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All correspondence to be addressed to

Editor,
Lakhimpur Commerce College Research Journal ,
North Lakhimpur, Assam 787001
email: lccresearchjournal22@gmail.com

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ABOUT THE JOURNAL

Lakhimpur Commerce College Research Journal (LCCRJ) is a half yearly bilingual peer reviewed research journal published every year in the month of April and October by the Publication Cell of the college. LCCRJ ,Vol 6,No 1 provides insightful research papers with challenging analysis in multidisciplinary areas of study .This journal is a knowledge sharing platform for the academicians and researchers for the promotion of innovative research and dissemination of knowledge in the contemporary world. It is an academic endeavour to promote original and thought provoking writings to inculcate a research culture. The journal encompasses empirical research papers on emerging trends and undergoes a rigorous peer review process.

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Editorial

Lakhimpur Commerce College Research Journal, VOL 6, No1 is a synergistic endeavor to promote an academic platform to explore the current and traditional issues with novel and innovative ideas in multidisciplinary dimensions. LCCRJ aims to publish unpublished and original research papers and provide researchers an opportunity to communicate and synchronize their research activities for the development and application of research. The journal generates meaningful debates in academia that are insightful and informative that critically analyse the different spheres through wider perspectives.

The research paper entitled **Building a Brighter Future: Initiatives to Address Unemployment in India** by Ms. Pritty Hazarika & Mr. Utpal Sarkar is a comprehensive study on the multifaceted issue of unemployment in India and its causes. It examines the impacts of unemployment and the potential solutions through government initiatives and strategic interventions. The researchers recommend several strategic measures like that can significantly mitigate unemployment and stimulate sustainable economic growth in India.

Dr. Shibani Borah in her study **On Green Finance: Prospects and Challenges in the Indian Context** focuses on the factors that drive the impact of Green Finance on the environment and understand the prospects and obstacles encountered in the implementation of Green Finance. It emphasizes on the need of effective implementation of green finance, supportive regulatory environment for a resilient and self-sufficient green

economy. This paper explores the significance of green finance for environmental sustainability and the challenges in its implementation.

Mrs. Runjun Baruah's paper on **Transforming Library Services in India through Social Media** is a comprehensive analysis on the various social media platforms used in Indian libraries, their advantages and disadvantages, and their impact on library services. This study has explored the diverse applications of social media platforms that offers unique benefits and knowledge management with improved accessibility and user engagement of library services.

A Study: Emotional Maturity of Class Xth Grade Adolescence Students of Ghilamora Block of Lakhimpur district of Assam by Dr. Ranu Pariyar, Mr. Pankaj Luchan Das and Shri Dibya Jyoti Boruah is an in- depth study on emotional maturity as a significant topic in psychology. The investigators attempts to find class Xth grade students' levels of emotional maturity and find out if there exists any differences between the male and female students. The researchers used descriptive survey cum random sampling method in Ghilmora block of Lakhimpur district.

Effect of Family Environment on the Academic Achievements of Mising Community Class Xth Students in Dhemaji Block, of Dhemaji district of Assam is an analytic study attempted by Shri Dibya Jyoti Boruah & Dr. Anga Padu on the categories of family environment of Mising adolescents of Dhemaji block of Dhemaji District. The family environment with factors such as family structure, parental relationship, family economies status and parental expectations has a vital role in shaping the child's academic outcomes. The study further explores the difference of family environment between male and female and find out the influence of family environment on academic achievement of Mising adolescents.

Ms Purabi Hazarika 's research paper entitled **Unemployment of Youth in India-A Serious Concern in Today's Scenario** focuses on the current scenario of youth unemployment in India. It reflects on the causes and consequences of

unemployment rate among youth in India and the efforts of the Government of India to reduce youth unemployment. The study highlights on the need on of investments in important sectors and infrastructure in order to increase the number of employment possibilities.

Development and Prospects in Human Rights Education in India by Ms Prerana Boruah throws ample light on human rights education in India and its needs in society. Human Rights education provides information and morals that people need to assert and defend their rights. The paper focuses on the need of human rights education to promote critical thinking of a responsible citizen which is important to develop their own effectiveness and a sense of authority and responsibility in shaping society. It is favorable to navigate inter related global issues.

Medical Humanities and Literature: Exploring Literary Works by Dr. Satya Nath Pegu is a detailed paper on medical humanities as an increasingly international interdisciplinary endeavor related to diverse disciplines in pursuit of medical educational goals. The study highlights on importance of Medical Humanities in undergraduate programs and in medical schools in many countries and on some literary works in connection to Medical Humanities. An attempt is made to discuss on how it presents various health issues through some literary works.

Narratives of Inequality in Postcolonial India: Socio-Economic Disparities in Arundhati Roy's The God of Small Things by Momita Jarampusa in-depth exploration of the complex narratives of socio-economic differences in the novel. The study meticulously reads, the personal and collective histories, legacy of colonialism, and the profound influence of social structures on personal lives and destinies.

The Importance of Student -Teacher Relationship in School is an analytical research paper by Dr.Lima Baruah & Dr Monju Moni Saikia. The study explores the relationship between the teacher and student, the need for the student teacher relationship and the necessity for teachers involvement and

interaction. The paper emphasized on how student teacher relationship result in a positive classroom environment and experience. The researchers focus on this relationship as a cornerstone in a student's social maturation process and a success for both the student and educator.

Beyond the Lens: Emerging Women Female Filmmakers is an extended study by Harini Patowary Das on Assam women filmmakers who emphasise on gender, politics, sexuality, and social issues and challenge the conventional milieu. This study focuses on the internationally and nationally acclaimed works of Rima Das, Dr. Bobby Sarma Baruah, Rajni Basumatary and Farhana Ahmed. The paper poignantly portrays the significant contributions to the discourse on women's representation in cinema who challenge dominant patriarchal narratives in Assam.

Dr Biva Dutta's descriptive paper on **Munin Bhuyanr Xandhikhyon Natakak Xamajik Dikhor Protiphalan** reflects the theme of class struggle, torture and humiliation inflicted upon the working class people of the society. The paper analyses the peasants' land seizure struggle in Assam, embracing of martyrdom, chaotic upheaval and unwanted situation in Assam. It is described as a unique creative work of Munin Bhuyan, a multi-dimensional personality of amateur people's theatre.

Ms Banti Baruah's research paper entitled **Axomiya Bhakhat Sankardeva Dwara Procharito Vaishnav Dharma Probhab** highlights the prominent effect of Sankardeva's Vaishnava religion on Assamese language. The researcher analyses language as a medium of communication, the origin of Assamese language with special reference to different communities that visited this wonderful land and the language used in folk literature, Bihu songs, hymns etc.

The research paper entitled **Pala Natyanusthanor Aharjya Abhinay** by Dr. Lakshyajit Mudoi and Ms Nabarupa Chutia focuses on traditional Assamese folk theatre Pala. The paper discussed is an extended study on the attires, the

weapons, the masks, ornaments, the green room used in the performance of this special art form.

It is our consistent effort to improve the quality and standard of LCCRJ to achieve the status of UGC- CARE listed journal. Lastly on behalf of the Editorial Board, I sincerely express my gratitude to the research scholars for their contribution of scholarly and innovative ideas in diverse fields. I offer my profound thanks to Dr Lohit Hazarika, the Principal of our college for his constant support and inspiration in publishing the journal. My special thanks to the Advisory Board for the suggestions in the publication of this volume. I would also like to acknowledge my sincere thanks to the peer reviewers for their valuable suggestions in improving the parameters of the journal.

Dr Rupjyoti Bhattacharjee

Editor

Lakhimpur Commerce College Research Journal (LCCRJ)

Content

Building a Brighter Future: Initiatives to Address Unemployment in India	Pritty Hazarika Utpal Sarkar	13
Green Finance: Prospects and Challenges in the Indian Context	Dr. Shibani Borah	36
Transforming Library Services in India through Social Media	Runjun Baruah	54
A study: Emotional Maturity of class Xth grade adolescence students of Ghilamora Block of Lakhimpur district of Assam	Dr. Ranu Pariyar Pankaj Luchan Das Dibya Jyoti Boruah	67
Effect of Family Environment on the Academic achievements of Mising community class xth students in Dhemaji block, of Dhemaji district of Assam	Dibya Jyoti Boruah Dr. Anga Padu	73
Unemployment of Youth in India-A Serious Concern in Today's Scenario	Purabi Hazarika	83
Development and Prospects in Human Rights Education in India	Prerana Boruah	96
Medical Humanities and Literature: Exploring Literary Works	Dr. Satya Nath Pegu	102
Narratives of Inequality in Postcolonial India: Socio-Economic Disparities in Arundhati Roy's The God of Small Things	Momita Jarampusa	109

Content

The Importance of Student -Teacher Relationship in School	Dr. Lima Baruah Dr. Monju Moni Saikia	115
Beyond the Lens: Emerging Women Female Filmmakers from Assam	Dr. Harini Patowary Das	122
মুনীন ভূঞাৰ 'সন্ধিক্ষণ' নাটকত সামাজিক দিশৰ প্ৰতিফলন	ড°ৰবিভা দত্ত	132
পালা নাট্যানুষ্ঠানৰ আহাৰ্য্য অভিনয়	লক্ষ্যজিত মুদৈ ডঃ নৱৰূপা চুতীয়া	137
অসমীয়া ভাষাত শংকৰদেৱৰ দ্বাৰা প্ৰচাৰিত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ।	বসন্ত বৰুৱা সহকাৰী	143

Building a Brighter Future: Initiatives to Address Unemployment in India

Pritty Hazarika
Utpal Sarkar

Abstract

Unemployment in India, despite rapid economic growth, remains a critical challenge, driven by population growth, skill mismatches and uneven industrial development. This paper examines the multi-dimensional nature of unemployment in India, with a focus on the mismatch between workforce skills and market demands. The government's initiatives, such as the Skill India Mission, National Apprenticeship Promotion Scheme, and Startup India, are explored for their impact and effectiveness in addressing these issues. The paper identifies the three major types of unemployment: - cyclical, frictional, and structural as well as the significant reasons behind them, including educational gap and slow economic growth. The adverse effects of unemployment on India's economic and social stability are highlighted, along with the psychological impact on individuals. Strategies for reducing unemployment are proposed, focusing on enhancing vocational training, supporting MSMEs, encouraging entrepreneurship, and promoting industrial

M.Com (Master of Commerce) , Tezpur University, Tezpur, Assam, India
M.Com (Master of Commerce), Dibrugarh University, Dibrugarh, Assam, India

growth. The effective implementation of these methods necessitates strong monitoring, assessment, and public-private collaborations. Through comprehensive and concerted efforts, India can take advantage of its growing population and achieve sustainable economic growth and social stability.

Keywords: Unemployment, India's Population, Economic Growth, Govt. Initiative, Skill Mismatch

INTRODUCTION

India, a country of vast diversity and immense potential, grapples with the persistent challenge of unemployment. With a population exceeding 1.3 billion, India's workforce is one of the largest in the world, presenting both opportunities and hurdles in the quest for full employment. Despite rapid economic growth and advancements in various sectors, unemployment remains a pressing issue, affecting millions of individuals across the nation. With a diverse population and a dynamic economy, India faces the intricate task of matching job supply with the ever-growing demand. The issue of unemployment is multi-faceted, impacted by factors ranging from education and skills to industrial growth and government policies.

At its core, unemployment reflects a mismatch between the skills possessed by the workforce and those demanded by the job market. India's demographic dividend, characterized by a large youth population, holds immense potential for economic growth. However, harnessing this potential requires concerted efforts to equip the workforce with relevant skills and create ample employment opportunities.

The Indian government plays a pivotal role in addressing unemployment through policy formulation, implementation, and regulation. Various schemes and initiatives have been launched over the years to stimulate job creation, enhance skill development, and foster entrepreneurship. However, despite these efforts, the issue persists, underscoring the complexity of the challenge. One of the primary drivers of unemployment in India is the widening gap between the skills imparted by the education system and those demanded by industries. The traditional emphasis on rote learning and theoretical knowledge

often leaves graduates ill-prepared for the practical requirements of the job market. Moreover, the lack of vocational training opportunities further exacerbates this mismatch, leading to unemployment among educated youth. In response, the government has launched several skill development initiatives aimed at bridging this gap. The Skill India Mission, launched in 2015, seeks to provide vocational training to millions of youths across various sectors, thereby enhancing their employability. Additionally, the National Apprenticeship Promotion Scheme (NAPS) encourages industry participation in skill development by offering incentives to companies that provide apprenticeship training.

However, despite these efforts, challenges persist in the effective implementation of skill development programs. Issues such as inadequate infrastructure, limited access to quality training facilities, and the reluctance of industries to engage in skill-building initiatives pose significant hurdles. Addressing these challenges requires sustained investment in infrastructure, collaboration between the government and private sector, and a reorientation of educational curricula to align with industry needs.

Furthermore, the issue of unemployment is compounded by the uneven pace of industrial growth across different regions of the country. While urban centres witness rapid industrialization and job creation, rural areas often lag behind, leading to migration and urban overcrowding. Bridging this rural-urban divide requires targeted interventions to promote inclusive growth and create employment opportunities in rural sectors such as agriculture, agro-processing, and rural tourism.

In recent years, the government has rolled out various rural development schemes such as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) to provide employment opportunities and enhance rural livelihoods. However, the effectiveness of these schemes depends on factors such as timely wage payments, asset creation, and the generation of productive assets.

Unemployment remains a pressing concern for India, necessitating comprehensive strategies that address its multi-dimensional nature. While the

government has launched several initiatives to tackle the issue, achieving meaningful progress requires sustained efforts, collaboration between stakeholders, and a holistic approach encompassing education, skill development, and inclusive growth. Only through concerted action can India unlock the full potential of its demographic dividend and realize its aspirations for a prosperous and inclusive society.

Objective of the Study

- ❖ To analyze the multifaceted issue of unemployment in India.
- ❖ To examine the causes of unemployment.
- ❖ To investigate the impacts of unemployment.
- ❖ To explore the potential solutions through government initiatives and strategic interventions.

Research Questions

- ❖ How do government initiatives address the issue of unemployment?
- ❖ What are the impacts of unemployment on India's economic growth and social structure?
- ❖ What strategies can be implemented to reduce unemployment in India?

Research Hypotheses

- ❖ H1: There is a significant mismatch between the skills provided by the education system and those demanded by the job market in India.
- ❖ H2: Government initiatives have a positive impact on reducing unemployment in India.

LITERATURE REVIEW

Raifu A.I. et.al. (2023) in their study 'Financial Development and Unemployment in MENA: Evidence from Heterogeneous Panel Causality and Quantile via Moment Regression' examines financial development's impact on various unemployment components (total, youth, and gender-specific) using the IMF composite financial development index and a World Bank-based index. Applying the panel quantile method and heterogeneous panel causality results reveal a significant negative effect of financial development on unemployment, with diminishing impact across higher quantiles. Predominantly, a unidirectional causality from financial development

to unemployment is observed, suggesting policymakers should enhance financial development to alleviate unemployment.

Romdhane B.Y. et.al. (2022) in their study ‘The impact of Fintech on inflation and unemployment: the case of Asia’ aims to summarize findings from research focused on Asian economies between 2011 and 2017. The objective is to understand how Fintech development influences the macroeconomic factors like inflation and unemployment. Methodologies often involve panel data regression models to explore the relationship between Fintech, inflation, and unemployment, revealing a strong positive effect of active Fintech usage on reducing both inflation and unemployment rates. Results consistently show that digital finance serves as a crucial driver of economic growth, emphasizing the need for enhanced digital infrastructure and ICT in emerging economies.

Fatima S. (2020) in her study ‘A Background Study on The Role of Banks in Eradication of Poverty and Unemployment in India by Implementation of Government Sponsored Schemes with Special Reference to Swarna Jayanti Gram Swarozgar Yojana (SGSY)’ examines banks’ roles in implementing SGSY, focusing on commercial, regional rural, and cooperative banks. The objective is to evaluate banks’ effectiveness in facilitating self-employment via Self Help Groups (SHGs). Methodology involves analyzing banks’ lending policies, SHG formation, and credit flow. Results indicate that proactive banking policies and robust support structures significantly enhance financial inclusion, uplifting Below Poverty Line (BPL) households and fostering sustainable rural micro-enterprises.

Mehry B. El. Et. al. (2020) in their study ‘The Impact of Financial Inclusion on Unemployment Rate in Developing Countries’ highlights financial inclusion’s role in enhancing economic growth and reducing poverty. This study aims to develop a financial inclusion index for 43 developing countries using Principal Component Analysis (PCA) across access, usage, and quality dimensions. Utilizing a dynamic two-step system Generalized Method of Moments (GMM) for 35 countries from 2009 to 2018, the study investigates the effect of financial inclusion on unemployment rates. Results indicate that

higher financial inclusion reduces unemployment. Additionally, education, inflation, and economic growth significantly impact unemployment negatively. A panel Granger Causality test confirms a bi-directional causality between financial inclusion and unemployment rates.

