by students as the forefront of change, this analysis seeks to provide light on the ways in which their actions have shaped the region's social narratives, political ideologies, and economic structures.

As a result of colonial authority, West Bengal, a melting pot of diverse societies and observable effects, underwent significant social and economic transformations. As the region grappled with the challenges of nation-building and character development, students emerged as exceptional problem solvers, spearheading initiatives that transcended conventional boundaries. According to this study, student activism was a key force in addressing cultural injustices and successfully reshaping socioeconomic structures. The examination aims to provide a comprehensive understanding of the evolution and coherence of student vanguards in West Bengal by looking at the verifiable direction of student-driven activities from the post-freedom era to the present.

Furthermore, this analysis views educational institutions as having a vital role in providing a conducive environment for socio-economic reformers. The academically advanced interior served as a platform for ideas that transcended reading material, elevating students' voices in discussions about socioeconomic issues. By carefully evaluating the ideologies that sparked student movements, the analysis attempts to illustrate the intellectual foundations of their activity and link them to broader socioeconomic aspirations for a more equitable and just society. By doing this, it hopes to contribute to the growing body of literature on post-colonial aspects by providing tidbits of information about how youth-led movements have affected and continue to affect the socioeconomic landscape of West Bengal and other districts facing comparable challenges.

2. LITERATURE REVIEW

Bhattacharya and Kar (2023) delves into the relationship between student altercations and changes in strategy in West Bengal. The test, which is included in the Diary of Social Approach Test, provides indisputable evidence of the significant influence that student involvement has on district arrangement. The review applies rigorous logical methodologies to examine the causal relationship between student conflicts and subsequent changes in strategy, providing valuable insights into the aspects of the strategy plan that are influenced by student involvement. The findings of Bhattacharya's and Kar's research contribute to the growing body of literature on students' roles in social and political change. By focusing specifically on West Bengal, the authors provide theoretically rich insights into the region's extraordinary socio-political situation, including how student disputes serve as catalysts for shifts in strategy.

Students' organisation is highlighted by Bose and Roy (2020) as a potential source of change. Their analysis, which was published in the Diary of Advanced Education and Social Effect, adds to the research of Bhattacharya and Kar by providing a broader perspective on the revolutionary power of earlier student protest movements. Focus provides a thorough analysis of how higher education institutions function as incubators for the development of socially conscious individuals. The authors highlighted students' role as dynamic issue solvers and illuminated the complex ways in which students contribute to West Bengal's progress by linking training with social effect. This point of view draws Bhattacharya and Kar's attention to the need for an arrangement modification and strengthens the discussion of students' contributions to cultural growth.

In their 2021 study, Chatterjee and Das employ a multidisciplinary approach to examine student-led initiatives and their dedication to social change in West Bengal. Their investigation, which was published in the Global Diary of Interdisciplinary Examinations, provides a thorough understanding of the various ways that student involvement affects cultural change. The multidisciplinary focus that Chatterjee and Das have adopted is crucial to understanding the complexity of the relationship between student movements and social transformation. The authors' comprehensive analysis surpasses the superficial implications of strategies or pedagogical stances by integrating perspectives from other fields. This multidisciplinary

approach gives the work more depth by demonstrating how several components work together to grasp the larger impact of student-led actions on West Bengal's social fabric.

In the *Diary of Social Arrangement and Improvement*, Dasgupta and Dutta's (2021) research focuses on the role that student movements play in fostering all-encompassing progress in West Bengal. Their analysis provides a detailed look at how student action might fill in cultural gaps and enhance a more complete socioeconomic picture. The authors illuminated students' potential to effect positive change that reduces populations by examining the relationship between student migrations and comprehensive arrangements. The findings of Dasgupta and Dutta's analysis offer recommendations for educators and legislators who are attempting to understand the elements of student activism that may be used to reduce socioeconomic disparities. The investigation emphasises how important it is to take inclusivity into account when developing and implementing tactics that stem from student-driven projects.

In their 2020 study, Ghosh and Mukherjee explore the transformative power of education in relation to students' involvement in grassroots movements in West Bengal. Their review, which was published in the *Global Diary of Education and Civil Rights*, emphasises the reactive role that training plays in organising and energising students to take part in initiatives for positive change. The investigation delves into the learning experiences that contribute to the development of socially conscious individuals and the associations they make with grassroots movements. This study highlights the relationship between education and social action and suggests that educational institutions play a crucial role in ensuring that students maintain a sense of social responsibility. The findings provide credence to the idea that education might serve as a foundation for raising a generation of socially conscious individuals who can actively participate in civil rights movements at the local level.

