

Facets of the North-east

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This article by Late Dr. Paresh Chandra Deva Sarma is one of perennial interest. It takes a look at the genesis and progress of the propagation of National Language, Hindi in the North-east India. A common national language is of vital necessity in a multi-lingual country like India. As such its propagation in the North-east would enable to strengthen bonds between the people of the North-east, and the people of the rest of India. Dr. Sarma has thoroughly and admirably dealt with the historical background of the national language movement. He has also mentioned about the stalwarts who were associated with this movement and about the role they played. This subject has perhaps not been dealt with in such a manner by anybody else, which adds to the importance of this article.

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Propagation of National Language in the North-east*

Genesis and Progress

Dr. Paresh Chandra Deva Sarma

Introduction :

A common national language is a vital necessity in a multi-lingual country like India. Bapu, the father of the nation had rightly described the need for national language as follows:

“For all-India intercourse, we need from the Indian stock a language which the largest number of people already know, and which the others can easily pick up. That language is indisputably Hindi (Hindustani).”

Actually the great saints of the medieval period had made Hindi the lingua franca. But the importance of this language came into prominence when the question of official language of the Indian Union emerged. Gandhiji made the spread of this national language one of the items of the constructive programme formulated by him in course of the freedom

movement. He also created different agencies for the propagation of Hindi, which had started working in this field as early as 1918.

In the North-east region also, steps were taken to popularize Hindi with effect from the year 1936 by the eminent disciples of Bapu ji, namely, Baba Raghavdas and Acharya Kaka Saheb Kalelkar. The first Association to propagate Hindi was formed at Calcutta with Late P.D. Himatsingka as the Chairman and Vishwanath Upadhyay, a young Congressman as the secretary. But this organization could not take any concrete steps except for its success in generating awareness among the Congress workers about the need to have a common national language.

Though my brief is to review the developments of the last 15 years only, I would like to provide a glimpse of the evolution and march of Hindi education prior to our winning freedom. In this context it will be pertinent to recall that the Assam of those days included Meghalaya, Mizoram, Arunachal, Nagaland and Tripura.

History:

Historically, 1926 A.D. is the year of the beginning of Hindi education in Assam. A benevolent patriot, Late Bhuban Chandra Gogoi established a Polytechnic Institute in 1918 namely, "Asom Polytechnic Institute" at Bokota village near Sivasagar town. In 1926, he introduced Hindi as one of the compulsory subjects in the syllabus at the institute, which was affiliated to the Benaras Hindu University. Most probably, Hindi was not introduced in the school syllabus elsewhere in the country in any non-Hindi speaking province. In view of the dearth of able Hindi teachers, Late Gogoi arranged to appoint persons from Benaras for the job. This was the beginning of the propagation of Hindi in the North-east. A Hindi examination centre was opened here in due course and examinees for Rashtrabhasa Prasar Samiti, Wardha were tutored here. Many famous and dedicated Hindi Pracharakas worked in this institute. Among them, Late Suryavanshi Mishra (Balua), Rajnikanta Chakraborty (Nalbari), Khargeshwar Majumdar (Kampur), Suryakanta Barpabar Gohain (Sivasagar), Md. Safiuddin Ahmed (Sivasagar) were prominent teachers.

It was by virtue of the able stewardship of Bapu that Hindi received a warm welcome in the southern parts of India. He then turned his attention to the Eastern and the Western wings of the Indian sub-continent. He entrusted the work of Bharas to Baba Raghavdas and of Eastern India to Kaka Saheb Kalelkar. Baba Raghavdas established a school for Hindi learners at his Ashram. Late Hemkanta Bhattacharya (Nagaon), Rajnikanta Chakraborty (Nalbari) and Shri Nabin Chandra Kalita (Boko Chamaria) went to his Ashram to learn Hindi.

Baba Raghavdas was actually working in this area right from 1934 in his personal capacity. It was at his initiative that Ambika Prasad Tripathi (Jorhat), Siva Simhasana Misra (Tinsukia), Suryavanshi Misra (Sibsagar), Debendra Dutta Sarma (Guwahati), Dhaneswar Sarma (Guwahati), Baikuntha Nath Singh (Golaghat) acted as Hindi pracharaks in their respective places.