Beblavy M. et. al. (2017) in their study 'Design of a European Unemployment Benefit Scheme' delves into the intricate landscape of European unemployment benefit schemes (EUBS), examining 18 variants to describe key features and assess their design. With a mix of equivalent and genuine schemes scrutinized, the study aims to synthesize insights from prior research while incorporating findings on legal, operational, and economic dimensions. Through a comprehensive analysis, the objective is to craft a common EUBS framework, elucidating policy issues such as convergence, minimum standards, and accession criteria. The methodology integrates existing literature with empirical data, culminating in summary fiches for each variant. This holistic approach yields crucial insights into the feasibility and added value of a pan-European unemployment benefit scheme.

Beblavy M. et. al. (2015) in their study 'A European Unemployment Benefits Scheme: The rationale and the challenges ahead' examines the European Unemployment Benefits Scheme (EUBS), focusing on its origins, controversial aspects, and key considerations. The objective is to frame the debate surrounding the EUBS, particularly regarding financing options, the need for harmonization of national schemes, addressing monetary transfers and moral hazard, determining membership criteria, and assessing costs. Methodologically, the review synthesizes existing literature to analyze the proposed aspects of the EUBS. Results indicate that financing mechanisms vary, harmonization poses political challenges, addressing monetary transfers necessitates balancing mechanisms, membership debates range from limiting to expanding participation, and proposed costs generally remain modest, staying below 1% of member countries' GDP.

Pawariya V. et. al. (2015) in their study 'Poverty Alleviation and Unemployment Scenario in India' examines the dynamics of poverty in India, analyzing its reduction trends, geographical distribution, and the impact of

economic growth on poverty alleviation. The objective of the study is to evaluate the effectiveness of economic reforms since 1991 in reducing poverty and to identify areas with persistent poverty levels. The review utilizes data from the World Bank and other economic studies, focusing on poverty rates, income thresholds, and regional disparities from 1990 to 2013. The findings indicate a significant reduction in poverty from 41.69% in 1990 to 20.6% in 2010, with uneven benefits of economic growth across regions, highlighting areas needing targeted interventions.

Schmid G. et. al. (2015) in their study ‘Youth Unemployment in India: From a European and Transitional Labour Market Point of View’ explores youth unemployment across Europe and India, focusing on Germany. The objective is to analyze varied statistical landscapes, identify core causes, and derive policy strategies from European models. The methodology includes comparative analysis and case studies of countries with low youth unemployment, emphasizing Transitional Labour Markets (TLM) and dual learning systems. Results indicate that automatic stabilisers like unemployment insurance and structural reforms play significant roles in mitigating unemployment. Lessons for India highlight the importance of TLM frameworks for effective school-to-work transitions and intergenerational risk sharing, as demonstrated by successful practices in Austria, Denmark, Germany, and the Netherlands.

Kumar P. et. al. (2014) in their study ‘Combating Unemployment: An Indian Perspective’ examines the causes and potential solutions for youth unemployment in India amidst rising literacy rates and a demographic dividend. The objective of the paper is to analyze existing research on employment structures, government initiatives, and international best practices in addressing youth unemployment. The review involves analyzing academic articles, government reports, and case studies on employment policies, vocational training, and social security programs. Findings of the study indicate that despite initiatives like MGNREGA and vocational training programs, youth unemployment remains high due to the dominance of the informal sector and

insufficient social security. Learning from global employment and social security programs could enhance policy effectiveness.

Srivastava C. S. (1975) in his study 'Benefits against Forced Unemployment in Indian Industries' investigate the challenges surrounding unemployment benefits for industrial workers, scrutinizing legislative and judicial responses to the issue. The study identifies gaps in existing laws, highlighting the exclusion of deserving workers from unemployment relief. The primary objective is to propose amendments to labour legislation to address these gaps and effectively implement policies for providing relief to the unemployed. Additionally, the review assesses the viability of introducing compulsory or voluntary insurance schemes for Indian industries, offering recommendations for their implementation. The findings underscore the need for comprehensive measures to ensure adequate support for unemployed individuals within the industrial sector.

METHODOLOGY

The objective of these study is to analyse different government initiatives and other practices that can be taken by the government to address the persistent unemployment in the economy. This section reveals the analytical framework of the study, which describes the source of data and techniques used to analyse the objective of the study.

- **Research Design:** The study adopted a descriptive research design to analyze government initiatives and best strategies for addressing unemployment. This design is suitable for describing the characteristics of the unemployment issue and exploring the effectiveness of various initiatives.
- **Data Source:** The data used in this study are secondary data collected from various sources, including:
 - a. **Government Websites:** Official websites such as the Ministry of Skill Development and Entrepreneurship, NITI Aayog, Ministry of Commerce and Industry, Ministry of Electronics and Information Technology, and the Ministry of Labour and Employment.

- b. **Academic Journals:** Research articles and papers published in academic journals related to unemployment, skill development, and economic growth in India.
 - c. **Reports and Articles:** Publications from organizations such as the Centre for Monitoring Indian Economy (CMIE), the World Bank, and the International Labour Organization (ILO).
- **Research Tools:** The study utilized various research tools to analyze the data and derive meaningful insights:
 - a. **Literature Review:** A comprehensive review of existing literature on unemployment in India, including government reports, academic journals, and research papers.
 - b. **Case Studies:** Examination of specific case studies of government initiatives to understand their implementation, challenges, and outcomes.
 - c. **Comparative Analysis:** Comparison of unemployment trends and government initiatives in India with those of other countries to identify best practices and potential improvements.

DISCUSSION

India's Unemployment Rate

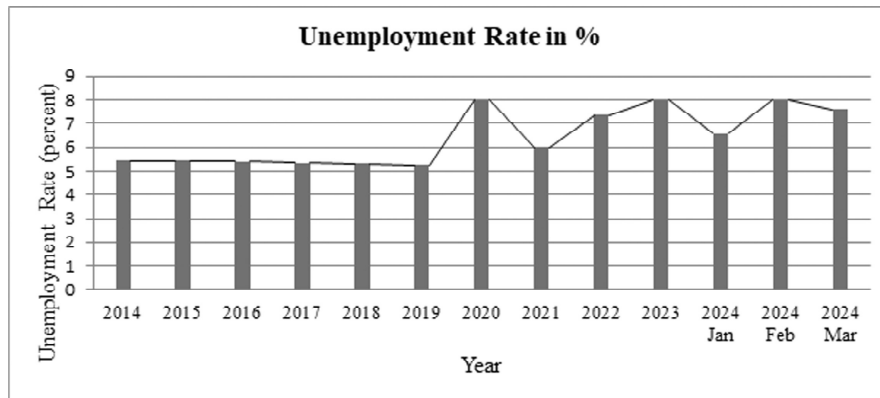
The Centre for Monitoring Indian Economy, a research group focused on economic issues, reports that the unemployment rate in March '24 was 7.6%. India's unemployment rate fell sharply from 8.7% in December 2023 to 6.8% in January 2024. The rate of unemployment has not been this low in 16 months. However, in the Oct.–Dec. 2023 quarter, youth unemployment for the 20–30 age group increased. Those in the 25–29 age group witnessed a rise in unemployment from 13.35% to 14.33%, while those in the 20–24 age group saw an increase to 44.49% from 43.65% in the previous quarter.

TABLE 1: - Rates Of Unemployment from 2014-2024

Year	Unemployment Rate (percent)
2024	7.6 (March 2024)
2024	8 (February 2024)
2024	6.57 (January 2024)
2023	8.003
2022	7.33
2021	5.98
2020	8.00
2019	5.27
2018	5.33
2017	5.36
2016	5.42
2015	5.44
2014	5.44

(Source: <https://www.forbesindia.com/article/explainers/unemployment-rate- in-india/87441/1>)

FIGURE 1: - Graphical representation of Unemployment rate from 2014-2024



Types of Unemployment

1. **Cyclical unemployment** refers to unemployment that occurs due to fluctuations in the business cycle, specifically during periods of economic downturns or recessions. It's typically caused by a lack of demand for labour as businesses cut back on production and lay off workers in response to decreased consumer spending. This type of unemployment tends to decrease during economic expansions when demand for labour picks up again.
2. **Frictional unemployment** refers to the temporary period of unemployment that occurs when individuals are transitioning between jobs or entering the workforce for the first time. It's often seen as a natural part of a dynamic labour market where people are constantly searching for better opportunities, changing careers, or relocating. Frictional unemployment can also occur due to seasonal factors or changes in the structure of industries.
3. **Structural unemployment** arises from a mismatch between the skills and qualifications of workers and the requirements of available jobs. This type of unemployment can be caused by technological advancements, shifts in consumer demand, changes in the structure of industries, or globalization. Workers who are structurally unemployed may lack the necessary skills or experience for available jobs, leading to prolonged periods of unemployment even when there are job openings in the economy.

Reasons for Unemployment

Unemployment, the condition of being without a job, is a critical issue globally. It affects individuals, families, and entire communities, leading to financial strain, stress, and reduced opportunities for growth. High unemployment rates can indicate economic challenges and societal inequities. The main reasons for unemployment in India can include:

1. **Population Growth:** The rapid population growth in India contributes significantly to unemployment. As the population expands, the labour force increases, creating a higher demand for jobs. With a large number

of people entering the workforce each year, there's intense competition for limited job opportunities, leading to high unemployment rates. This surplus of labour often drives down wages and can result in underemployment, where individuals are working in jobs that don't utilize their skills or education fully. Moreover, the pressure on resources and infrastructure due to overpopulation makes it challenging for the economy to create enough jobs to absorb the growing workforce.

2. **Skill Mismatch:** In India, skill mismatch contributes significantly to unemployment. This occurs when the skills possessed by job seekers do not align with the requirements of available jobs. Many individuals lack the specific skills demanded by industries, leading to excess of unskilled or underqualified workers. Despite high levels of education, graduates often lack practical skills needed in the workforce, provoke the issue. Additionally, rapid technological advancements render some skills obsolete while creating demand for new ones, further widening the gap.
3. **Slow Economic Growth:** Slow economic growth can indeed be a contributing factor to unemployment. When an economy grows slowly, businesses may not expand as quickly, leading to fewer job opportunities. Additionally, slow growth can also result in lower consumer demand, causing businesses to cut back on hiring or even lay off workers. Unemployment tends to rise when there's insufficient economic activity to absorb the available workforce.
4. **Educational Disparities:** Educational disparities contribute significantly to unemployment rates. Unequal access to quality education leaves many individuals ill-equipped for the job market, maintaining a cycle of poverty and joblessness. Rural areas often lack adequate educational infrastructure, limiting opportunities for skill development. Additionally, outdated curricula and inadequate vocational training fail to align with industry demands, leaving many unemployed despite possessing educational qualifications.

How Unemployment Effects the Overall Growth?

India's economy faces serious obstacles as a result of unemployment, which have both short- and long-term effects. In the short term, high unemployment rates cause the income of households decreasing, lowering consumer purchasing power and lowering overall demand for products and services. Due to this decline in demand, companies may decide to reduce production, which could result in more layoffs and lengthen the ongoing downward cycle of economic stagnation. Furthermore, a high unemployment rate reduces tax income for the government, which restricts its capacity to fund projects related to development, social services, and essential infrastructure. The nation's social structure is also impacted since rising unemployment worsens social conflicts and instability by increasing poverty and income disparity.

The workforce's skills and employability might be damaged by prolonged unemployment, which can cause a mismatch between job seekers' qualifications and available opportunities. The inability of industry to recruit skilled labour might block economic growth by limiting productivity and innovation. Moreover, long-term youth unemployment raises the risk of social instability by spreading dissatisfaction and weakening social cohesiveness. A large percentage of India's workforce works in the informal sector, which is also negatively impacted. Because informal workers do not have financial security or job stability, they are most susceptible to economic downturns. Furthermore, unemployment has a psychological impact on people, which raises the incidence of mental health conditions like anxiety and depression and puts additional demand on public health resources. on a macroeconomic level, prolonged unemployment might hinder investment, both from abroad as well as domestically, because it creates economic uncertainty and instability. Therefore, it is essential that specific policies that support the creation of jobs, improve skill development, and promote small and medium-sized businesses be implemented to combat unemployment in order to maintain India's economic growth and social stability. In the absence of such initiatives, India's ambitions

to develop a strong sustainable economy may be hampered by the jobless cycle.

How to Reduce Unemployment

Reducing unemployment in India through government initiatives requires leveraging existing schemes and policies, as well as proposing new strategies. Here are several approaches that can be taken:

Leveraging Existing Government Initiatives

1. Skill Development Programs:

- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** In order to encourage and promote skill development throughout the nation, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was introduced in 2015. It does this by offering free, short-term skill training and provide monetary rewards to young people when they complete skill certification. The primary objective is to increase youth employability and industry. In the 2015–16 experimental programme, 19.85 lakh participants received training.

Following the successful experimental PMKVY (2015–16) deployment, PMKVY 2016–20 was introduced by increasing sector and geographic scope and better aligning with other government of India initiatives such as Made in India, Digital India, Swachh Bharat, etc. The Scheme has a total budgetary outlay of Rs 12000 Crores and is in line with Common Cost Norms. This scheme focuses on providing skill training to the youth to enhance their employability. Promoting and expanding this program can help more individuals gain industry-relevant skills.

- **National Skill Development Mission (NSDM):** On July 1, 2015, the Union Cabinet approved the National Skill Development Mission. On July 15, 2015, the Honourable Prime Minister formally inaugurated the mission on the occasion of World Youth Skills Day. The goal of the Mission is to bring together skill training initiatives from different States and sectors. Three tiers of key institutional mechanisms have been identified to help the Mission achieve its

goals. Initially, seven sub-missions have been suggested to serve as building blocks for accomplishing the mission's main goals. They are as follows: (i) Institutional Training, (ii) Infrastructure, (iii) Convergence, (iv) Trainers, (v) Overseas Employment, (vi) Sustainable Livelihoods, (vii) Leveraging Public Infrastructure. This mission envisions creating an end-to-end, outcome-focused implementation framework that aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.

- **National Apprenticeship Promotion Scheme (NAPS):** The National Apprenticeship Promotion Scheme (NAPS) of India, launched in August 2016, aims to boost apprenticeship training by providing financial incentives to employers and apprentices. The scheme is designed to create a skilled workforce and enhance employability among young people. The government provides 25% of the stipend, up to ₹1,500 per month, directly to the apprentices' bank accounts through the Direct Benefit Transfer (DBT) system. This scheme aims to promote apprenticeship training and increase the engagement of apprentices in the workforce. It provides financial support to establishments undertaking apprenticeship programs.
- **Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):** A major project of the Indian Ministry of Skill Development and Entrepreneurship (MSDE) is the Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) plan, which is funded by a World Bank loan. SANKALP was established with the goal of bolstering the ecosystem for skill development and meeting the demands of the National Skill Development Mission (NSDM) by means of a multifaceted strategy that centres on inclusive skill development, quality assurance, and institutional improvement. States and Union Territories (UTs) have received substantial funds from SANKALP to improve their skill development programmes.

According to current data, 30 states and union territories have received Rs. 273.49 crore. SANKALP focuses on providing market-relevant training to youths and enhancing the capacity of institutions to improve the quality of skill training.

2. Encouraging Entrepreneurship:

- **Startup India:** The Government of India established Startup India, a leading project, in January 2016 with the goal of supporting and developing entrepreneurs as a means of fostering innovation, generating jobs, and advancing sustainable economic growth. Easy incorporation procedures, tax exemptions for companies, faster patent registration processing, and a special fund with an aggregate value of ₹10,000 crores for funding support are some of Startup India's salient features. By means of activities, contests, and government-supported startups and accelerators, the programme additionally fosters an entrepreneurial culture. Furthermore, it promotes collaborations between academic institutions and business to advance research and development. As a result of Startup India's significant contribution to the rise of several prosperous startups in a variety of industries, including technology, healthcare, and agriculture, India is now recognised as a thriving global centre for innovation and entrepreneurial talent. Enhancing access to this program and simplifying the application process can encourage more youth to start their own businesses.
- **Stand-Up India:** The Indian government started the Stand-Up India project in April 2016 with the goal of encouraging women and underrepresented groups, especially Scheduled Castes (SC) and Scheduled Tribes (ST), to become entrepreneurs. For the purpose of establishing a greenfield enterprise (a first-time venture in the manufacturing, services, or trading sectors), the initiative makes bank loans between INR 10 lakhs and INR 1 crore available to at least one borrower who is a woman and one borrower who is a SC/ST at each bank branch. The programme tackles major obstacles to

entrepreneurship, such as capital scarcity and financial inclusion, by facilitating finance availability. The project is a part of India's development plan, which is more broadly committed to social justice and economic diversity.