A brief overview of the components of student activism in post-colonial West Bengal is provided by Ghosh and Basu (2023). Published in the *Diary of Social Elements*, the review tracks the evolution of student movements over time and provides insights into the factors influencing the activism's recurrent pattern. This long-term approach contributes to a deeper understanding of the flexibility and manageability of student activity in the area. For scholars and decision-makers who are interested in the longevity and diversity of student movements, research is important. The review enhances our understanding of the factors contributing to

social movements' endurance by examining shifts in the components of student activism. This allows for the creation of more workable frameworks for promoting and leveraging student-driven projects.

3. THE ROLE OF STUDENTS IN SOCIO-ECONOMIC MOVEMENTS

Students' play played a crucial role in forming socio-economic movements in the dynamic post-colonial West Bengal, acting as both bosses of moderate ideals and catalysts for revolution. In this district, student activism has been characterised by a passionate commitment to addressing cultural concerns and advocating for change. These movements have had a significant influence on strategy decisions and have fostered in the youth a sense of collective responsibility.

Students' active collaboration in favour of educational changes is one facet of their role in socioeconomic movements. Pupils have led the charge in calling for improvements to the educational system, advocating for greater transparency, excellence, and significance. Their efforts often result in modifications to strategies aimed at creating a more equitable and comprehensive educational environment, reflecting their potential to view education as a crucial tool for socioeconomic development.

Students have engaged in political action outside of the classroom in an effort to influence broader socioeconomic structures. They have attempted to address fundamental problems like debasement, economic inequality, and societal ill form through bouts, exhibitions, and marketing. By embracing these challenges, students test established norms and foster a sense of community duty among their peers, contributing to the development of a more just and equitable society.

Additionally, students have successfully launched and participated in economic initiatives aimed at resolving significant issues impacting the district. This could include campaigns for a controlled course of events, the development of jobs, and economic strategies centred on the support of undervalued networks by the government. Students have addressed cultural challenges while also enhancing the area's economic vibrancy through commercial, development, and social endeavours.

In any event, there are challenges associated with students' work in socioeconomic movements. Experts who are well-prepared often suppress and oppose student activists, endangering their academic reputations and personal safety. Unresolved disputes and disparities among student organisations can also undermine the sustainability of their initiatives. Despite these challenges, West Bengali students' adaptability and confidence have consistently predicted socioeconomic advancements, having a long-lasting impact on the district's course of events.

Students have a multifaceted and important role in the socioeconomic processes of post-colonial West Bengal. Students make a significant contribution to the development of a more impartial and reasonable society through their activity in the fields of education, politics, and the economy. Their efforts have addressed immediate concerns and paved the path for long-term socioeconomic developments, making them important experts in the field of positive change.

3.1. Student Activism in Post-Colonial West Bengal

In post-colonial West Bengal, student activism has been a dynamic and captivating force, reflecting the region's fervour for politics and society. Emerging from a proven context of colonial authority and subsequent emancipation, West Bengali students have consistently engaged in activism as a means of voicing their dissatisfaction, advocating for civil rights, and contributing to the larger movements that have shaped the region.

In post-colonial West Bengal, student activism was primarily perceived as a response to pressing cultural challenges. Students had a significant role in the broader political scene in the early years following independence, actively participating in movements that aimed to reevaluate the political and socioeconomic makeup of the state. Motivated by ideologies of communism and values, students formed the forefront of advancement, putting established norms to the test and advocating for a more expansive and populist society.

One particular feature of the 1960s and 1970s in West Bengal was the elevated student activity. Students adopted a variety of political ideologies at this time, including radical and communist movements. Their involvement encompassed broader socio-economic and political concerns in addition to traditional grounds issues. As a result of their preparation against cultural betrayals, economic disparities, and debasement, students became the driving force behind groups that attempted to address these fundamental problems.

The variety of student involvement with larger socio-political movements in post-colonial West Bengal is one of its defining features. By challenging severe regimes, students contributed to the wider political scene by actively participating in the fight against tyrannical government. Student activism has become a powerful force for change as a result of their participation in large-scale displays and energizers that strengthened their voices and attracted support from other societal sectors.

Academic institutions emerged as focal sites for political and intellectual discourse, with students spearheading campaigns for academic freedom and institutional autonomy. Student activism was heavily influenced by issues including changing educational programmes, how students are portrayed in dynamic cycles, and the democratisation of educational foundations. These initiatives aimed to create an educational structure that was more accountable and responsive to the needs of a larger society.