After the establishment of Rashtrabhasa Prasar Samiti, Wardha in 1936, a teachers' training centre, namely, "Rashtrabhasa Adhyapana Mandir" was inaugurated and three trainees, Hemkanta Bhattacharya, Rajnikanta Chakraborty and Shri Nabin Chandra Kalita were deputed to this institute from Barhas.

In the meantime, one association was formed under the presidentship of Late Lokapriya Gopinath Bordoloi, the then Premier of Assam (at present Chief Minister) for the propagation of Hindi. The association, "Asom Hindi Prachar Samiti" worked upto 1948 as a state unit of Rashtrabhasa Prachar Samiti, Wardha. The Samiti appointed Hindi pracharaks who worked in schools and public places to popularize Hindi, started a training centre for Hindi teachers and also worked as volunteers of National Hindi Movement. In the initial stage the Sanchalak (Director) used to be appointed by Wardha Samiti. Late Jamuna Prasad Shrivastava, a veteran Hindi pracharak of Hindi Prachar Sabha, Madras was appointed as the first Sanchalak of the Samiti. During his tour of Assam, Baba Raghavdas accompanied him and introduced him to the pracharaks and to the public as well.

The first session of the Asom Hindi Prachar Samiti was held on 11th December 1938 in Cotton College building under the presidentship of Lokapriya Bordoloi, which was attended by several dignitaries of the society. Among them the names of Baba Raghavdas, Ramesh Chand (Chief Secretary), B.K. Bhandari (veteran social worker), Nilamoni Phukan (MLC), R.D. Sahi, J.N. Upadhyay, Devakanta Baruah (Editor, *Asamiya*), T.G. Small (D.P.I.), Dr. Harekrishna Das (Surgeon), Jamuna Lal Shrivastava are mention worthy. In this session, Lokapriya Bordoloi was elected as Chairman and Dr. Harekrishna Das as the Mantri (General Secretary) of the Samiti. The Samiti further decided to introduce Hindustani of Bapu's conception in the secondary schools from class V and the State government agreed to sanction Rs. 12,000/- (Rupees Twelve Thousand) as annual financial grant to the Samiti.

At this juncture, a controversy arose over the adoption of the national language. Bapuji was in favour of Hindustani (Hindi and Urdu) while there were sections supporting either Hindi or Urdu. Accordingly, a separate

Samiti called Hindustani Prasar Sabha, Wardha was started. As a true disciple of Bapuji, Bordoloi also stood in favour of Hindustani. The name of the Asom Hindi Prachar Samiti changed into Asom (Prantiya) Rashtrabhasha Hindustani Prachar Samiti. Nagari and Arvi script were accepted in the second session of the Samiti.

A Hindi Pracharak camp was started to train the Hindi pracharaks. Late Kamal Narayan was appointed as the Principal of the camp. The Samiti suffered a great loss at the untimely demise of Sanchalak Shrivastava and Kamal Narayan took up his mantle as the Sanchalak of the Samiti. He was a good Hindi litterateur and an accomodating person, together with a good sense of assimilation and integration. He married an Assamese girl and took the responsibility of Hindi-Assamese literary *adan-pradan* (exchange). He was also the editor of the *patrika* or journal called "Jayanti," which was a pioneer of Assamese modernism. During his tenure, Hindi became popular among the general public and the intelligentsia as well.

The propagation work came to a halt during the Bharat Choro Andolan as the pracharaks were imprisoned for the cause of the country. After their release in 1944-45, they again rejuvenated the propagation work. In the meantime, the pracharaks were divided into two groups over the script controversy. Bordoloi was in favour of Hindustani, whereas Nilamoni Phukan was in favour of pure Hindi. When Gandhiji came to Assam in 1946, the matter was discussed with him but the dissatisfied group did not forsake its stand and a separate unit of the original Wardha Samiti was formed.

After the sad passing away of Kamal Narayan, Late Rajanikanta Chakraborty took over the charge of Sanchalak of the Samiti. By dint of his hard labour and sincerity, the Samiti grew to new heights. Late Chakraborty decided to have an independent institution for the region. With the consent of the president Bordoloi, he spelt out the future plan and programme of the Samiti.