3. Public Employment Programs:

- **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA):** The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is a historic social security initiative by the Indian government designed to improve the livelihood security of people living in rural areas. Every rural household whose adult members volunteer to perform unskilled manual labour is guaranteed 100 days of wage employment in a financial year. MGNREGA was introduced in 2005 with the goal of addressing unemployment and poverty by giving rural deprived individuals a safety net and encouraging sustainable development by building long-lasting infrastructure like wells, ponds and roads. In order to reduce poverty, advance social justice, and boost the rural economy, MGNREGA is essential since it guarantees work opportunities and promotes inclusive growth. MGNREGA, taken as a whole, represents India's dedication to inclusive development and social justice in its rural areas.
- **Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):** DDU-GKY, the Deen Dayal Upadhyaya Grameen Kaushalya Yojana, is a unique initiative by the Government of India aimed at enhancing the employability of rural youth. Launched under the Ministry of Rural Development, DDU-GKY focuses on providing market-relevant skills to rural youth from poor families, empowering them for a better livelihood. The program aims to transform rural India by training and skilling youth in various sectors such as agriculture, healthcare, construction, retail, hospitality, and more. It not only provides skill

development training but also ensures placement opportunities for the trained candidates, thereby bridging the gap between demand and supply of skilled manpower in various industries.

4. **Encouraging Industrial Growth:**

- **Make in India:** The Indian government started the “Make in India” campaign in 2014 to increase domestic manufacturing and attract foreign capital. By encouraging ease of doing business, encouraging innovation, and generating job opportunities, the programme seeks to turn India into a global hub for manufacturing. It focuses on 25 industries, including electronics, automotive, aerospace, defence, and textiles, and it provides tax advantages, infrastructural development, and streamlined regulations as inducements to businesses to manufacture in India. All things considered, Make in India remains an integral initiative driving India’s industrial and economic development on a worldwide scale.

Proposing New Strategies

1. **Education and Vocational Training:**

- **Integration of Vocational Training in Schools:** Introducing vocational training at the school level to equip students with practical skills can enhance their employability. In India, bridging the skills gap between education and employment requires integrating vocational training into the curriculum at the high school level. Students who take vocational classes in addition to standard coursework get real-world experience and practical skills early on, which helps them get ready for the workforce. This programme promotes self-reliance and entrepreneurship in addition to increasing students’ employability.
- **Industry-Academia Collaboration:** Encouraging partnerships between educational institutions and industries to align curricula with market needs and create internship opportunities.

2. **Strengthening MSMEs:**

- **Financial Support and Incentives:** Providing easier access

to credit and financial incentives for Micro, Small, and Medium Enterprises (MSMEs) can boost job creation as this sector is a significant employment generator.

- **Technology Upgradation:** Facilitating technology upgrades and innovation in MSMEs to improve productivity and competitiveness.

3. **Infrastructure Development:**

- **Investment in Infrastructure Projects:** Large-scale infrastructure projects can create numerous direct and indirect employment opportunities. Ensuring continuous investment in roads, railways, and urban development is crucial.

4. **Digital Economy and IT Sector:**

- **Promoting Digital Literacy:** Expanding programs like Digital India to increase digital literacy can open up new employment avenues in the IT and digital services sectors.
- **Remote Work Opportunities:** Encouraging remote work and freelancing can create flexible job opportunities, particularly in the IT sector.

5. **Promoting Agriculture and Allied Activities:**

- **Agri-tech Initiatives:** Encouraging the adoption of technology in agriculture to improve productivity and create jobs in agri-tech.
- **Diversification:** Promoting allied activities like dairy farming, poultry, and fisheries to diversify income sources for rural populations.

Ensuring Effective Implementation

1. **Monitoring and Evaluation:**

- **Regular Monitoring:** Establishing robust monitoring and evaluation frameworks to ensure the effective implementation of employment schemes.
- **Feedback Mechanisms:** Creating channels for beneficiaries to provide feedback on government schemes and address issues promptly.

2. **Public-Private Partnerships:**

- **Collaborations with Private Sector:** Encouraging public-private

partnerships to leverage private sector expertise and resources in implementing and scaling employment programs.

By focusing on these strategies and leveraging existing initiatives, India can make significant progress in reducing unemployment and creating sustainable job opportunities.

SUGGESTION

India's unemployment crisis is significantly influenced by the mismatch between job seekers' skills and employers' requirements. To tackle this issue, several strategic measures are recommended:

- ❖ **Enhancing Skill Development Programs:** It is crucial to expand and improve skill development initiatives. This can be done by increasing budget allocation, establishing more vocational training centers, and collaborating with industries to design market-aligned training programs.
- ❖ **Promoting Entrepreneurship and Start-ups:** Encouraging entrepreneurship can generate substantial employment opportunities. The government should provide financial incentives, tax breaks, and access to credit for aspiring entrepreneurs. Establishing incubation centers and offering mentorship programs can further support start-ups, fostering job creation and economic growth.
- ❖ **Investing in Infrastructure Development:** Prioritizing infrastructure projects such as roads, bridges, ports, and airports can create numerous jobs both directly and indirectly. These projects stimulate economic activity and attract private investment, leading to sustained job creation.
- ❖ **Reforming the Education System:** The education system must be reformed to align with job market demands. Emphasis should be placed on practical and vocational training, promoting internships and apprenticeships, and updating curricula. Enhancing digital literacy and providing access to online education platforms can also bridge the skill gap and improve employability.
- ❖ **Encouraging Rural Development:** Addressing unemployment in rural areas requires promoting rural development and creating local

employment opportunities. Investing in agricultural infrastructure, supporting small-scale industries, and promoting rural tourism are vital steps. Additionally, improving access to credit, markets, and technology can enhance rural livelihoods and reduce urban migration.

By implementing these recommendations, India can significantly mitigate unemployment and stimulate sustainable economic growth.

CONCLUSION

India's high rate of unemployment has a complex relationship with the country's social and economic advancement. India's economy, while growing at one of the quickest rates, is challenged by significant unemployment because of its fast-growing population, mismatch between job opportunities and skills, and relatively slow industrial growth. The COVID-19 pandemic has brought about massive job losses and industry disruptions, worsening the crisis.

It needs a multifaceted strategy to address unemployment. The workforce may become more industry-ready and bridge the skills gap by improving the quality of education and vocational training. It is also possible to increase employment prospects by promoting entrepreneurship and aiding small and medium-sized businesses (SMEs). Government programmes like "Make in India" and "Skill India" are positive moves, but in order to make a bigger difference, they must be carried out efficiently and inclusively.

Furthermore, by making it easier to do business and implementing labour law reforms, more domestic and foreign investment can arise, resulting in employment opportunities. In order to take advantage of the benefits of population growth and maintain sustained economic growth, it is essential that India address unemployment. India can achieve great progress in lowering unemployment and raising the standard of living for its people if the public, commercial, and civil society sectors work together.

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GREEN FINANCE: PROSPECTS AND CHALLENGES IN THE INDIAN CONTEXT

Dr. Shibani Borah

Abstract

Sustainable development, which balances present needs with future capacities, is crucial for environmental preservation and economic growth. The overuse of fossil fuels and resultant climate change pose significant threats, emphasizing the need for green finance—investments aimed at fostering sustainability. Green finance supports projects such as renewable energy, efficient waste management, and biodiversity conservation. In India, green finance is promoted through various policy initiatives and regulatory frameworks, despite challenges like high borrowing costs and inadequate regulatory guidance. The benefits of green finance include carbon emission reduction, environmental pollution mitigation, and support for renewable energy, aligning with Sustainable Development Goals and the Paris Agreement. However, barriers like limited awareness, policy inconsistencies, and financial viability concerns persist. To ensure the effective implementation of green finance, a comprehensive and supportive regulatory environment is essential, facilitating the transition towards a resilient and self-sufficient green economy.

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Assistant Professor, Faculty of Commerce and Management,
Assam down town University, Guwahati, Assam

This paper explores the significance of green finance for environmental sustainability, identifying key drivers and obstacles in its implementation.

Keywords: Sustainable Development, Green Finance, Self-sufficient, Green Economy

INTRODUCTION:

Development is pointless without environmental sustainability, and this is a reality that is acknowledged not just at the national or international level but also on a growing scale. Sustainable development is that which satisfies current demands without endangering the capacity of future generations to satiate their own needs. It is the fundamental principle of working for the present while considering the demands of the future. The goal of sustainable development is to save the environment, end poverty, and improve everyone's quality of life on a global scale. No longer is it enough to put "economy first and environment later"; rather, real economic development requires a balance of all the factors (Swati,2023).

The environment is greatly threatened by climate change, primarily as a result of the overuse of fossil fuels. When using fossil fuels if current trends continue, the planet's temperature is expected to rise by 4 to 6 degrees Celsius above the pre-industrial level (pre-industrial level is the period before the industrial revolution began, which can be interpreted as the 19th century when the first signs of climate change appeared). This will have a negative impact on food production, human health, and the survival of some communities as well as the biodiversity as a whole (Ansari,Anand,2022). While there isn't an exact definition for "green finance," it essentially refers to loans or investments geared towards supporting environmentally beneficial endeavors or those aimed at fostering sustainability. These may include backing green infrastructure, implementing efficient energy and waste strategies, safeguarding ecosystems, advancing renewable energy initiatives, and supporting the purchase of eco-friendly products and services (Sharma,2024). Green finance involves financial arrangements dedicated to projects that are environmentally sustainable or address climate change issues. Such projects encompass generating energy

from renewable sources like solar, wind, and biogas; clean transportation with reduced greenhouse gas emissions; energy-efficient initiatives like green buildings; and waste management, including recycling, efficient disposal, and energy conversion. Additionally, projects deemed sustainable under the disclosure requirements for Green Debt Securities cover climate change adaptation, sustainable waste and water management, sustainable land use such as sustainable forestry and agriculture, and biodiversity conservation (SEBI 2017).

Green financing refers to financial products and services specifically designed to support environmentally sustainable projects and initiatives. This can include loans, investments, bonds, or other financial instruments that are directed towards activities such as renewable energy projects, energy efficiency improvements, sustainable agriculture, conservation efforts, and other environmentally beneficial endeavors. The goal of green financing is to allocate capital towards activities that promote environmental sustainability and address climate change challenges. Three main components of green finance are environmental enhancement, the financial sector, and economic advancement (Ansari, Anand,2022).

These green initiatives not only contribute to lowering carbon emissions but also promote energy security and self-sufficiency, aligning with the Sustainable Development Goals and the Paris Agreement. Green Finance encompasses a broad array of financial offerings that facilitate the operation of the green financial sector. These encompass various retail tools, like Green Mortgages, Green Home Loans, Green Car Loans, Green Infrastructure, Green Bonds, and Green Credit Cards. Additionally, it includes corporate finance instruments such as Green Project Finance, Green Securities, Green Technology Leasing, and Carbon Finance, as well as insurance products like Green Insurance and Carbon Insurance. Furthermore, asset management tools like Eco Funds and Carbon Funds also contribute to Green Finance (Kahraman,2022)

Climate change has been a topic on the G20 agenda since its first summit in 2008. Recently, the focus has shifted towards the circular carbon economy

(CCE) to address harmful emissions. Several flagship programs aim to raise awareness and promote funding for green initiatives globally. These programs encourage both financial and non-financial firms to incorporate environmental considerations into their financing strategies. Major programs such as the Principles for Responsible Investment (PRI), Equator Principles (EP) for financial institutions, the United Nations Environment Programme (UNEP), and the Statement of Commitment by financial institutions on sustainable development provide guidelines for implementing green finance among signatories. Many entities from India are signatories to these programs (see Table 1). However, ensuring a steady flow of finance into sustainable projects requires reliable information on entities' overall management of environmental and social risks, as well as their track record in identifying opportunities that offer both a good return on investment and environmental benefits (UNEP). In this context, the Sustainable Stock Exchange initiative encourages stock exchanges in signatory countries to develop stock price indices that track the performance of companies leading in the integration of Environmental, Social, and Governance (ESG) principles into their financing practices. These indices serve to guide investors interested in green investments. In India, the Bombay Stock Exchange (BSE) and the National Stock Exchange (NSE) are participants in this initiative and each publishes distinct ESG indices.

SUSTAINABLE FINANCE POLICIES IN INDIA:

2007	Corporate Social Responsibility, Sustainable Development and Non -Financial Reporting – Role of Banks
2011	Ministry of Corporate Affairs: National Voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business
2012	Securities and Exchange Board of India (SEBI): Annual Business Responsibility Reporting
2014	SEBI: Infrastructure Investment Trusts (InvIT) Regulations
2015	Reserve Bank of India: Priority Sector Lending – Targets and Classification Indian Banks Association: National Voluntary Guidelines for Responsible Financing
2016	SEBI: Guidelines for the Issuance and Listing of Green Bonds
2017	SEBI: Disclosure Requirements for Issuance and Listing of Green Bonds

REVIEW OF LITERATURE:

Author	Year	Main Points
Ameer and Othman	2012	They researched the top 100 sustainable global corporations in 2008, selected from 3,000 firms worldwide. Their study found that companies adhering to superior sustainable practices exhibit better financial performance than those that do not. Additionally, the financial performance of these sustainable organizations has improved and remained stable over time.
Kaur and Lohani	2022	They emphasized the significance of green finance and its necessity for India to mitigate climate change impacts. They argued that India must adopt climate-conscious policies and provided several recommendations for developing green policies. The authors highlighted the COP26 meeting in Glasgow (2021) and noted that India needs an estimated \$10 trillion investment to achieve a zero-carbon economy by 2070. The study aims to illuminate the current state and future prospects of green financing in India, focusing on government actions and the way forward.
Bhattacharyya R.	2021	Presented an overview of green finance concepts and information, particularly for readers without a financial background. Discusses weaknesses and challenges, emphasizing the extensive scope of green finance and its connections to Environmental, Social, and Governance (ESG) schemes.
Tang Meile et al.	2022	Argued that green finance significantly reduces pollutant emissions and improves ecological quality. Suggest that it can optimize financial resource allocation, directing funds toward environmentally friendly enterprises.
Rajguru et al.	2023	Confirmed that green finance contributes significantly to CO2 emission reduction and innovation through increased funding.
Tariq A. and Hassan A.	2023	Emphasized the significant impact of green finance on environmental sustainability, particularly in reducing CO2 emissions and promoting renewable energy.
Ozili, Peterson	2023	Highlighted the potential of green finance to drive positive environmental, social, and climate change outcomes.
Khan et al.	2023	Identified the factors hindering the implementation of green finance policies.
Chen, Wei	2023	Explored how advancements in green finance research facilitate Environmental, Social, and Governance (ESG) development, emphasizing its impact on circular economies at organizational and national levels.
Mishra, Keshav & Kannaujia, Arjun	2023	Examined the components of green financing and assess its potential and challenges as a sustainability instrument in developing nations like India.
Wang et al.	2023	Found that green finance expands the green development space of the economy and society by improving the ecological environment research-proven the correlation between green finance and carbon emissions

These selected pieces of literature have been instrumental in identifying the existing research gap, each focusing on specific aspects of green financing. However, there is a noticeable lack of comprehensive studies in this field. Thus, this paper aims to explore the significance of green finance for the environment.

1. To pinpoint the factors that drive the impact of Green Finance on the environment.
2. To understand the prospects and obstacles encountered in the implementation of Green Finance

RESEARCH METHODOLOGY:

As it is a review study, all the relevant information is secondary in nature collected from different sources like websites, journals, research sites and magazines, government publications etc.

INITIATIVES OF GREEN FINANCE IN INDIA:

The prospects of green finance in the Indian economy are promising, with several factors indicating potential growth and development. Firstly, as

India continues to prioritize sustainable development and environmental conservation, there is a growing awareness of the need for financing mechanisms that support green initiatives. Green finance presents an opportunity to channel investments towards projects that promote environmental sustainability, such as renewable energy generation, energy efficiency, waste management, and sustainable infrastructure. Additionally, with increasing global attention on climate change and environmental issues, there is a rising demand for green investments, both domestically and internationally. India, with its large population and rapidly growing economy, stands to benefit from leveraging green finance to address pressing environmental challenges while also fostering economic growth (Swati,2023).