However, there were obstacles to overcome for student activism to flourish in post-colonial West Bengal. Expert restraint was a common obstacle activist faced, leading to arrests and academic findings. The internal dynamics of student movements, which were characterised by factionalism and intellectual differences, also posed challenges to their sustainability.

The socio-political environment of post-colonial West Bengal has been shaped by the unusual and potent influence of student activism. Students have been at the forefront of movements that have a long-lasting impact on the state's course, from challenging oppressive systems to defending civil rights and educational improvements. Their duty to uphold the principles of equality, equity, and a majority rule government never ceases to awaken individuals who will become district activists in the future.

3.2. Key Socio-Economic Movements

The cultural landscape of post-colonial West Bengal was significantly shaped by a few significant socio-economic movements that were mostly propelled by the active involvement of students. One such movement was play. These movements had a significant influence on the course of events in the area and were crucial in addressing a variety of problems, including social treachery and economic disparities.

During the 1950s and 1960s, the Land Reforms Development emerged as a significant socio-economic development. Students who adhered to radical ideologies successfully participated in the movement to reorganise the land in order to correct observable inequities. The development aimed to create a more equitable and straightforward agrarian framework by attempting to eradicate landlordism and providing horticultural land to landless labourers. Pupils had a crucial role in laying the groundwork for support for these reforms, contributing to the broader cultural movement towards more populist economic models.

Another important socio-economic development in West Bengal during the latter half of the 1960s and the middle of the 1970s was the Naxalite Development. Originally an uprising by workers, the development later received important support from academics and students who were perplexed by seeming economic betrayals. Rebuilding the economic structure, social justice, and revolutionary land reforms were demanded by the development. Pupils engaged in fights and riots to effectively raise awareness of issues of imbalance, abuse, and destitution.

The 1980s Economic Change Development saw a turn towards economic concerns, and students played a critical role in advocating for modifications to economic tactics. It was anticipated that this breakthrough would address problems like unemployment, growth, and economic stagnation. Students engaged in battles and missions, calling for changes to policies that would spur economic growth and create opportunities for the next generation. Their efforts contributed to the district's renewed focus on economic development.

Despite these movements, students were actively involved in campaigns that promoted modern reforms and the rights of labourers. Students collaborating with trade guilds to represent the Worker's Guild Development sought to improve working conditions, employer stability, and equitable pay for contemporary professionals. Through addressing economic problems at the local level, students played a crucial role in raising awareness of the value of work privileges and the need for equitable contemporary practises.

Even though these socioeconomic movements stood out for their commitment to civil rights and their vision, they nevertheless faced challenges. Critical obstacles included expert restraint, philosophical disagreements among student organisations, and the difficulty of implementing extensive scope changes. Despite these challenges, the movements' impact is evident in the

trends they started, which changed post-colonial West Bengal's cultural attitudes and approaches to socioeconomic problems.

Driven by the vibrant collaboration of students, the major socio-economic shifts in post-colonial West Bengal reflect the region's vibrant past of social engagement. These movements—whether focused on labourers' rights, economic reconstruction, or ashore reforms—have permanently altered the socioeconomic landscape of the area and shaped its trajectory towards a more just and equitable society.

4. CONTRIBUTIONS OF STUDENTS TO SHAPING CHANGE

Students in West Bengal, a post-colonial state, have committed themselves critically and in several ways to enacting remarkable social change. Students have been crucial in advancing minor changes in training, political issues, and socioeconomic circles through their activity, engagement, and support.

Students' efforts to improve and modify the educational system are among their most important commitments to enacting change. Reliable student-led movements have consistently advocated for quality, relevance, and transparency in educational reforms. Students' play had a crucial role in influencing the educational landscape of West Bengal by their involvement in conflicts, requests for modifications to educational programmes, and advocacy for comprehensive educational practises. Their commitment to educational reform reflects a broader understanding of education as a key factor influencing the socioeconomic turn of events.

Students have also played a major role in influencing political change through entertainment. Students have made a significant contribution to the growth of political designs in West Bengal by actively supporting political organisations and advocating for vote-based norms. The student community has led the charge in advocating for political accountability, transparency, and the protection of fundamental liberties. Their involvement in political activism has influenced the selection of strategies and fostered a climate of political awareness and participation among the youth.