In 1948 (after India won her Independence), the Asom Rashtrabhasha Prachar Samiti came into being. The Indian Constitution solved the vexed script problem and the issue of national language. The new rules and regulations of the Samiti attracted many of the dissidents into the newly formed Samiti. In 1952, under the presidentship of Late B.R. Medhi, the then Chief Minister of the State, there was an amalgamation of both the organizations, namely Assam branch of Wardha Samiti and the newly formed independent samiti. The first session of the Vyavasthapika Sabha (General body) was held at Missamara in the early part of 1953.

Analyzing the development of the National Language Movement in this region in the last 50 years, it may be said that there has been a quantitative progress. In 1952 there were only 24 exam centres and 1,304 trainees. At present the number of examination centres exceed 500 and the trainees over a lakh. The publication division has also seen a remarkable progress. The Samiti publishes hundreds of books - mainly textbooks. There are some valuable publications namely, the translation of *Red River and Blue Hill* of Principal Hem Barua, *Namghosa* of Mahapurush Madhabdev, *Pant Arihana* of Munibunananda Pant, besides two dictionaries.

The Samiti has also extended its field to present day Meghalaya, Mizoram, Arunachal Pradesh, Nagaland, Manipur and Tripura.

Besides conducting different examinations and publication of textbooks, the Samiti has been publishing one bi-lingual magazine "Rashtra Sevak" since 1951.

One of the major contributions of the Samiti is the establishment of Teachers' Training Centre. In 1951, the Samiti planned to start a Hindi training centre of its own and submitted a proposal to the State Government. But the government, instead of granting financial assistance took over the project and started the Hindi Teachers Training Institute at Dudhnoi in 1951. This was the first Hindi Teachers Training Institute in India. This institute was shifted to Misamari and then to Diphu in Karbi Anglong district where it presently stands. The institute has a capacity for 100 trainees.

Under the new Constitution, General elections were held in 1952 in which the Indian National Congress came to power in almost all the States. In Assam also, there was a Congress ministry headed by B.R. Medhi. The government made Hindi a compulsory subject from classes IV-VII in all the Secondary schools and took over the services of 80 Hindi paid pracharakas of the Samiti and appointed them in different government schools. Hindi became an optional subject in Matriculation exam since then. Hindi was introduced in higher secondary level in 1973.

The Samiti organized a chain of prachar vidyalayas in different parts of the region. In 1952 there was only one vidyalaya at Guwahati and now there are more than 500 vidyalayas. Students for Parichay, Prathama, Praveshika, Prabodh and Pravin examinations were prepared in these schools.

Occasionally the Samiti arranged refreshers training camp in different places with the help of the Government, both State and Central. The

project was first introduced in 1956. Four camps were arranged -- two in Assam, one in Agartala and one in Manipur. The camps helped the teachers to acquaint themselves with the new method of teaching along with the means to solve various problems related to Hindi language.

The Samiti established a Hindi typewriting and stenography school in addition to hundreds of libraries containing Hindi literary works. The central library was at Guwahati.

The Samiti is affiliated to Akhil Bharatiya Hindi Sanstha Sanga, Delhi and its examinations got permanent recognition from the Government of India. The Samiti has its own permanent premises at two different places at Guwahati, including a multi-lingual printing press.

Manipur:

The propagation of Hindi in Manipur was initiated by the Asom Rashtrabhasa Prachar Samiti. There are at least four main organizations working in this field at present, viz., Manipur Hindi Prachar Sabha - an affiliated organization of Rashtrabhasa Prachar Samiti, Manipur Hindi Parishad, Imphal - an independent State organization, State unit of Rashtrabhasa Prachar Samiti and Nagari Hindi Prachar Sabha. Like in Assam, provision was made to teach Hindi in the secondary schools since 1952. At present there are about 1000 Hindi teachers working in different schools. Manipur Hindi Prachar Sabha and Manipur Hindi Parishad conduct the examination of their parent body. All the four major institutions have their own publication.

Meghalaya:

The propagation of Hindi was initiated in Shillong, presently the capital of Meghalaya in 1948 along with the establishment of Asom Rashtrabhasa Prachar Samiti. Khasi leader, Late Maham Singh, Hindi Pracharak Baikuntha Nath Singh, Keshab Sarma, Biswanath Upadhyay, Padmanath Barthakur, Premchand Jain etc., have contributed much to spread Hindi in this area.

Initially Asom Samiti appointed Pracharaks for Shillong, but subsequently it became the headquarters of the Sangathak (organizer) of the western sector.