Furthermore, the Indian government has been actively promoting green finance through various policy initiatives and regulatory frameworks. Measures such as tax incentives, subsidies, and mandates for renewable energy adoption create a conducive environment for green investments. Moreover, initiatives like the Green Climate Fund and the International Solar Alliance provide avenues for international collaboration and funding for green projects in India. Additionally, the integration of environmental, social, and governance (ESG) factors into investment decision-making is gaining traction among Indian businesses and financial institutions, further driving the adoption of green finance practices. The International Solar Alliance (ISA), which was signed by the governments of France and India on December 1, 2015, was the first significant move in this direction done by the Indian government. The ISA's goal was to address climate concerns by enlisting the support of other nations in this endeavor. With India's high economic growth, fast industrialization, and urbanization leading to growing energy demand, financing for green initiatives becomes even more important. To increase the necessary funding for such rising production and consumption, the nation also introduced initiatives like "Make in India" and other Smart City Projects. By 2040, there will be 600 million more energy users in India, which is predicted to result in a significant rise in the country's electricity demand (International Energy Agency, IEA 2015) (Ansari, Anand,2022). For the purpose of funding these

kinds of green and renewable energy projects, the Indian government currently mostly relies on debt finance. India is expected to need \$4.5 trillion in infrastructure financing by 2040, primarily for electric vehicles, green housing, and meeting national renewable energy targets, according to the report of the “Task Force for Creating National Infrastructure Pipeline.”

The Indian government’s go-to ministry for all issues pertaining to new and renewable energy is the Ministry of New and Renewable Energy (MNRE). The Ministry’s overarching goal is to create and implement new, renewable energy sources to help the nation meet its energy needs. As concerns over the nation’s energy security have grown in recent years, the role of new and renewable energy has become more and more important. Following the two oil crises of the 1970s, energy self-sufficiency was found to be the primary driver of new and renewable energy in the nation. The Department of Science & Technology established the Commission for Additional Sources of Energy in March 1981 in response to the abrupt spike in oil prices, supply-side concerns, and negative impact on the balance of payments. In addition to coordinating and stepping up research and development in the field, the Commission was tasked with developing policies and implementing them as well as programs for the development of new and renewable energy¹.

India has been actively pursuing various green finance initiatives to support sustainable development and address environmental challenges. Some of the key green finance initiatives in India include:

1. **Renewable Energy Financing:** India has set high goals for producing renewable energy, such as hydroelectric, wind, and solar energy. Various finance methods, including tax incentives, concessional loans, and subsidies for renewable energy projects, have been put in place to help meet these commitments. Furthermore, banks are encouraged to devote a specific portion of their lending portfolio to renewable energy projects by the Reserve Bank of India (RBI), which has released rules for priority sector financing.
2. **Green Bonds:** These are financial products designed to finance initiatives that are environmentally sustainable. Green bonds have been issued by a number of Indian government departments, businesses, and financial

institutions to fund energy-efficient projects, clean transportation, renewable energy, and other ecologically beneficial initiatives. To regulate the issue of green bonds and guarantee accountability and transparency in the market, the Securities and Exchange Board of India, or SEBI, has set rules and regulations.

3. Sustainable Infrastructure Financing: The Smart Cities Mission, the Atal Mission for Rejuvenation and Urban Transformation (AMRUT), and the Swachh Bharat Mission (Clean India Mission) are just a few of the projects the Indian government has started to support the development of sustainable infrastructure. These programs seek to strengthen environmental sustainability, encourage resource efficiency, and improve urban infrastructure. Public-private partnerships (PPPs), international development banks, and specialized funds like the National Investment and Infrastructure Fund (NIIF) are used to facilitate financing for such projects.

4. Green microfinance: Environmental factors are becoming more and more integrated into the lending activities of microfinance institutions (MFIs) in India. Low-income households can invest in ecologically sustainable livelihoods including organic farming, renewable energy systems, and eco-friendly businesses with the help of green microfinance projects. These programs help to reduce poverty and protect the environment by encouraging green entrepreneurship and sustainable livelihoods.

5. Carbon Finance: India takes part in global carbon finance initiatives including the voluntary carbon market and the Clean Development Mechanism (CDM) established by the Kyoto Protocol. Indian businesses can obtain carbon credits through CDM projects by putting emission reduction plans into action and then selling the credits to industrialized nations or carbon markets. The money raised can then be used to support more sustainable development projects including planting trees, utilizing renewable energy sources, and increasing energy efficiency.

BENEFITS OF GREEN FINANCING (Sharma, 2024):

1. Carbon Emission Reduction: Carbon dioxide emissions, also known as CO₂ emissions, result from the combustion of fossil fuels and the production of cement. They encompass carbon dioxide generated during the utilization of

solid, liquid, and gas fuels, as well as gas flaring. Green Finance demonstrates a notably positive influence on reducing carbon dioxide emissions, primarily achieved through financing green projects and engaging in carbon market trading. In China, the Carbon Emission Index has declined from 3.98 tonnes per 10,000 yuan in 2003 to 1.87 tonnes per 10,000 yuan in 2019 (Zhang 67tty7Ziyu,2023), marking a reduction of approximately 53%. Similarly, another study indicates that green funding in innovation substantially diminishes CO₂ emissions (Zhang Kai, 2022). Furthermore, green finance contributes to carbon neutrality, which entails maintaining equilibrium between carbon emissions and absorption from the atmosphere in carbon sinks .

2. Carbon Footprint: The carbon footprint represents the overall quantity of greenhouse gases, including carbon dioxide and methane, produced as a result of our activities. Green financing prioritizes environmentally conscious projects and employs various green products for this purpose. Encouraging cashless transactions and the utilization of eco-friendly materials is one facet of green finance. Consequently, green credit cards play a role in reducing the carbon footprint by discouraging the use of harmful substances and aiding in the preservation of trees (Kahraman,2022).

3. Environmental Pollution Mitigation: Green finance plays a pivotal role in mitigating the effects of environmental pollution by championing projects that reduce carbon emissions and strive for carbon neutrality. Additionally, it promotes the development of environmentally friendly constructions and infrastructure, fostering ecological balance.

4. Economic Development Aligned with Environmental Sustainability: Environment sustainability entails maintaining ecological balance and conserving natural resources for the well-being of present and future generations. Green finance positively influences sustainable development goals (Swati, 2022)) and significantly contributes to environmental sustainability, alongside renewable energy (Tariq, Anam & Hassan, 2023).

5. Ecological Environment and Biodiversity Protection: Green finance enhances the ecological environment by expanding opportunities for green development. Studies have indicated improvements in ecological environment

quality, such as in China's Yangtze River Delta, demonstrating the positive impact of green finance on ecological health and livability (Tang Meile; Yang et al.,2022).

6. Sustainable Economic Growth: With human actions significantly impacting the planet, the focus shifts towards economic development aligned with environmental sustainability. Green finance emerges as a tool to achieve sustainable development goals by directing investments towards eco-friendly and sustainable endeavors.

7. Renewable Energy Efficiency: Green finance tools contribute significantly to improving climate conditions by enhancing renewable energy efficiency. They promote the production of renewable energy, both biomass and non-biomass, in the short and long term, thereby amplifying renewable energy generation. Clean energy initiatives also aid in reducing carbon emissions and advancing towards carbon neutrality.

8. Corporate Social Responsibility: Every business bears the responsibility to ethically contribute to sustainable economic development and demonstrate social accountability to stakeholders and the public. Corporate social responsibility initiatives, facilitated by green finance, improve organizational environmental performance and ensure ecological balance while pursuing profit-oriented projects.

9. Climate Change Adaptation: Adapting to climate change involves adjusting processes, practices, and structures to moderate potential damages or seize opportunities associated with climate change. Green financing serves as a means to facilitate climate change adaptation and monitor climate fluctuations for survival and resilience.

10. Reduction of Social Health Costs: Effective allocation of credit capital to green industries, mediated by the environment, can mitigate the impact of environmental pollution on public health, aligning with economic and environmental objectives. Green finance lays the groundwork for reducing social health costs and improving individuals' quality of life.

Obstacles and the Way Ahead:

Global experiences and the body of existing knowledge indicate that

an integrated policy approach to green finance is progressively gaining traction. Although public awareness and financing options have improved in India, the main obstacles may be high borrowing costs, fraudulent claims of environmental compliance, multiple definitions for green loans, and maturity mismatches between long-term green investments and investors' comparatively short-term interests. In general, the price of issuing green bonds in India has continued to be greater than that of conventional bonds. The average coupon rate for green bonds issued since 2015 with maturities ranging from five to ten years has, generally stayed higher than that of corporate and government bonds with comparable duration.. Nonetheless, the coupon rate was lower than that of corporate bonds for green bonds priced in US dollars and having a duration of at least 10 years. It should be noted that the majority of green bonds issued in India are issued by corporations with stronger financial standing or public sector entities.

Obstacles to Enacting Green Finance (Sharma,2024)-

One significant challenge persisting in the Indian economy is the elevated cost of borrowing. This, combined with short loan durations, diminishes the attractiveness of investing in green projects for potential investors.

Another ongoing issue involves the disclosure requirements for issuing green bonds. The Securities and Exchange Board of India (SEBI) outlines disclosure requirements for offer documents but does not provide specific guidelines. It merely stipulates that annual reports should contain “a brief description of such project(s) and/or asset(s) disbursed” (SEBI, 2017, p. 3). Considering the long-term viability of these projects, they often require substantial funding from various stakeholders, necessitating a comprehensive report rather than a one-dimensional summary.

Various challenges and barriers exist that may impede the successful implementation of green finance policies. These factors have the potential to disrupt the entire green financing framework. Therefore, it is crucial to thoroughly examine and comprehend them, enabling timely and appropriate measures to address them.

1. **Lack of Awareness:** Many stakeholders, including financial institutions, investors, and the general public, may have limited awareness or understanding of green finance concepts and opportunities.
2. **Policy and Regulatory Barriers:** Inadequate or inconsistent regulatory frameworks and policies may hinder the development and implementation of green finance initiatives. Unclear guidelines or regulatory obstacles can deter investment in environmentally sustainable projects.
3. **Limited Access to Funding:** Access to finance, particularly for smaller businesses and projects, can be challenging, as traditional financial institutions may be hesitant to invest in green initiatives due to perceived risks or lack of expertise.
4. **Financial Viability Concerns:** Some green projects may face skepticism regarding their financial viability or return on investment, particularly in comparison to traditional, non-green projects. Investors may prioritize short-term financial gains over long-term environmental benefits.
5. **Data and Measurement Challenges:** Assessing the environmental impact and sustainability of green projects can be complex and require reliable data and measurement tools. Inconsistent or inadequate data availability can impede decision-making and risk assessment.
6. **Technological and Infrastructure Constraints:** Implementation of green projects may require advanced technologies and infrastructure, which may not be readily available or affordable in certain regions or sectors.
7. **Market Volatility and Uncertainty:** Green finance initiatives may be susceptible to market volatility and uncertainty, particularly in sectors such as renewable energy, where policy changes or fluctuations in commodity prices can impact investment returns.
8. **Capacity Building Needs:** Developing the necessary skills and expertise among financial professionals, policymakers, and project developers is essential for the successful implementation of green finance initiatives. Capacity building efforts may be lacking or insufficient in some regions.
9. **Greenwashing Risks:** There is a risk of “greenwashing,” where projects or investments are marketed as environmentally friendly without

delivering significant environmental benefits. Ensuring transparency and accountability in green finance is essential to avoid greenwashing and maintain credibility.

10. Resistance to Change: Resistance to change from traditional financial practices and investment strategies can pose a barrier to the adoption and implementation of green finance initiatives. Cultural, institutional, and behavioral factors may slow down progress towards mainstreaming green finance.

CONCLUSION:

It is imperative that developing economies like India have access to green funding given the country's expanding population, rising energy consumption, rising pollution levels, and other environmental issues. The government must have a strategic perspective on green financing in India and concentrate on the long term. When compared to conventional energy sources, green bonds and other green financing instruments are less competitive in our nation due to perceived investment risks, technological risks, high debt costs, low operating costs, a lack of awareness, an inadequate regulatory framework, and short term loans. To encourage both domestic and foreign investors to provide the necessary money, a more open and supportive governmental framework is required. Because it hasn't been able to reach and utilize its full potential, India's green finance business has managed to escape any significant controversies or exposures thus far.

India still has a long way to go before developing a resilient and self-sufficient green economy. India's economy will benefit greatly from a sound and balanced mix of issuers, investors, and green investment projects, which will provide it the competitive advantage it needs for a sustainable and environmentally friendly future (Ansari, Anand, 2022).

The study's principal goals were to enumerate potential environmental effects of green finance and to pinpoint common implementation barriers. The two biggest effects on the environment and carbon footprint are sustainability and reduction of carbon emissions. Other benefits of green finance include the preservation of the natural environment, the use of renewable energy,

corporate social responsibility, and a decrease in the cost of social health care (Sharma,2024). The primary obstacles include high switching costs, greenwashing, and a lack of laws and regulations. Other obstacles to the successful implementation of green financing include political instability, a lack of technical know-how, the valuing of biodiversity and natural resources, a lack of coordination and communication, and the participation of high risk.

SUGGESTIONS:

Based on the information provided, here are some suggestions for enhancing green finance initiatives in India:

1. Enhance Regulatory Frameworks: Establish clear and consistent guidelines for green finance, including detailed disclosure requirements for green bonds to ensure transparency and accountability.
2. Provide Tax Incentives: Extend tax breaks and subsidies for green projects to make them more financially attractive for investors.
3. Long-Term Loan Durations: Develop policies to offer longer-term loans for green projects, addressing the maturity mismatches between green investments and investor interests.
4. Lower Borrowing Costs: Implement measures to reduce the cost of borrowing for green projects, potentially through government-backed guarantees or interest rate subsidies.
5. Develop Green Finance Products: Encourage financial institutions to create a variety of green finance products, such as green bonds, green loans, and green microfinance, tailored to different types of projects and borrowers.
6. Increase Awareness: Launch awareness campaigns to educate stakeholders, including financial institutions, investors, and the general public, about the benefits and opportunities of green finance.
7. Training Programs: Develop capacity-building programs to train financial professionals, policymakers, and project developers in green finance practices and environmental impact assessment.
8. Support Green Technologies: Provide incentives for the development and adoption of advanced green technologies and infrastructure, such as renewable energy systems and energy-efficient buildings.

9. Public-Private Partnerships (PPPs): Foster collaborations between the public and private sectors to fund and implement large-scale green projects, leveraging the strengths and resources of both.
10. Strengthen Monitoring: Implement robust monitoring and verification systems to ensure that projects labeled as green deliver genuine environmental benefits and are not instances of greenwashing.
11. ESG Integration: Encourage businesses and financial institutions to integrate environmental, social, and governance (ESG) factors into their investment decision-making processes.
12. Leverage International Funds: Actively seek funding and collaboration opportunities from international organizations such as the Green Climate Fund and the International Solar Alliance.
13. Promote Global Partnerships: Foster partnerships with other countries to share knowledge, technologies, and best practices in green finance.
14. Incentivize Innovation: Provide grants or awards for innovative green projects that demonstrate high potential for environmental impact and financial viability.
15. Develop Risk Mitigation Mechanisms: Create financial instruments or insurance products to mitigate the perceived risks associated with green projects, making them more attractive to investors.
17. Promote Sustainable Livelihoods: Support green microfinance projects that enable low-income households to invest in sustainable livelihoods, contributing to poverty reduction and environmental sustainability.

By implementing these suggestions, India can enhance its green finance ecosystem, making it more attractive for investors and more effective in addressing environmental challenges while promoting sustainable economic growth.

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(Footnotes)

¹ <https://mnre.gov.in/about-department/introduction/>

Transforming Library Services in India through Social Media

Runjun Baruah

Abstract

The advent of Information and Communication Technology (ICT) has revolutionized the field of Library and Information Science. Social media tools have become integral to modern library services, facilitating communication between libraries and their users. This paper explores the various social media platforms used in Indian libraries, their advantages and disadvantages, and their impact on library services.

Keywords:- *Library Services, Information and Communication Technology (ICT), Social Media.*

Introduction

The integration of ICT in libraries has transformed traditional libraries into digital repositories of information. Modern libraries now encompass digital collections, online databases, and electronic resources, significantly enhancing their service offerings. Social media platforms such as Facebook, Twitter, LinkedIn, and YouTube have emerged as powerful tools in this digital transformation, enabling libraries to connect with users, share resources, and

Librarian, Lakhimpur Commerce College, North Lakhimpur

provide interactive services. The rapid advancement of Information and Communication Technology (ICT) has profoundly impacted various fields, including Library and Information Science (LIS).

Libraries, traditionally seen as quiet repositories of books and physical information, have evolved into dynamic hubs of digital knowledge and services. This transformation is largely driven by the adoption of digital tools and platforms, enabling libraries to expand their reach and improve user services. One of the most significant developments in this digital era is the integration of social media into library services.

Social media refers to a collection of online communication channels dedicated to community-based input, interaction, content-sharing, and collaboration. Platforms such as Facebook, Twitter, YouTube, LinkedIn, Pinterest, and wikis are among the most popular social media tools utilized by libraries. These platforms facilitate various interactive functions, including posting updates, sharing multimedia content, conducting online discussions, and providing user support.

Objectives

- To evaluate the importance of social media in Libraries.
- To showcase the roles of social media platforms in libraries.
- To showcase the limitation and challenges of social media in Libraries.