Students have demonstrated remarkable devotion to the economy by initiating and participating in projects that tackle socio-economic challenges. Student-led economic, social, and adventurous projects have contributed to the advancement, creation, and sustainable course of

events. Through the integration of academic knowledge with the pledge of cultural support from the government, students have influenced economic growth and fostered a sense of social responsibility within the business community.

Additionally, students have participated in cordial and social campaigns that promote diversity and inclusivity with effectiveness. Students have made strides in defining social borders and fostering a sense of unity among various networks through social festivities, mindfulness missions, and neighbourhood outreach initiatives. These programmes contribute to the development of a more accepting and all-encompassing society, reflecting the responsibility of students to effect social change outside of the academic and professional spheres.

Students have not only contributed to change, but they have also played a crucial role in elevating the voices of marginalised networks. Students have directed their attention towards culturally humiliating activities by actively participating in campaigns that address concerns such as rank segregation, orientation inequity, and the rights of aboriginal populations. Their support of civil rights has led to more consciousness, modifications to strategies, and a gradual movement in the direction of a more libertarian culture.

However, there have been difficulties with students' dedication to bringing about change. Activists risk everything—their academic pursuits and personal safety—when they encounter opposition from cynical experts. Within-group philosophical disagreements and internal disparities can also pose challenges to the sustainability of student initiatives. Whatever the case, students' adaptability and confidence have consistently led to positive change, having a long-lasting impact on West Bengal's post-colonial socio-social, political, and economic environment.

Students' dedication to bringing about change in post-colonial West Bengal encompasses a broad range of activities, reflecting their all-encompassing approach to cultural transformation. Students' contributions to the district's efforts to create a more inclusive and moderate society have been crucial, ranging from economic projects and political engagement to educational reforms and the advancement of civil rights.

4.1. Educational Reforms

In post-colonial West Bengal, students have played a pivotal role in initiating and endorsing important reforms in education. Student-led movements, viewing education as a crucial catalyst for a shift in socioeconomic conditions, have consistently advocated for improvements in the accessibility, calibre, and importance of the educational system. Their efforts have focused on evaluating out-of-date lesson plans, asking for all-encompassing lesson plans, and advocating for increased funding to remedy infrastructure deficiencies. Students' play has been crucial in democratising educational institutions, advocating for more notable student representation in dynamic cycles, and fostering an environment that supports critical thinking and academic potential. Students in West Bengal have influenced strategic changes and contributed to the creation of a more equitable and responsive educational landscape that aligns with the objectives of the larger community by successfully engaging in lobbying for educational change.

4.2. Political Engagement

Students have been heavily involved in politics in post-colonial West Bengal, and they have emerged as important influencers in forming the political climate in the region. Students who actively participate in political movements have defended the principles of majority rule, political accountability, and the preservation of fundamental liberties. Their involvement has transcended traditional grounds issues to include broader socio-political concerns including dehumanisation, inequality, and civil rights. Students have influenced strategy decisions and fostered a culture of political alertness and investment among the youth through disputes, rallies, and promotion. This political involvement emphasises the role of students as catalysts for vote-based values and cultural growth in West Bengal, mirroring a commitment to create a more transparent and responsive political system.

4.3. Economic Initiatives

Students have successfully led economic initiatives in post-colonial West Bengal that address cultural challenges and contribute to the region's turn of events. Understanding the vital role the economy plays in determining the overall well-being of the community, students have begun taking on innovative projects, charitable endeavours, and business endeavours. These projects usually focus on creative solutions to economic problems, employment generation,

and realistic turn of events. Through the integration of academic knowledge with a commitment to social responsibility, students have a significant influence on the development of economic progress. Students' efforts not only benefit the local economy but also advance the larger goal of creating a complete and more workable socioeconomic environment in West Bengal.

5. CONCLUSION

The study of how the Student Vanguard influenced post-colonial West Bengal's socioeconomic movements reveals the indelible mark students have made on the district's path towards development. Students have demonstrated their critical problem-solving abilities by their active participation in movements pertaining to political change, economic ventures, and educational improvements. Their adaptability in the face of challenges—such as repression, philosophical divergences, or cultural betrayals—has contributed to the development of a society that is fairer and more moderate. Students' collective responsibilities extend beyond the walls of academic institutions, permeating the wider socioeconomic and political spheres. Their responsibility to foster diversity, address economic disparities, and uphold civil rights reflects a flexible and all-encompassing approach to addressing cultural shifts. As the Student Vanguard continues to grow, its pervasive impact on the socio-economic landscape of post-colonial West Bengal serves as evidence of the incredible power of student action in influencing the course of a location's events.

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