After the amalgamation of the Assam society and the branch of the Wardha Samiti in 1952, the Rashtrabhasa Prachar Samiti not being content with the idea started its own unit again in Shillong under the name of Asom Rajya Rashtra Bhasa Prachar Samiti. Subsequently, the

name was changed to Meghalaya Rashtrabhasa Prachar Samiti. The state unit of Wardha Samiti only conducts the examinations and give grants to the prachar vidyalayas. Now due to the lack of able workers, the work of the Samiti is gradually dwindling.

Asom Rashtrabhasa Prachar Samiti has established some prachar vidyalayas specially in Garo Hills area and Hindi Prachar Mandal, Shillong is taking the responsibility of Shillong and its adjacent areas. Since 1952 some Khasi girls are studying Hindi at different levels. At least two of them have got post-graduate degrees in Hindi.

Mizoram:

Even before Mizoram had attained its statehood in 1972, the Asom Rashtrabhasa Prachar Samiti sent Hindi Pracharaks to Mizoram, established examination centres and prachar vidyalayas. A few youths came to Missamari and Diphu to learn Hindi and they became the real nucleus of Hindi propagation in the State. Unlike other States, the majority of the Hindi teachers in the State are Mizos. They have established an independent Hindi organization mainly “Zoram Hindi Prachar Samiti” which has got recognition from the Government of India. The State Government bears all the expenditure of the Samiti. It is conducting four examinations on its own. Originally, there were two examination centres, one at Aizawl and the other at Lungleh. At present there are about forty centres and more than 200 Hindi teachers in the State.

At least two Mizo ladies were awarded Ph.D degrees in Hindi and competed in All India competitions. They secured the post of Readership in Central Hindi Institute, Agra. There are a number of M.A. Hindi pass youths and ladies in Mizoram.

Nagaland:

In Nagaland too, the Asom Rashtra Bhasa Prachar Samiti appointed Hindi teachers prior to its attainment of statehood. Kohima, Mokokchung and Dimapur were the centres. But due to insurgency, the activities of the pracharaks came to a halt. Hindi is taught in the secondary school and the Nagaland Government has set up a Hindi Training Institute at Dimapur. The Institute offers a four-year course specially designed by the Central Hindi Institute, Agra. The final year of this course is to be studied at Agra.

In the early 1970s, Prof. Kumar (Chemistry Department) had established a Nagaland Rashtrabhasa Parishad. He gave special stress in

Work Book, Dictionary and Grammar of different tribes through Hindi medium. He published about 60 such books. Unfortunately, his ideal was not followed by others.

Arunachal Pradesh:

Before the creation of Arunachal Pradesh, there was only one examination centre at Pasighat. Asom Rashtrabhasa Prachar Samiti appointed one Hindi pracharak in 1957 for the propagation of Hindi. But due to changed language policy of the State, the utility of Hindi classes no longer existed there. At present, however, Arunachal Pradesh stands at par with other Hindi speaking States of the country. Hindi is the medium of instruction in schools right from the primary level. The Purbanchal Rashtra Bhasa Prachar Samiti was trying to establish residential type of Hindi schools at the foothills of Arunachal. But after the lapse of four years, this was abandoned due to financial hardship.

Tripura:

Tripura had been under the influence of West Bengal right from the beginning. Even in the case of National Language, it was the Pachim Banga Rashtrabhasa Prachar Samiti, a Wardha unit, which started the propagation of Hindi in the State. It was only after 1956 that the Asom Rashtrabhasa Prachar Samiti took over this chain. It appointed Hindi Pracharaks and established examination centres at Agartala, Kailasahar, Khowain, Dharmanagar and some other places. At present all these centres are closed down.

In short, this is the picture of Hindi propagation in the North-east region led by the different public organizations. The position of Hindi in the school curriculum in different North-east States is as follows:

1. Assam- IV to VII compulsory, VIII to XII optional
2. Meghalaya - -do-
3. Mizoram - -do-
4. Nagaland - -do-
5. Manipur - -do-
6. Arunachal Pradesh - I to X Hindi is the medium and first language.

7. Tripura - VI to VIII compulsory

It will be worth mentioning that the standard of Hindi in the curriculum of different States differ a lot.