Research Methodology

For this research, we utilized secondary data to conduct a comprehensive review of existing literature on our topic. Our sources included academic journals, government reports, industry reports, and reputable online databases such as JSTOR and PubMed. These sources were selected based on their relevance, credibility, and timeliness. We systematically collected, reviewed, and synthesized the information from these sources to provide a thorough understanding of the current state of knowledge in the field. This methodology enabled us to offer insightful analysis and highlight key findings and gaps in the literature without conducting new data analysis.

Review of Literature

Author(s)	Year	Title	Objective	Key Findings	Methodology
Singh, K., & Sharma, P.	2020	Social Media and Academic Libraries: A Case Study of India	To examine the adoption and impact of social media in Indian academic libraries	Social media enhances user engagement and access to library resources; Facebook and Twitter are the most used platforms	Case study, surveys with librarians and users
Gupta, R., & Kumari, A.	2019	Role of Social Media in Public Libraries in India	To explore how public libraries in India are utilizing social media platforms	Increased community engagement and outreach; social media helps in promoting library events and services	Qualitative interviews with library staff
Verma, S., & Bhardwaj, R.	2018	Impact of Social Media on Library Services in India	To assess the impact of social media tools on library services and operations	Social media improves communication and information dissemination; challenges include lack of training and resources	Survey and content analysis of social media pages
Nair, R., & Rajan, M.	2021	Social Media Integration in University Libraries	To analyze the extent of social media integration in university libraries	Enhanced collaboration and resource sharing; most libraries use multiple platforms like Facebook, Instagram, and YouTube	Mixed-methods: surveys, interviews, and content analysis
Patel, D., & Desai, V.	2022	Future of Libraries: Social Media Perspectives	To predict future trends in library services with social media use	Libraries need to adapt to changing technologies; social media is crucial for future library services and user engagement	Literature review and expert opinions

Importance of Social Media in Libraries

Enhancing Communication:

Social media provides a two-way communication channel between libraries and their patrons. This interactive medium allows libraries to disseminate information quickly and receive immediate feedback, fostering a more engaged and responsive community.

Promoting Library Services:

Libraries can use social media to highlight their collections, services, and events, reaching a broader audience than traditional methods allow. By posting about new acquisitions, upcoming programs, and other relevant updates, libraries can maintain a continuous presence in the lives of their users.

Building Community:

Social media helps libraries build a sense of community among their users. By creating spaces for discussion and collaboration, libraries can encourage users to share their experiences and knowledge, thereby enhancing the collective resource base. Facilitating Learning and Engagement: Platforms like YouTube and Wikis provide valuable opportunities for educational engagement. Libraries can offer tutorials, instructional videos, and collaborative projects that extend learning beyond the physical confines of the library.

Improving Accessibility:

Social media makes library services more accessible to a diverse range of users. Regardless of geographical location or time constraints, users can access library resources and participate in library activities online.

Historical Context

The integration of social media in libraries is part of a broader trend towards digital transformation that began in the late 20th century. The initial phases of this transformation focused on the digitization of catalogues and collections, followed by the development of online databases and electronic resources. As internet access became more widespread, libraries started to explore new ways to leverage digital tools for improved service delivery.

The adoption of social media in libraries can be traced back to the early 2000s, when platforms like My Space and Facebook first emerged. Libraries quickly recognized the potential of these platforms for outreach and engagement. Over the years, as social media technology advanced and new platforms were developed, libraries expanded their social media presence to include a variety of tools tailored to different aspects of their services.

Social Media Platforms in Libraries

The integration of social media platforms into library services has transformed, how libraries interact with their users, disseminate information, and engage with the community. Here, I provide a detailed overview of the most commonly used social media platforms in Indian libraries, highlighting their unique applications and benefits.

1. Facebook

Applications:

- **Information Dissemination:** Libraries use Facebook pages to share updates about new acquisitions, upcoming events, and changes in library hours.
- **User Interaction:** Through comments and direct messages, users can ask questions, provide feedback, and engage in discussions with librarians and library users.
- **Event Promotion:** Facebook events allow libraries to promote workshops, book launches, and other activities, with the added feature of RSVP tracking.
- **Community Building:** Groups and pages create a space for users to connect, share interests, and participate in community-driven discussions.

Benefits:

- **Wide Reach:** Facebook has a vast user base, making it an effective platform for reaching a broad audience.
- **Engagement Tools:** Features like polls, live streaming, and event creation facilitate interactive engagement.
- **Analytics:** Facebook Insights provides detailed analytics to help libraries understand user engagement and tailor their content accordingly.

2. Twitter

Applications:

- **Real-Time Updates:** Twitter is used for quick updates about library news, new resources, and event reminders.
- **Alerts and Notifications:** Libraries tweet about new book arrivals, due dates for borrowed materials, and changes in services.
- **Professional Networking:** Libraries can follow and interact with other libraries, authors, and professionals in the field.

Benefits:

- **Concise Communication:** The character limit encourages concise and direct communication.

- **Hash tags:** Hash tags increase the visibility of tweets and help in organizing and finding content related to specific topics.
- **Trending Topics :** Libraries can participate in trending discussions and national or international events relevant to their services.

3. YouTube

Applications:

- ❑ **Tutorials and Videos:** Libraries create and upload instructional videos on how to use the library catalog, access digital resources, and utilize various services.
- ❑ **Event Recordings:** Recordings of guest lectures, author talks, and workshops are shared for those who could not attend live.
- ❑ **Virtual Tours:** Libraries provide virtual tours of their facilities, showcasing different sections and services available.

Benefits:

- ❑ **Visual Learning:** Videos cater to visual learners and provide a more engaging way to convey information.
- ❑ **Accessibility:** Users can access videos anytime, making it convenient for learning at their own pace.
- ❑ **Subscription Feature:** Users can subscribe to the library's YouTube channel to receive notifications about new videos.

4. LinkedIn

Applications:

- ❑ **Professional Networking:** Libraries use LinkedIn to connect with other libraries, professionals, and organizations in the information science field.
- ❑ **Job Postings:** Libraries post job openings and internship opportunities.
- ❑ **Sharing Articles and Insights:** Libraries share articles, research findings, and insights related to librarianship and information management.

Benefits:

- ❑ **Professional Image:** LinkedIn helps libraries maintain a professional image and connect with a professional audience.

- ❑ **Networking Opportunities:** Facilitates networking with peers and potential collaborators.
- ❑ **Resource Sharing:** Allows for the sharing of industry news and best practices.

5. Pinterest

Applications:

- **Resource Creation:** Libraries create boards to create and share collections of resources on various topics, such as reading lists, research guides, and digital archives.
- **Visual Promotion:** Libraries showcase book covers, event posters, and other visually appealing content.
- **Collaborative Boards:** Users can contribute to boards, adding their own pins related to library services and resources.

Benefits:

- **Visual Appeal:** Pinterest's emphasis on images makes it ideal for visually promoting library resources.
- **Organized Collections:** Boards and pins help organize resources in a user-friendly manner.
- **User Engagement:** Collaborative boards encourage user participation and content contribution.

6. Wikis

Applications:

- **Knowledge Management:** Wikis are used to compile and share detailed information about library services, policies, and procedures.
- **Collaborative Projects:** Users and librarians collaborate on projects such as creating subject guides, bibliographies, and research aids.
- **Archival Information:** Libraries maintain Wikis for historical and archival information, making it accessible to researchers and the public.

Benefits:

- **Collaborative Editing:** Multiple users can contribute and edit content, ensuring the information is comprehensive and up-to-date.
- **Accessibility:** Wikis provide easy access to information and can be

linked from the library's main website.

- **Version Control:** Wikis track changes and edits, allowing for the restoration of previous versions if necessary.

Advantages of Social Media in Libraries

The adoption of social media in libraries offers several advantages:

- **Accessibility:** Social media platforms are accessible 24/7, providing continuous access to library information and services.
- **Cost-effective:** Most social media tools are free, making them cost-effective solutions for libraries with limited budgets.
- **User Engagement:** Social media facilitates direct interaction with users, enabling libraries to gather feedback and improve services based on user needs.
- **Promotion:** Libraries can effectively promote their resources and events, increasing visibility and user participation.

Limitations and Challenges of Social Media in Libraries

While the adoption of social media in libraries offers numerous benefits, it also comes with a set of limitations and challenges that libraries must address to effectively integrate these tools into their services.

1. Security Risks

Challenges:

- **Hacking and Cyber Attacks:** Social media platforms are vulnerable to hacking, which can lead to unauthorized access to the library's accounts and sensitive information.
- **Phishing and Malware:** Users might be exposed to phishing attacks or malware through malicious links shared on social media.
- **Data Breaches:** Personal data of users and staff could be compromised in case of a data breach, leading to potential legal and reputational issues.

Mitigation Strategies:

- Implementing strong passwords and two-factor authentication.
- Regularly updating software and monitoring for suspicious activity.
- Educating staff and users about recognizing and avoiding phishing attempts.

2. Negative Feedback and Public Relations

Challenges:

- **Public Criticism:** Libraries are open to receiving negative comments and criticism on social media platforms, which can impact their reputation.
- **Trolls and Abusive Comments:** The presence of internet trolls and abusive comments can create a hostile environment on library social media pages.

Mitigation Strategies:

- Developing a clear social media policy that includes guidelines for handling negative feedback.
- Moderating comments and blocking or reporting abusive users.
- Engaging with users constructively and addressing concerns promptly and professionally.

3. Learning Curve and Skill Development

Challenges:

- **Training Requirements:** Library staff need to be trained to effectively use various social media platforms, which can be time-consuming and resource-intensive.
- **Keeping Up with trends:** Social media trends and technologies evolve rapidly, requiring ongoing learning and adaptation.

Mitigation Strategies:

- Providing regular training sessions and workshops for staff.
- Encouraging staff to stay updated with the latest social media trends and best practices through continuous professional development.

4. Privacy Concerns

Challenges:

- **User Privacy:** Sharing personal information on social media can compromise users' privacy. Users may be unaware of privacy settings and how their data is being used.

- **Compliance with Regulations:** Libraries need to comply with data protection regulations like GDPR, which can be complex and challenging.

Mitigation Strategies:

- Educating users about privacy settings and safe social media practices.
- Ensuring compliance with data protection laws and guidelines.
- Implementing privacy-focused policies and practices in social media use.

5. Resource Constraints

Challenges:

- **Budget Limitations:** Small libraries may have limited budgets, making it difficult to allocate funds for social media initiatives.
- **Staffing Issues:** Insufficient staffing can hinder the ability to maintain an active and engaging social media presence.

Mitigation Strategies:

- Prioritizing cost-effective social media strategies and leveraging free tools.
- Delegating social media responsibilities among existing staff or using volunteers and interns.
- Seeking partnerships and collaborations to share resources and expertise.

6. Content Management

Challenges:

- **Consistency in Content Creation:** Maintaining a consistent and engaging content schedule can be difficult, especially with limited resources.
- **Content Relevance:** Ensuring that the content is relevant and valuable to the audience requires careful planning and understanding of user needs.

Mitigation Strategies:

- Developing a content calendar to plan and schedule posts in advance.
- Conducting regular surveys and interactions to understand user interests and preferences.
- Creating content from reliable sources to supplement original posts.

7. Digital Divide

Challenges:

- **Access Inequality:** Not all users have equal access to the internet and social media platforms, leading to a digital divide.
- **Technological Literacy:** Some users may lack the skills needed to effectively use social media and other digital tools.

Mitigation Strategies:

- Offering digital literacy programs and training sessions to bridge the skill gap.
- Providing alternative ways to access information and services for users without internet access.
- Ensuring that library services are inclusive and accessible to all community members.

8. Information Overload

Challenges:

- **Content Saturation:** The vast amount of information on social media can overwhelm users, making it difficult for them to find relevant and trust worthy information.
- **Attention Span:** Users may have a short attention span on social media, making it challenging to engage them with longer, more detailed content.

Mitigation Strategies:

- Creating concise and visually appealing content to capture user attention quickly.
- Using clear and effective tagging and categorization to help users find relevant information easily.
- Providing summaries and highlights of longer content to cater to users with limited time.

While social media presents significant opportunities for enhancing library services, it also introduces several challenges that need to be carefully managed. By understanding and addressing these limitations, libraries can effectively leverage social media to engage with their communities, promote their services, and remain relevant in the digital age. Libraries must adopt

strategic approaches, invest in staff training, and ensure robust privacy and security measures to maximize the benefits of social media while mitigating its risks.

Conclusion

Social media tools have become indispensable in the contemporary library landscape, offering numerous opportunities for enhancing library services and user engagement. While there are challenges to their adoption, the benefits of increased accessibility, cost-effectiveness, and improved communication make social media an invaluable asset for libraries. Ongoing efforts to address the limitations and optimize the use of these tools will further strengthen their role in library services.

The integration of social media into library services represents a pivotal transformation in how libraries engage with their users, disseminate information, and foster community connections. This study has explored the diverse applications of social media platforms such as Facebook, Twitter, YouTube, LinkedIn, Pinterest, and wikis in Indian libraries. Each platform offers unique benefits, including enhanced communication, user interaction, event promotion, professional networking, visual learning, and knowledge management. The adoption of these tools has significantly improved the accessibility, cost-effectiveness, and user engagement of library services. However, the integration of social media also presents challenges, including security risks, negative feedback, learning curves, privacy concerns, resource constraints, content management issues, the digital divide, and information overload. Addressing these challenges requires strategic planning, continuous staff training, and robust privacy and security measures. Overall, social media tools have become indispensable in modernizing library services and meeting the dynamic needs of users in the digital age, providing a valuable framework for future developments in the library and information science field.

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A study: Emotional Maturity of class Xth grade adolescence students of Ghilamora Block of Lakhimpur district of Assam

Dr. Ranu Pariyar
Pankaj Luchan Das
Dibya Jyoti Boruah

Abstract

Since our emotions truly shape who we are, emotional maturity is a topic of discussion in psychology. An individual who possesses the ability to manage and articulate their emotions in a way that is socially acceptable is considered emotionally mature. In this present study the investigators have an eagerness to find class Xth grade students' levels of Emotional Maturity and to try to explore any difference, if exists, between the male and female students. To fulfill the objectives, the researchers randomly selected 120 samples from Ghilamora Block of Lakhimpur district. For collection the data the investigators used descriptive survey cum random sampling method. After analysing the data it was noticed that maximum number of students under the category of Average and there was no significant difference between male & female students.

Dhemaji Commerce College, Department of Education, Assistant Prof., Department of English,
Lakhimpur Commerce College
Ph. D Research Scholar, Reg. no. RGU/RS-1251/2023, Rajiv Gandhi University, Rono Hills,
Doimukh - 791112 Papum Pare, Arunachal Pradesh

Keywords: Emotional Maturity, Xth grade, Gender difference.

Introduction:

One fundamental feature of human functioning is emotion, which is the result of intricate interactions between environmental, cognitive and physiological factors. Our actions are immediately impacted by our emotions. Feelings are emotional experiences linked to an individual's mental, social and psychological conditions and emotions manifest in behavior. The capacity to react to circumstances regulates one's emotions and act in a sophisticated way around others is known as emotional maturity. Emotional maturity, according to Erika Landau (2010), is about striking a balance between one's inner and outward worlds as well as one's brain and emotions (Roy 2022). Walter D. Smithson (1974) defined it as a process wherein the personality constantly aspires to a higher level of intra-physical and intrapersonal emotional wellness. The start of medically normal puberty marks the beginning of adolescence, according to the World Health Organization (WHO), and it ends when adult identity and behavior are recognized. People who are at this stage of growth and development, which spans from 10 to 19 years old, are referred to as adolescents. Many changes take place at this time in the areas of biology, cognition, social and emotional development, morality, etc.

Review Related Literature:

Joshi (2017) conducted a study on Emotional Maturity of higher secondary students with respect to their gender, locality. In its results, there were significant difference in emotional maturity between boys and girls but no difference found in relation to locality. **Singh (2017)** investigated on emotional maturity and adolescent's academic performance. The results of the study found that majority of secondary students were an average level of emotional maturity. A significant and positive correlation was noticed between academic performances with relation to their emotional maturity. **Duhan et al. (2017)** examined on emotional maturity and found that male adolescents were more moderately emotionally mature than their female counterpart. Adolescent's maturity was found positively correlated. The occupation of the

father and the level of their education influences. **Singh, M.(2016)** studied on adolescent's aggression in relation to emotional maturity. The study found that there was a significant difference with regard to gender basis. A significant relationship was also noticed between the two variables. **Johns et al. (2016)** critically examined that how Emotional maturity and loneliness correlates with life satisfaction among adolescents. Result of the study revealed that male was more emotionally mature, socially maladjusted and personally disintegrated as compared to females. It was also noticed that a significant positive relation found between emotional immaturity and loneliness. Again, it is also found that life satisfaction was a significant relation between emotional immaturity and loneliness. **Kumar and Sunilima (2016)** investigated on the emotional maturity affected by gender and locality. The findings revealed no significant difference in the emotional maturity of undergraduate students with respect to their gender and locality. The level in Male and females were equal in urban but in rural it was found that there is difference between of them. The emotional maturity of rural male students is higher than the rural females. **Maheshwari et al. (2015)** investigated on the Effectiveness of psycho-education on emotional maturity of adolescents and revealed that the majority of the students are emotionally immature. Psycho-education was found effective in managing emotional immaturity of the adolescents and can be used in the schools. **Singh et al. (2013)** conducted a case study in Pantnagar on social and emotional maturity on gender basis. Study revealed that majority of students (both boys and girls) were moderately stable in connection to social and emotional maturity. **Dutta et al. (2013)** made a comparative study between the emotional maturities of secondary students of Lakhimpur & Sonitpur districts of Assam. The study explored that there were major differences on the basis 110 gender (male & female), area (rural & urban) and type of school management (govt. & private).

There were so many studies conducted regarding Emotional maturity and Academic Performance in various areas. But very few studies conducted on Emotional maturity in relation to Academic Achievements in class Xth grade students of Ghilamora block of Lakhimpur district of Assam. Therefore, the investigators try to study in this area.

Objectives of the study:

1. To know about the Emotional maturity level of class xth grade students at Ghilamora block, Lakhimpur district of Assam.
2. To know the mean differences of emotional maturity of class xth grade students with respect to gender at Ghilamora block, Lakhimpur district of Assam.

Hypothesis:

H01: There is no significant difference between male & female class Xth grade secondary students with respect to their emotional maturity.

Population and Sample:

To collect the sample data in the present study, the researchers used descriptive cum survey cum random sampling technique. Out of 65 high schools the investigator selected 6 schools for collection of data. From these six schools the researchers collected 120 individual samples for analyzing and interpreting the data. For collecting the sample, the researchers used Emotional Maturity Scale of Dr. Sabapathy (2017).

Methodology:

Descriptive cum survey cum random sampling used to collect the sample data.

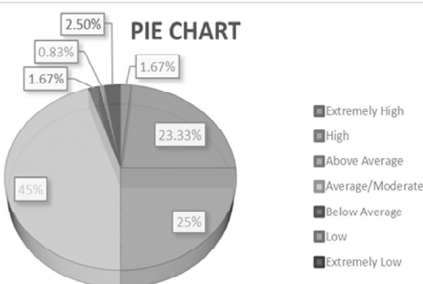
Analysis and Interpretation of data:

Objective 1:

Table 1:

Extremely High	High	Above Average	Average	Below Average	Low	Extremely Low	Total
02	28	30	54	02	01	03	120

Table 1 shows the number of students according to their maturity. It depicts number of students category of Average. The data in Table 1 in a Pie Chart as



number of students level of Emotional that maximum are under the Emotional Maturity. can be represented shown below.

Objective 2: To know the mean differences of emotional maturity of class Xth grade students with respect to gender at Ghilamora block, Lakhimpur district of Assam.

H01: There is no significant difference between male & female class Xth grade secondary students with respect to their emotional maturity.

Table 2:

Male/Female	N	M	SD	df	t	Significance at 95% level (.05)
Male	60	123.80	15.77	118	.063	No sig. difference
Female	60	123.98	15.86			

Table 2 has been explicit and the mean of male students is 123.80 and the female students mean is 123.98. As per the t distribution table the tabulated t value is 1.962 at 118 degree of freedom. The calculated t value .063 is less than the tabulated value. Therefore, the null hypothesis is accepted.

Conclusion:

To conclude, we may say that after analyzing the data the maximum number of students of the study area have come under Average category with regard to their levels of emotional maturity. Following the t value, between male and female students there is no any significant difference in respect to their Emotional Maturity.

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Effect of Family Environment on the Academic achievements of Mising community class xth students in Dhemaji block, of Dhemaji district of Assam

Dibya Jyoti Boruah
Dr. Anga Padu

Abstract

Adolescents are the real capital of any society for the prosperous of a society and nation. The present study is an attempt towards study about the relationship between the academic achievement and family environment. The research was carried out of 300 adolescents in the age group of 15 to 17 years. The researchers used aggregate percentage of marks of class xth grade, serve as indicators of academic achievement. Saini & Kaur (2017) Family Environment Scale (FES) was used to study the influence of family environment on Mising adolescent's academic success. The purpose of the study was only to explore the category of their family environment and the influence on the academic achievement of Mising students of class xth. The result of the study found that there is any significant difference and influence of Family Environment on Academic Achievement of Mising adolescents.

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Ph. D Research Scholar, Department of Education
Associate Professor, Department of Education, Rajiv Gandhi University, Rono Hills, Doimukh –
791112, Papum Pare, Arunachal Pradesh

Keywords: Influence, family environment, academic achievement and secondary students.

1.0 Introduction:

The advancement of both the individual and the country depends heavily on education. It is about learning how to think, acquire knowledge, and use that knowledge to solve issues. Nowadays, with information permeating every aspect of life, education is essential to understanding the world. Learning how to think critically and use logic to solve issues is the main goal of education. It is the cornerstone upon which every individual, community, and nation advances. Those with education can also grow their offspring to be well-read adults who are prepared to make contributions to society.

Mc Candles (1970) asserts that adolescence is a period of profound transformation as well as a continuing phase of human development. According to Kumar and Lal (2014), adolescence is a transitional stage that occurs between two stages. The two key institutions that help kids grow up to be contributing members of society are their families and schools. In the current twenty-first-century context, adolescent education is crucial. Here are a few salient factors. Since they will be the country's future leaders, adolescents are taken into consideration. Critical thinking skills and the ability to address problems in a healthy way are prerequisites for successful national leadership.

In this way, education serves as the primary means for improving a person's own skills, inventiveness, and analytical aptitude. They should be aware of digital literacy in the age of science and technology so that, as citizens of a functioning country, they can acquire internationally advanced abilities through information literacy, online safety, and responsible digital citizenship. In this way, the group's pupils are able to comprehend various cultures and the difficulties of the current environment. Above all, as the Greek philosopher Aristotle once stated, "humans are social animals," all people are a part of social environments.

Adolescent wellbeing and healthy behaviors are greatly enhanced by education. To enable students to make educated decisions and lead healthy lives, it should cover subjects like nutrition, stress management, physical and

mental health, and sexual education. In general, 21st-century adolescent education must be comprehensive, adaptable, and flexible in order to satisfy the changing demands of both individuals and society as a whole. It should provide them with the abilities, know-how, and mindset required for achievement, output, and fulfilling participation in the quick-paced, globally interconnected world.

According to Crow and Crow (1969), academic accomplishment is measured by how much a student is learning from his or her education in a particular subject; in other words, success is determined by how much knowledge and skill has been taught to the student (Kumar & Lal 2014). Academic achievement was described by Sharma et al. (2011) as the result of the instruction that teachers provide to their pupils in a classroom setting (Kumar & Lal 2014). It is widely acknowledged that a child's upbringing, both inside and outside of the classroom, has a significant impact on their academic performance.

Typically, assessments are made using ratings from teachers, exams administered by educational boards or academic organizations, and class assessments. One of the most important variables in deciding educational outcomes is academic achievement. It may affect a student's performance in high school, college, and beyond. Students can build the abilities needed to succeed both inside and outside of the classroom by making an investment in their academic performance. Achieving great academic achievement has benefits that continue long after final examinations and certificates are given. The following three factors highlight the significance of academic achievement and offer potential long-term advantages.

Greater incomes, better job stability, and more career options are linked to higher educational attainment levels. Academic achievers benefit from the perception that they have the capacity to lead others, and they are frequently requested to participate in professional development programs that offer priceless industry experience. These chances can improve employment prospects and open doors to increases and promotions. Because of their achievements in the classroom, rising achievers typically exhibit higher levels

of self-confidence. At any educational journey, reaching a high degree of academic achievement is a crucial turning point. The Mising people are an Assamese tribe. They were once a hill tribe from the state of Arunachal Pradesh, living in the Abor and Mishimi hills. Before the arrival of the Ahoms, they moved to the Assamese plain and made their homes along the banks of the Brahmaputra and Subansiri rivers. They are members of the Mongolian group's Tibeto-Burman family. The districts of Lakhimpur, Jorhat, Dibrugarh, Dhemaji, and Golaghat in Assam are where they are primarily found. In Assam, there are approximately 12% tribal people (Saikia, 2013).

One of the main socialization factors that have a significant influence on one's life is family. A child's family is his environment; it is here that his character and personality are developed. The interactions between family members have a significant impact on the child's development of his personality. Teens are still developing even while they are headed toward physical, emotional, and cognitive independence. Though it will require some flexibility to adjust to the teen's changing requirements, a parent's bond and caring role with a young person remain crucial. The fact that their child is growing up, becoming independent, and losing their dependence on them is a reality that parents must occasionally accept. The young person may not listen to them or may act contrary to what they say, which might cause them to feel upset. The teenager performs differently in different activities depending on the surroundings. For this reason, the goal of the current study is to investigate how Mising pupils in the Xth grade's familial environment affect their academic success.

2.0 Review of Related literature:

Rshmi (2016). investigated on the relation between Academic achievement with relation to Family Environment. Result of the study found positive relationship between the two variables. Khatoon & Sharma (2021). studied on relationship between Family Environment and Academic

Achievement at secondary level. Findings of this study revealed a positive correlation. Kumar & Lal (2014). studied adolescents academic achievement with respect to Family Environment. Result of the study was

healthy family environment leads to better academic performance. Pappatu & Vanitha (2017) revealed that there was not any influence of Family Environment on achievement in science skills among secondary school students. Dereje et al. (2019). studied on eight grade students Academic performance with respect to Home Environment. There were so many study that were conducted influence of Family Environment with respect to Academic Achievement in different areas. But, only a few study were conducted on effect of Family Environment on Academic Achievement in Dhemaji district of Assam. Therefore, the researcher had a keen interest to study on this particular area.

3.0 Objectives:

1. To find the categories of family environment of Mising adolescents of Dhemaji block of District.
2. To find out the difference of family environment between male and female.
3. To find out the influence of family environment on Academic achievement of Mising adolescents.

4.0 Hypothesis:

H01-There is no significant difference of family environment with respect to gender.

H02-There is no any significant influence of family environment on academic achievement of Mising adolescents.

5.0 Population and sample:

The Dhemaji education block of the Dhemaji district's high schools included the study's population. The Dhemaji education block is home to 172 high schools. Taking data from every school is quite expensive due to the large number of schools. Thus, the researcher adjusted the sample schools based on the 40% institution quota. Because the population is unknown, the researcher used an institution-based sample. Following the establishment of the institution, there were 35 schools. 150 male and 150 female students were selected by the investigator from among the 35 institutions.

6.0 Methodology of the study:

A study examining the impact of the family environment on the Mising community was carried out on 300 Mising teenagers enrolled in the Xth grade at Dhemaji Education Block, which is part of the Dhemaji district. The study was completed by the researcher using quota cum purposive random sampling and a descriptive survey. The data was gathered using FES, as stated by Dr. Kaur & Saini (2017). In order to complete the study, 150 girls and 150 boys provided data.

7.0 Delimitations of the study:

1. The study limited to the Dhemaji district's Dhemaji education block.
2. The study limited to only Mising community class Xth grade students of Dhemaji block of Dhemaji district
3. The study limited to Mising class xth adolescents students on gender basis.
4. The study limited to influence of Family environment on Academic achievement of Mising adolescents.

8.0 Data analysis:

Objective 1: Table 1 shows the category of Family environment of Mising adolescents those study in the class of xth grade, Dhemaji block of Dhemaji district of Assam.

Table 1:

Gender	Extremely congenial	Highly congenial	Above avg. con.	Average congenial	Poor	Highly poor	Extremely poor
Male	12	38	38	41	15	04	02
Female	20	26	39	33	16	13	03
Total	32	64	77	74	31	17	05
Percentage	10.66%	21.33%	25.67%	24.67%	10.33%	5.67%	1.67%

The table: 1 shows the objective one that's category of family environment of Mising adolescents in class xth grade. After interpretation of the family environment it was shown that maximum number of student's with

25.66%, family environment scored between 152-174 lie which is under the category of above average congenial. Only 10.66% are falls under the extremely congenial category where 24.66% are in congenial and 5.66% are highly poor and 1.66% are falls under poor family environment.

Objective 2: The following table depict the family environment of Mising adolescents with respect to their gender differences-

Table no 2: Independent sample t-test between male and female students in terms of Family Environment:

Variable	N	Mean	SD	SED	Df	T	Remark
Male	150	154.26	33.39	2.72	298	1.51	Not Significant
Female	150	160.26	35.18				

The above table no 2, shown the means and SD of male and female students are 154.26 & 160.26 respectively, SD is 33.39 & 35.18. The calculated t value is 1.51 with 298 df. Hence, there is no significant difference between male and female students and null hypothesis is accepted.

Objective 3: Table no 3 shows the influence of Family environment on the Academic Achievement of Mising adolescents with regression analysis:

Table no 3: Used Linear Regression analysis for checking the effect of Family Environment on Academic Achievement:

Table no 3:

Variables	R	R Square	Adjusted R Square	Mean Square	t	B	p	Remark
FE-AA	.086	.007	.004	9035.97	1.48	.16	.13	Not Significant

***FE: Family Environment, AA- Academic Achievement

On the above table R square and adjusted R square are .007 & .004 respectively. Moreover, p (.13) value indicates not-significant effect on Academic achievement (AA), while independent variable is Family Environment (FE). Therefore, Family Environment (FE) did not influence to Academic achievement (AA) of Missing Adolescences and hypothesis is accepted.

9.0 Discussion:

Vanitha & Pappattu, 2017. There is no any correlation between family environment and high school students academic accomplishment in science education. Abdi and Feye (2019). The results of the study show that, despite the fact that people from intact families are more likely to excel academically than those from non-intact families, there was no statistically significant correlation between respondents' academic achievement and their family type. In a similar vein, no discernible difference in the academic achievements of male and female respondents was discovered. Respecting to these results in this study it was also found that there is no any particular difference between the male and female students in respect to their academic performance. On the same way, it was also found that the influence of family environment is not significant one with respect to academic results of the Mising adolescents. The government's awareness campaigns and the information shared on social media have helped families in this modern era of awareness-building. Individual students are also inspired to achieve higher results. As a result, no unique influence of any kind was found in this study to affect academic achievement.

10.0 Implication:

The family environment has a significant impact on a child's academic performance. Factors such as family structure, parental relationship, family economies status and parental expectations all the aspects play a particular role in shaping the child's academic outcomes. A better family environment leads to higher cognitive development among the adolescents. Though in some study found no any special influence but most of the study found if family environment good one academic results also increases. In this regard every members of a family should be conscious to create a better environment for students.

11.0 Conclusion:

From the above analysis and interpretation we can understand that in case of Mising adolescent's academic achievement family environment has not influence significantly. As belonging from this community has a habit of study along with their other work motivation. So, here there strong feelings

helps to manage themselves between family environments with academic outcomes.

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UNEMPLOYMENT OF YOUTH IN INDIA-A SERIOUS CONCERN IN TODAY'S SCENARIO

Purabi Hazarika

Abstract

27.5% of Indian youth are between the ages of 15 and 29, thus making the country recognized for having the youngest population in the world. Youth who participate in productive employment have the ability to alter the course of the whole country and 28 percent of the population, which serves as the foundation for development, falls into this particular category. An increasing number of young people are leaving educational institutions each year to enter the workforce, but they are regrettably more likely to experience unemployment. It has detrimental consequences on a man's social life in addition to his personal life. The thirst for "white collar jobs" among educated young is the cause of unemployment. Among the other things that lead to unemployment are inadequate access to education and career counseling. The world is a battleground where people struggle fiercely to survive. Young people have an extremely tough time finding suitable work after completing their education. For most young people, the only factor influencing their career decision is

Assistant Professor, Department of Sociology, Lakhimpur Commerce College, North Lakhimpur, Assam

money. Their failure in life is primarily due to this inclination. Therefore, it is crucial to offer young men and women career along with educational assistance. This will assist them in selecting a career that fits their aptitude and capabilities. It will also assist in resolving the unemployment issue.

Keywords: Development, Education, Failure, Labour Force, Unemployment, Youth.