Besides the Hindi propagating public organizations, there are also other agencies who have contributed towards popularizing Hindi. They are -

1. Central Government and State Government
2. Universities
3. Teachers Training Institutes
4. Teachers Associations
5. Akhil Bharatiya Hindi Sangsthan Sangh
6. Central Hindi Institute, Agra
7. Different Literary Bodies.

A glimpse of the contributions by these Agencies will be of good help in assessing the development of the National Language in this area.

1. The State and Central Government

Assam is the first State in the country to have started a Teachers Training Institute for Hindi teachers in 1951. The State is a pioneer in making Hindi a compulsory language from classes IV to VIII in 1952. The State Govt is also to be given the credit for appointing a Hindi Education Officer and a Hindi Advisory Board in 1957 to suggest to the Government the ways and means for smooth development of the Hindi language. The State government has also given the responsibility of preparing and publishing Hindi Textbooks to the Assam Rashtrabhasha Prachar Samiti. Being a non-Hindi speaking State, the State had appointed a Hindi reporter in the Assam Assembly in 1952. The government has shown a keen interest in the development of the language and watches over the different agencies of the State.

The Central Government gives 100 per cent financial assistance for the appointment of Hindi teachers in the States. It takes up all the financial liabilities in the establishment of Hindi Teachers Training College for the first five years and then for any kind of developmental work in the college. It also appoints Hindi officers in the different Central offices,

Hindi teachers in all government and public schools, awards prizes for the non-Hindi speaking writers and gives post-matric scholarship for the non-Hindi speaking students studying Hindi in Colleges and Universities.

Though the Central Government did not follow the guidelines of the Constitution in appointment of HINDI LANGUAGE COMMISSION after 1955 and though a bureaucratic pressure was given for the protection of English at all levels, the government is gradually trying to promote the use of Hindi language at all levels.

In the north-eastern States, there is no opposition to the Hindi language both by the common people and the learned. But there is no eagerness among the people to learn this language. The AIR and Doordarshan has played a great role in popularizing and promoting Hindi language in this region.

2. Universities

There are three Universities in the North-east where P.G. courses in Hindi have been introduced. The Gauhati University has introduced P.G. and Research in Hindi in the year 1970. Prior to this, the students had to go to Benaras Hindu University, Allahabad, Lucknow and Agra for M.A. and Ph.D degree. The first Assamese P.G. holder in Hindi was Shri Loknath Bharali who passed his M.A. from B.H.U in 1953.

In 1970 there were only 11 students taking admission in P.G. course in Hindi but now there are more than 60 students in the Gauhati University. A vexed problem still exists in this University. Though there is provision for research work, the research paper has to be submitted in English and not in Hindi. Efforts are on for its redressal.

The Manipur University has also started P.G. courses and Research works. Recently, the North-Eastern Hill University has also opened P.G. course in Hindi in its Shillong campus. The Arunachal Pradesh University has similarly planned to open P.G. classes in Hindi.

3. Teachers Training Institutes

There are three Teachers Training College in this area. One at North Guwahati (Assam) with a capacity for training 75 teachers -- 15 Male and 25 Female, one at Imphal imparting training to 30 trainees and the other at Aizwal with a capacity to train 15 teachers. The North Guwahati and Aizwal Training Colleges are affiliated to the Central Hindi Institute, Agra and the Imphal Training College is affiliated to Manipur University. The courses are at par with the B.Ed course of Indian Universities. There was

a Training College at Agartala (Tripura) established in 1961 but today the college remains only in name. No Hindi subject is taught there.

4. Teachers Association

There are two Associations of Hindi Teachers in this region, namely the Assam Rashtrabhasa Sevak Sangh and the Manipur Hindi Teachers Association. The Assam Rashtrabhasa Sevak Sangh was established in 1953 and has sub-committees in almost all the districts of Assam. The Sangha is a Registered Association. It conducts Debate, Elocution, Extempore speech, Recitation and Essay competition in Hindi during the time of its annual session.

The Sangha publishes a bi-lingual periodical 'Sangham' annually. About 2000 Hindi teachers are members of this 'Sangham.'

The Manipur Hindi Teachers Association was established in the 1970s. About 200 teachers are members of this Association.

Both these organizations are working for the betterment of the Hindi teachers specially for their pay scale, status, etc.

5. Akhil Bharatiya Hindi Sangstha Sangh, Delhi

This is an All India Federation of Hindi Samities acting as a guardian and liaison between the Central Government and the different Hindi Propagating Samities.