Introduction

A fundamental component of the economy's growth and development is employment. For the majority of men and women, it also serves as their primary source of income and fulfillment (Shah, 2018). An equivalent society and a dynamic economy are facilitated by a productive workforce. Creating good, productive work is both the objective and the means of any equitable community. High economic development shields people from the threat of unemployment, which has emerged as a serious global issue and which exacerbates social instability by depriving individuals and families of their most basic necessities. People who do not currently have employment but have actively sought one within the past four weeks are considered to be jobless. A person who is "willing and able to work" but is unable to obtain work is said to be unemployed. One important measure of the financial condition of a country is the rate of unemployment. It is a key factor in determining the health of an economy; if it ran as efficiently as possible, everyone would have a job of some kind. People without jobs are inefficient of society's resources and not productive. Although the number of unemployed persons divided by the number of employed persons gives the impression of being a straightforward statistic, the actual issue is far more intricate. One important number that affects both individual decisions and governmental policies is unemployment. It has detrimental effects on young people, who are the nation's future. According to this perspective, India has come a long way since gaining its independence in terms of maintaining people's livelihoods. The issue of unemployment is not entirely resolved by the rapid increase, though.

For youths, education is the primary means of obtaining a desirable job in the labor market. However, in today's environment, those who lack

literacy have fewer options and a worse likelihood of finding employment than those who possess education but lack talent (Labour Bureau, 2014). According to this perspective, India remains a beneficial example, since “one out of every three graduates is unemployed.” Being a properly educated, creative individual with greater educational accomplishments is more crucial to obtaining a desired position in the market than just graduating from a recognized or high-standard university with good scores or marks. In India, the rate of unemployment among young people with no formal education is rather high. It makes individuals feel more socially anxious and alienated. It is clear from recent news from the state of Uttar Pradesh, where 3 lakh people sought for 368 clerical positions, 255 of them held doctorates.

In India, almost 600 million people are under 25, and about 70% of the country's population is under 40. The National Youth Policy defines youth as those between the ages of 13 and 35, which accounts for over 40% of the Indian population. Not only is this a very youthful population in India, but it is unique worldwide. If this demographic dividend is not managed well, India may face a demographic catastrophe. The young person will then be off course. The cause might be needless stress from competition, unemployment, a lack of work skills or skill-based employment, and other factors.

Indian youth nowadays face tremendous pressure in many spheres, from obtaining a job to doing well at it. Around the next ten years, there is a projected annual growth of around 8 million workers in India. The number of young people entering the workforce will rise. Therefore, the true task facing policymakers is to provide enough employment for this educated labor class in order to guide the country's youth (Gomathi and Neela, 2016). The likelihood of youth unemployment is three times higher globally than that of adult unemployment. Youth suffered by the global financial crisis before adults. According to a poll conducted by the National Sample poll Organization, there is less young unemployment among illiterate youth than among educated youth. Because young people without education are open to working on any kind of task, whereas those with education seek employment exclusively in their sector. The group that struggles the most to find employment is recent graduates.

Objectives of the study

- To look into the current scenario of youth unemployment in India.
- To understand the causes and consequences of unemployment rate among youth in India.
- To find out the efforts of the Government of India to reduce youth unemployment.
- To make suggestions and recommendations for reducing youth unemployment in India.

Methodology

This study is solely based on secondary data acquired from different sources such as journals, research articles, government portals, government survey books such as Census of India, Periodic Labour Force Survey (PLFS), etc., compiled, analyzed and documented systematically.

Findings of the Study

Current scenario of youth unemployment in India

Unemployment rates: The unemployment rate (UR) is the percentage of those without employment in the labor force. Table 1 displays the unemployment rate in its usual status (ps+ss) as well as the current weekly status for 2017-18, 2018-19, and 2019-20.

Usual Status refers to those who are ‘usually’ employed or ‘usually’ without employment for the majority of the year, characterized by a person’s usual primary status (ps) and usual subsidiary status (ss) combined.

Table 1: Unemployment Rates (in percent) according to usual status (ps+ss) and current weekly status (CWS) during PLFS (2017–2018), PLFS (2018-19) and PLFS (2019-20)									
Status	PLFS (2019-20)			PLFS (2018-19)			PLFS (2017-18)		
	Male	Female	Person	Male	Female	Person	Male	Female	Person
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
all-India									
Rural									
usual status	4.5	2.6	4.0	5.6	3.5	5.0	5.8	3.8	5.3
(ps+ss)	(2.5)	(0.6)	(1.6)	(3.1)	(0.7)	(1.9)	(3.2)	(0.7)	(2.0)
CWS	8.7	5.5	7.9	8.7	7.3	8.4	8.8	7.7	8.5
	(4.8)	(1.2)	(3.0)	(4.8)	(1.2)	(3.0)	(4.8)	(1.2)	(3.1)
Urban									
usual status	6.4	8.9	7.0	7.1	9.9	7.7	7.1	10.8	7.8
(ps+ss)	(3.7)	(1.6)	(2.7)	(4.0)	(1.6)	(2.8)	(4.0)	(1.7)	(2.9)
CWS	10.6	12.4	11.0	8.9	12.1	9.5	8.8	12.8	9.6
	(6.0)	(2.2)	(4.1)	(5.0)	(1.9)	(3.5)	(5.0)	(2.0)	(3.5)
Rural+Urban									
usual status	5.1	4.2	4.8	6.0	5.2	5.8	6.2	5.7	6.1
(ps+ss)	(2.9)	(0.9)	(1.9)	(3.4)	(1.0)	(2.2)	(3.4)	(1.0)	(2.2)
CWS	9.3	7.3	8.8	8.8	8.7	8.8	8.8	9.1	8.9
	(5.2)	(1.5)	(3.4)	(4.8)	(1.4)	(3.2)	(4.8)	(1.4)	(3.2)

Figures in parenthesis give the proportion of unemployed (PU) person in the population in per cent

Source: Annual Report: Periodic Labour Force Survey (PLFS), 2019-20(National Statistical Office, 2019)

Table 2 shows the young unemployment rates in India for the years 2017-18, 2018-19, and 2019-20.

Table 2 : Unemployment rates (in per cent) according to usual status (ps+ss) for the persons of age 15-29 years during PLFS (2017-18), PLFS (2018-19) and PLFS (2019-20) all-India									
Sector	Unemployment Rate								
	PLFS (2019-20)			PLFS (2018-19)			PLFS (2017-18)		
	Male	Female	Person	Male	Female	Person	Male	Female	Person
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Rural	13.8	10.3	12.9	16.6	13.8	16.0	17.4	13.6	16.6
Urban	18.2	24.9	19.9	18.7	25.7	20.2	18.7	27.2	20.6
Rural+Urba	15.1	14.6	15.0	17.2	17.7	17.3	17.8	17.9	17.8

Source: Annual Report: PLFS, 2019-20(National Statistical Office, 2019)

Causes of Youth Unemployment in India

Inadequate Educational System: The Indian educational system fails to adequately develop human resources. It does not prepare them for employment that are compatible with the current economic climate. Because of this, not even the most educated individuals in India are able to secure suitable employment. According to Premalatha & Associates (2019), there is no relationship between employment and education in Indian planning.

Shortage of human resources planning: - The government's employment planning is insufficient given the rate of population expansion. Every year, India adds almost two lakh new residents to its already small population, but the country's job prospects have not kept up with the population's proportionate growth.

Knowledge of Opportunities: Numerous prospects exist in diverse disciplines such as pharmacy, retail telecommunications, service industries, hotel management, hospitality, etc. However, when it comes to selecting their degrees and looking for work, people are not considering all options. To learn about the different options that are available to us, they need to expand our network and broaden their skill set so that they can handle any circumstance.

Absence of Training Centers: Without training centers, people must rely on one another to find jobs, which is the root cause of the unemployment issue. A person can obtain employment after finishing fifteen years of study, which amply demonstrates that education is the primary motivator for students

pursuing vocational degrees. After that, they will find their own jobs fixing TVs, phones, etc.

Growth in the Workforce: India has had a sharp rise in population since gaining independence. As a result, the work force has grown quickly as well. (Premalatha & Associate, 2019)

Lack of Jobs: Due to a lack of jobs, many workers, particularly young people, had been unemployed. They were obliged to decide between an unskilled work and a casual job in the informal sector due to the existing circumstances. Many who were unable to pay for further education chose to work for themselves, which has very little profit margins.

Overuse of Foreign Technology: In India, there has been a noticeable preference for international partnerships, which are typically package arrangements that include equipment, design, consulting, and technical services. This has made unemployment in the technology sector of the economy worse.

Absence of Entrepreneurship: In India, the majority of youths do not receive training in order to enter the workforce, and this has shaped their whole viewpoint. There is no emphasis on self-employment at the graduate or pre-graduate levels. The red taps, which cause problems for government agencies and regulatory authorities, have been added.

Capital-Intensive Projects: During the planning phase, capital-intensive projects have received more and more attention. Economic usage of automated machinery and other high-tech equipment is not particularly warranted in a labor surplus as it has led to widespread unemployment in the nation.

Slow Growth Process: As a nation develops, employment and production both rise. India's economy has developed and output has increased. Consequently, there are now more employment vacancies. However, these chances were insufficient to address the issue of unemployment. This occurred as a result of the trend rate of economic growth being significantly lower than the desired level.

Labor Force Participation Rate: According to Huggins (2008), this figure represents the proportion of the population that is either employed or prepared to work. It also shows how many people have never worked before.

Illiteracy: The majority of individuals in our nation lack formal education, which is one of the most serious causes of unemployment. Only a small percentage of illiterate individuals work in the primary sector, which is extremely detrimental to our society. Their inability to find employment is a major issue for them (ILO, 2004; 2005; 2006).

Caste System: The caste system, a social barrier to employment and deeply ingrained in Indian society, is a significant contributor to unemployment. It is a structure of social stratification that can potentially pervade virtually every aspect of life in India. In some regions, certain types of work are prohibited for members of particular castes. This leads to situations where jobs are often given to individuals from a specific community, rather than to those who genuinely possess the requisite skills. As a result, there is a higher prevalence of unemployment among those who deserve employment opportunities but are denied due to their caste.

Unemployment rates among the educated

Individuals who have completed secondary education and above are considered educated. This educational level is often attained by those who are 15 years of age or older. For those who are 15 years of age and older, the unemployment rate among educated people is thus displayed.

Consequences of Youth Unemployment

In India, there are a number of consequences that unemployment may have on people and the community at large. Here are some of the common consequences:

Monetary Challenges: This results in irregular income, which makes it challenging for people to maintain a respectable level of life and satisfy their fundamental necessities.

Decreased Purchasing Power: People who have little or no money to spend on products and services have less personal purchasing power.

Social Stigma and Psychiatric Effects: It may lead to feelings of social isolation and social stigma. People who are unable to obtain employment may experience psychological stress, low self-esteem, and criticism.

Rising Inequality: When the gap between the affluent and the poor gets wider, societal unrest and discontent can result from a lack of employment possibilities and income inequities.

Brain Drain: Skilled workers may leave the country in search employment overseas, which would be detrimental to the nation's overall progress since it would result in a shortage of labor.

Social Unrest: People who are dissatisfied with their occupations may stage protests, strikes, and other forms of protest to call for government involvement and improved employment possibilities.

Economic Burden: The cost of running social welfare programs, paying unemployment insurance, and launching job-creation initiatives falls on the government. Additionally, economic development and progress are hampered by the loss of valuable human capital.

Government Initiatives and Policy Measures for reducing Unemployment

The Indian government has implemented a number of policy initiatives to combat the issue of unemployment. Here are a few of the measures:-

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) was passed by the Central Government in 2005 with the intention of raising the standard of living for the impoverished in rural areas and establishing social security by guaranteeing adult members of each household at least 100 days of paid work in unskilled manual labor during a fiscal year. More than 300 districts have seen an increase in employment since the Act's implementation. There were 3,81,26,455 employed households in the 2013–14 fiscal year.

The Central and State Levels reassessed the strategy in April 2011 and came to the conclusion that better planning for reducing unemployment would have made better use of the Rs. 40,000 crore budget. Although the conservation of natural resources is the main goal of Schedule One of this Act, there has been evidence of resource destruction in certain locations where contracting was permitted and machinery was used. Furthermore, the plan's development, security, proper monitoring, and work measurement have all suffered from Block and Gram Panchayat's inadequate administrative and technical know-

how. Compared to the four-fold increase in the budget for this plan, the rate of employment creation might have been higher with the correct execution of this program since 2005 (Incumbit & Proband, 2021).

The establishment of Regional Rural Banks (RRBs) in 1975 aimed to boost the rural economy and provide an additional avenue for institutional lending to the agricultural and rural sectors by extending the Cooperative lending Structure. RRBs mostly offer loans and advances to people living in rural and semi-urban regions, and they often mobilize deposits from these areas. RRBs encourage entrepreneurship by offering loans with cheap interest rates. This will provide aspiring business owners a sense of security. Additionally, RRBs support the growth of the rural economy. Nevertheless, there have been a number of difficulties implementing the plan.

Numerous limitations found in the credit regulations appear to deter people living in rural areas from engaging with these banks. These banks also follow intricate and stringent policies when it comes to loans and deposits, which are challenging for these people to comprehend and follow. Consequently, there has been opposition to the core goal of employment development.

Most people consider that the Ministry of Micro, Small, and Medium Enterprises (MSME) is the main engine of economic growth and advancement. It has contributed to the expansion of employment prospects and the encouragement of self-employment in India. The MSME Act of 2006 increases the manufacturing and service sectors' competitiveness while fostering their expansion (Syal, 2015). They are dispersed around the whole country and support entrepreneurship by increasing the production of diverse goods. Additionally, they offer services to meet the demands of the regional market. Because of their limited financial means, they are unable to recruit a workforce that is skilled and specialized. This hinders the advancement of technology and the growth of businesses. Moreover, these sectors continue to have poor employability since they do not improve the skill sets of the recruited unskilled labor.(Proband & Incumbbit,2021).

The National Skill Development Mission was founded following the Twelfth Five Year Plan's emphasis on closing the skill gap that exists between job seekers and employers.

The goal of this initiative was to train 500 million individuals by 2022. The National Council of Skill Development, headed by the Prime Minister, was formed as a supreme authority to develop policies, offer direction, and conduct career education in schools. To improve skill development in rural regions, the Vocational Training Providers (VTP), the Apprenticeship Training Scheme (ATP), and other programs were put into place. In an effort to provide young people with career assistance and counseling, the government has also chosen to transform Public Employment Exchanges into Career Centers.

A nationwide multiskill effort called Skill India has been launched, with a primary focus on developing entrepreneurial skill. The talent gap in India is especially severe since a large percentage of its population is under 25 years old. A significant portion of this population is now not actively engaged in economic activities, which is detrimental to the economy and rising unemployment. This mismatch stems from a "skills vs. jobs requirement" 2012's Planning Commission

In an effort to reduce urban poverty, the Swarna Jayanti Shahari Rozgar Yojana (SJSRY) was founded in 1997. The target audience is the urban poor who are below the poverty line. The primary objective of the Scheme is to give jobless people in urban areas gainful work by helping them start their own enterprises or hiring them for paid positions. Studies show that NGOs and other organizations not indicated by the SJSRY criteria carried out the training programs for the recipients. Therefore, it is evident that this program's shortcomings have prevented it from creating the necessary number of employment (Proband & Incumbbit, 2021).

Recommendations and suggestions for reducing youth unemployment in India

India's high rate of unemployment persists in spite of government initiatives (Stambe, 2022). Both working and unemployed individuals would be motivated by lower income taxes. It's a compelling idea that motivates

individuals to put in more hours and unemployed people to rejoin the workforce. Youths are encouraged to launch their own enterprises by a reduction in the corporate tax. The government ought to put more money into developing human capital if it wants to increase the employability of our nation. Additionally, it needs to emphasize the importance of giving people access to top-notch education.

Education need to be provided in a way that gives youths the skills they need to find employment. Some areas have been shown to have a disproportionately high concentration of unemployment. The government ought to offer tax credits to entice companies to locate their operations in particular regions in order to alleviate this geographical disparity. As an alternative, those without jobs who moved to locations with high employment rates may get financial assistance.

It is often accepted that vocation courses are an essential part of graduate and undergraduate education. To enable individuals to become skilled at a young age, the government should give priority to implementing these courses at the primary school level and making them a required part of the curriculum. Career counseling should be available to all pupils and provided in-school.

For intermediate or graduating students, there must to be a counseling service so they may select the best career path accessible to them. Additionally, parents will be able to partly fulfill their kids' desire to look for more suitable education (Burley, 2021).

Another measure is by increasing Industrialization and Investment in Agriculture. It can create more jobs and boost productivity. One of the most sure-shot remedies of the unemployment situation in India is rapid industrialization. Increased number of industries translates effectively into an increased number of employment opportunities.