The Sangha organizes All India Seminar of Hindi scholars of non-Hindi speaking States, refreshers training camps and workshop. In Assam, the Sangha arranged at least two refreshers training camps and one workshop at Guwahati during the last ten years.

6. Central Hindi Institute, Agra

This is also an All India body -- a Central Government Undertaking. The Institute is helping the North-eastern region by arranging refreshers training camp for the Hindi teachers from time to time. About 200 such camps have been organized in the North-east States during the period 1972-1998. In addition to the training camps, the Institute has arranged two seminars and one training camp in Gauhati University.

The institute is helping the States of Mizoram, Nagaland and Arunachal Pradesh in preparing Hindi textbooks.

7. Literary Bodies

The Rashtrabhasa Manch, Hindi Manch, Purbottar Marwari Hindi Sanmelan are engaged in Hindi publications. There are also some public enterprises contributing to the development of Hindi in this region.

Though Hindi has been gradually gaining popularity in this region, there are some peculiar problems:

1. Govt Policy -- The Govt of India has not clearly stated the future of this language and its implementation. Hindi is still denied its proper place, though much has been spent for its propagation. India, being a democratic, socialist, sovereign country, we should be determined to have a National Language like other independent countries.

2. Though a standard concept of Hindi language has been brought into light, no proper textbook on Hindi Grammar has been developed for the new learners of Hindi.

As the structure of Hindi Language differs from the ethnic languages of the region, much teaching materials are wanting. The Training Institutes have not been able to train Hindi teachers with proper pronunciation and correct writing skills in Hindi.

3. There are psychological problems also. The common people are afraid of the domination by Hindi-speaking people in the process of propagating Hindi in different private and public sectors.

4. At present there are three Hindi newspapers which have contributed towards the development of the composite culture of India. But skeptics foresee some evil designs in them!

In the end, it can be said that if the Government and the public sincerely think of National Integration and Indian Nationality and its accommodating nature, Hindi will prosper by leaps and bounds in this region.

Jai Hind, Jai Jagat.

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* This article, in fact, is a paper that was contributed by the author in a Seminar organized by Nagaland Gandhi Ashram camp office on the theme of: "North-east India 1947-97: Continuity and Change." The Seminar was held at Guwahati from the 10th to the 12th of February, 1998. Though the article was written long ago, the matter it contains is of permanent

worth. Moreover, there is hardly any worthwhile material in English on the propagation of National Language in the North-east. Any serious student of the North-east region is bound to find it of considerable interest.

Editor, *Ishani*.

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Attitude and its Importance...*

An old man lived alone in a village. He wanted to spade his potato garden, but it was very hard work. His only son, who would have helped him, was in prison.

The old man wrote a letter to his son and mentioned his situation:

Dear Son,

I am feeling pretty bad because it looks like I won't be able to plant my potato garden this year. I hate to miss doing the garden, because your mother always loved planting time. I'm just getting too old to be digging up a garden plot. If you were here, all my troubles would be over. I know you would dig the plot for me, if you weren't in prison.

Love,

Dad

Shortly, the old man received this telegram: 'For Heaven's sake, Dad, don't dig up the garden!! That's where I buried the GUNS!!' At 4 a.m. the next morning, a dozen FBI agents and local police officers showed up and dug up the entire garden without finding any guns.

Confused, the old man wrote another note to his son telling him what happened, and asked him what to do next.

His son's reply was: 'Go ahead and plant your potatoes, Dad...It's the best I could do for you from here.'

Moral:

No Matter Where You Are In The World, If You Have Decided To Do Something Deep From Your Heart, You Can Do It. It Is The Thought That Matters, Not Where You Are Or Where The Person Is.

Regards,
Purna Paul
Environment Engineer

“Weakness of attitude becomes weakness of character.”

Attitude is the basic trait which guides a person. Depending upon the attitude, either one gets elevated or dropped down. In any given situation, it is good and wise to be always in a positive attitude, so that the impact of any incident, including negative, will not make us either feel exuberant or morose. So, it is the attitude that makes or unmakes the life. Live a life full of hopes and joy, in spite of all pain and problems. That is the beauty of life and that is the best and the right way to live.

Love and Love alone....

P. Gopi Krishna

** Received by e-mail.*