Conclusion

The issue of youth unemployment in India is complex and persistent, requiring coordinated efforts from several stakeholders to properly overcome. The unemployment rate in India inched higher to 7.45% in February 2023, taking the total number of unemployed in the country to 33 million (Indian

Economy, 18 September, 2023). The underlying reasons of this problem are complex and include things like pressures from the population, a lack of work opportunities in important industries, and inadequate education and skill development. Technological developments, changes in the economy, and the COVID-19 pandemic's lasting effects all contribute to these difficulties. In order to address youth unemployment in India, a multimodal strategy is necessary. To begin with, the educational system must be completely redesigned in order to meet the demands of a labor market that is changing quickly. Programmes for skill development and vocational training need to be updated and expanded in order to provide youth with the competencies needed in the workforce of the twenty-first century. India must simultaneously promote an atmosphere that promotes innovation and entrepreneurship. Policies that support small and medium-sized businesses' (SMEs) expansion and sustainability can be a major factor in lowering youth unemployment because SMEs are essential to the generation of jobs. In order to solve the problem of young unemployment, it is also necessary to make investments in important sectors and infrastructure in order to increase the number of employment possibilities.

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Development and Prospects in Human Rights Education in India

Prerana Boruah

Abstract

Education should be directed to full development of human personality so that the respect for fundamental freedom is imbibed. The main goal of Human Rights education is to provide people the information, abilities and morals they need to identify, assert and defend their rights. Human rights education fosters the knowledge, abilities and attitude necessary to promote actions that protect human rights. In this article, the attempt has been made to give an overview of human rights education in India and its needs in society.

Introduction

Among the intellectuals who supported the traditional understanding of human rights were Rousseau, Socrates, Plato, Manu, Gandhi, and Aurovino. The adoption of the Universal Declaration of Human Rights by the United Nations on December 10, 1948, marked the start of the International Human Rights movement. According to Articles 26(1) and 26(2) of the UN Charter, everyone has the right to at least basic education, and further education must be equally accessible based on merit. Education should be geared toward the complete development of the human personality in order to instill a respect for fundamental freedom.

Assistant Professor at Department of Political Science, Rangachahi College, Majuli, Assam

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The Indian constitution guarantees the right to defend human dignity. Additionally, by adding the preamble, fundamental rights, fundamental obligations, and directive principles to the constitution, particular steps have been taken to safeguard human rights. These are some of the conditions under which a healthy and prosperous life can be maintained.

At the national and international levels, a number of initiatives have already been put into place. Furthermore, the government has taken additional steps to defend the rights of the country's citizens, such as implementing numerous laws and establishing various institutions. The government has established numerous institutions to protect the interests of the most disadvantaged groups of society, including the Minority Commission, the National Commission for Women, and the National Commission for ST and SC. The Protection of Human Rights Act of 1993 intends to establish a National Human Rights Commission to promote research and raise awareness. (Bajaj 2012).

Objectives of the paper

- To explain the concept of Human Rights Education in India.
- To know the needs of Human Rights Education in India.

Research methodology

The researcher uses data collecting as a secondary method in this study. An internet source has been used to explain the study. Required data collect from published books, e- books, published articles, journal articles, website etc. The researcher used the secondary data from different sources.

Human Rights Education

Human rights education's main goal is to provide people with the morality, information, and abilities they need to identify, assert, and defend their rights. Many human rights delegates and organizations have given differing descriptions of human rights education. The information, skills, and mindset required to support activities that uphold human rights are fostered by human rights education. It is an empowerment technique that supports the identification of human rights-related problems and the pursuit of solutions consistent with those values. It is expected that we individually commit to defending human

rights in our local community and society as a whole. Speaking on behalf of the UN High Commissioner for Human Rights is Navi Pillay. Human rights education can also be used to change the way that governments and individuals behave in order to reduce human rights violations.

Why we need Human Rights Education in educational institution

The strongest protection against violation of human rights is knowledge and education is the fundamental source from which knowledge about these rights may be obtained. Acquiring knowledge of one's rights fosters awareness of other's rights and contributes to the creation of a society that is harmonious and accepting. The mass awareness program regarding human rights issues can serve as a means of promoting human rights. These initiatives will assist us in reducing the violence against human rights.

- Human rights education promotes critical thinking which is essential for development of an informed and responsible citizen.
- It provides students with the knowledge and skills to protect their own and other's rights, which are essential to develop their own effectiveness and influence.
- It provides a framework for understanding the principle of justice, equality and human dignity that underpin a democratic society. It can promote the responsibility and commitment of a citizen to the rule of law.
- It can empower individuals and communities to participate in decision making process and hold governments accountable for their actions. It can promote a sense of authority and responsibility in shaping society.
- This can contribute to the overall wellbeing of students by promoting a sense of safety dignity and belongingness. This can create a favorable environment for learning and personal growth.
- Human rights education is an important part of a comprehensive education system that prepares student for the challenges for the 21st century. It can help learners navigate complex and inter connected global issues.

If people knew nothing about human rights, positive changes would

be rare. When people are educated and equipped with the necessary skills, they work for social justice in their communities. These include raising awareness of the most vulnerable members of society and creating or supporting organizations that serve basic needs. With the help of Human rights education people feel a stronger responsibility to take care of each other. Belief in social justice and equality is an important first step, but often falls short of desire. Human rights education provides the information and tools needed to make real change.

India's advancement of Human Rights Education

The significance of education for human rights has been outlined in the findings of India's many education commissions as well as in the announced educational policy. To recommend changes to the educational system, this significant commission was established. The 1949 Radhakrishnan Commission report recommended university education. Under the direction of DS Kothari, the Education Commission (1964-1966) produced a second through report that recommended significant improvements. The 1968 National Education Policy resolution was passed in response to these suggestions. It established that advancing social justice and lowering inequality via education is one of the universities primary responsibilities. Human rights are an important part of the basic agenda that these committees determine. The 1986 National Education Policy and the 1992 Action Program provide the national education framework. There are a few difficulties that affect human rights education, and equalizing educational opportunities is a major priority. It also discusses curriculum modification as a means of imparting social and ethical concepts. The ministry of Human Resource Development has implemented programs for girls and adopted initiatives like Sarvashiksha Abhiyan. Plans have also been developed with ST/SC children in mind. During the UN decade for human rights, which took place from 1995 to 2004, an action plan was developed. These included establishing various channels, providing undergraduate and graduate courses on human rights, and raising awareness through course materials (Bajaj 2011). Justice SM Sikri chaired a committee that was appointed in accordance with the University Grants Commission's

(UGC) mandate for human rights education. Its goal was to create human rights education curricula. The committee offered suggestions for human rights curricula at the undergraduate, graduate and school levels. Later certain monetary allocations were also provided for the education of Human Rights. Despite these attempts, the introduction of Human Rights Education into a few courses was all that happened. Several institutions added optional Human Rights paper in various departments such as political science, law etc. Human Rights Education should include peace, democracy, development, and social justice as part of its scope and content in order to strengthen the international commitment to human rights. This would support the development of awareness and a common understanding of human rights education.

Based on the advice of the Indian Law Commission, the Indian Parliament passed an amendment bill in 2002. This measure added Article 21A to the Indian Constitution's Part III, establishing free and compulsory education for children between the ages of 6 and 14 as a basic right. Furthermore, the Indian parliament passed a new rule known as article 51A, which mandates that parents teach their children between the ages of six and fourteen, even in cases when the law does not specifically require it.

What can be Human Rights Education

There are numbers topic that may be criticized as study material for the Human Rights Education, including the nation's duty, parents, democracy, and other important human rights knowledge. Diverse perspectives from civilizations, social and religious organizations and scholars about human rights, they will be bolstered by historical events and societal changes that are essential to the development of a great nation. Human Rights education is more than simply a term and subject; it is linked to several other fields as well

1. Gender education
2. Moral and social education
3. Citizenship education
4. Peace
5. Enduring progress
6. Opposition to Racism
7. Intercultural training

Conclusion

It is impossible to sum up human rights in a single phrase; they are a combination of rights that are inherent to all living things, including equality, freedom, and right to life, the environment and even the right of death. It is the obligation of the state to ensure that its residents receive a basic education since everyone has the right to life on Earth, which includes the right to food, clean air to breathe, and education. As a result, all people need an education and governments have a responsibility to provide their citizens with a basic education. Undoubtedly, educational institutions such as UGC, NCERT and NCTE have taken steps to advance human rights education in India. However, the focus of these programs is on human rights education in formal settings. However human rights education shouldn't be exclusively associated with formal education in a nation like India, where less than half of the populace lacks literacy. People like this have a right to be aware of their rights. Thus it is important to create programming that take into account their needs and circumstances.

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Medical Humanities and Literature: Exploring Literary Works

Dr. Satya Nath Pegu

Abstract

Medical Humanities indicates research and clinical care in the broad domains of humanities, social science and art. Medical humanities can be defined as an interdisciplinary, and increasingly international endeavor that draws on the creative and intellectual strengths of diverse disciplines, including literature, art, creative writing, drama, film, music, philosophy, ethical decision making, anthropology and history in pursuit of medical educational goals. Literature and medicine is an interdisciplinary field of the Medical Humanities. Nowadays literature and medicine i.e. Medical Humanities are flourishing in undergraduate programs and in medical schools in many countries. Literature and medicine can bring benefits in medical education. Reading the stories of patients and writing about their experiences gives doctors in training the tools they need to better understand their patients, discussing on literature brings the medical practitioner's biases and assumptions into focus, increasing awareness and reading literature requires critical thinking and empathetic awareness about moral issues in medicine. The objective of this paper is to present some literary works in connection to Medical Humanities. And attempt

Assistant Professor, Department of English Lakhimpur Commerce College

will also be made to focus briefly on how it presents various health issues through some literary works.

Keywords: Interdisciplinary, Literature, Medical Humanities, Medicine, Patient.

Introduction

Medical Humanities indicates research and clinical care in the broad domains of humanities, social science and art. The definition of Medical Humanities by Aull (2006) and Brody (2011) illustrates the point: ‘an interdisciplinary field of humanities (literature, philosophy, ethics, history and religion), Social Science (anthropology, cultural studies, psychology, sociology) and the arts (literature, theater, film and visual arts) and their application to medical education and practice.’ Medical Humanities, as defined by Medical Humanities Community of the New York University School of Medicine, refers to an interdisciplinary field of humanities (literature, philosophy, ethics, history and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts (literature, theatre, film, and visual arts) and their application to medical education and practice.’ Medical Humanities are very popular in the American universities like Harvard, Yale, New York; and also in South East Asian universities like Peking University of China, and University of Hong Kong. Considering one of the important objectives, introducing Humanities courses to medical curricula is to improve the relationship between the doctors and the patients. Besides, these world ranking institutions perhaps made this point clear that awareness on creative discourses on health and treatment can only be generated through a kind of interdisciplinary literature which justifies the idea that a certain kind of literature is actually written for the world and is relevant to the world in which we live. This is because, unlike the other disciplines, Humanities and Arts provide important insights into the human experience, condition, suffering, personality, responsibility to each other, besides offering a historic-cultural perspective on medical practices. It is an approach which argues that the arts and humanities have more to offer to healthcare than simply improving medical education. It proposes that the arts and humanities offer different ways of thinking about

human history, culture, behavior and experience which can be used to dissect critique and influence healthcare practices and priorities. In this context, literature became an important aspect in Medical Humanities as it has been developing and nurturing the skills of observation, analysis, empathy and self-reflection—qualities which are most essential in providing a humane medical care.

Literature and medicine is an interdisciplinary field of the Medical Humanities. Nowadays literature and medicine i.e. medical humanities are flourishing in undergraduate programs and in medical schools in many countries. The Pennsylvania State University College of Medicine- Hershey was the first to introduce literature into a medical school curriculum when Joanne Trautmann (Banks), an English professor, was appointed to a position in literature there in 1972. Literature and medicine can bring benefits in medical education. Reading the stories of patients and writing about their experiences gives doctors in training the tools they need to better understand their patients, discussing on literature brings the medical practitioner's biases and assumptions into focus, increasing awareness and reading literature requires critical thinking and empathetic awareness about moral issues in medicine.

Objective

The objective of this paper is to present some literary works in connection to Medical Humanities. And attempt will also be made to focus briefly on how it presents various health issues through some literary works.

Methodology

The study is based on primary and secondary sources. Some sources are collected from novels, reference books and internet articles to analyze the proposed study in detail. This research article is based on the qualitative method and it is descriptive in nature.

Discussion

William Carlos Williams' *The Use of Force* was considered to be the origin of the literary cases in the 1930s. Tobias Smollett earned fame through *The Adventures of Roderick Random* (1748) and *The Expedition of Humphry Clinker* (1771) in the 18th century for the same literary cases. The Romantic

poet John Keats and Laurence Sterne made references to medicine, health and sickness in *The Life and Opinions of Tristram Shandy, Gentleman* (1759–69). Even in the 19th and early 20th century, authors like Georg Buchner, Anton Chekhov, Arthur Conan Doyle, Mikhail Bulgakov and William Carlos Williams among others also produced literary works with some medical themes. In the second half of the 20th century, the Scottish psychiatrist R. D. Laing drew inspiration from writers like William Blake, Dostoyevsky, Kafka, Beckett and Jean-Paul Sartre to construct his existential model of madness, and in the latter part of his career, he also wrote poetry. But, Camus' *The Plague*, first published in 1947, is widely regarded as a classic of 20th-century fiction and as an interesting point of reference for the field of Medical Humanities. So, Medical Humanities can't be seen as something very new.

Ken Kesey's *One Flew Over the Cuckoo's Nest* (1962) that serves as a study of institutional processes, a critique of behaviourism and a tribute to individualistic principles. In his book, Woods Nash presents how *The Plague* examines important themes, ideas, dilemmas, and roles in modern healthcare, helping reader, and particularly medical students and professionals. It helps to understand the issues related to training and practice in a dramatic and stimulating context. While medical education has had to make a case for reading literary texts, its close relationship with medicine has always been a given in literary studies: the recesses of the mind, the body in health, physicians and medicine, sickness and recovery, hospitalization and disability, sex and sexuality, death and decay. Health has been a central concern of literature of all cultures, from the Sanjeevani of the Ramayana, or the key cultural imagination of the poet. The works of Michel Foucault's *Birth of the Clinic* and Susan Sontag's *Illness as metaphor*, alongside texts, dealt with the association between writing and illness. The juxtaposition of texts with each other could unearth the several ethical conundrums in narratives about ill health, for instance, Sophocles' *Philoctetes*, Tolstoy's *The Death of Ivan Ilyich*, Eliot's *Middlemarch*, Mann's *Death in Venice* and *The Magic Mountain*, Kafka's *Metamorphosis*, Camus' *The Plague*, and Gabriel García Márquez's *Love in the Time of Cholera*, to name only a few examples, are among the highly

regarded works of art that raise ultimate questions about what it means to be ill, to suffer, and to die. Such works are of more importance for physicians than any other readers because in the daily practice of their profession physicians must deal with the ultimate human questions examined in these works. It is a combination of their medical subject matter, their brevity, and their literary style that gives them special pedagogical value for medical education. These works may focus sharply on a doctor-patient encounter or an ethical dilemma in medical practice or different conditions of patients and their psychological, moral, physical and mental state. The presentations of these complex human situations are examined with highly charged emotions. It makes these stories so pedagogically useful. It also emphasizes the important role literature can have in helping physicians develop empathy, especially for those who are different from them in gender, race, class, or culture and the need to include patients' stories of illness in medical education. In addition to great literary works that have special relevance to the world of medicine, it will include works that may be little known or taught beyond medical circles, but that offer valuable insights into patients' or physicians' experiences.

Recent publications like Kamran Nazeer's *Send in the Idiots* (2007) which deals with autism, or Antonio Lobo Antunes' *The Land at the End of the World* (2012) that describes the experiences of the suffering people by an army doctor sent to Angola during the Portuguese Colonial War. Such narratives promote understanding of how different societies grapple with diseases and illness, trauma and suffering. Even in a third world country like India, where many people are forced to face the atrocities of life due to illness, suffering and ethnic violence in many impoverished places, Medical Humanities, besides health care, can explain the ways to deal with them in a more appealing way. So, new researchers in the Humanities or Medical Humanities to be more specific, should pose additional questions about the varied and multifaceted experiences of modern humans, uncovering new meaning of illness and suffering in artistic works, the very constructedness of being ill or being a 'patient', finding new ways to understand cultural

interactions between the care givers and the ill in the society we live in and so on.

Health psychology is one of the important concepts in Medical Humanities. The features of health psychology are ‘making sense of illness and illness behaviour’ and ‘patient health care provider interaction.’ *Nemesis* by Philip Roth, *The Breath* by Thomas Bernhard and *Wit* by Margaret Edson are examples of novels where illness and the responses to illness by patients, caregivers and health care providers play a central role. *Nemesis* is a novel on an infectious disease, written by an American author. *The Breath* focuses on a pulmonary condition, written in the format of an illness narrative by an Austrian author. *Wit* is the Pulitzer prize winning novel/play about coping with ovarian cancer and the associated struggle between patient and health care providers. The author worked as a research nurse at a cancer institute at the time of writing her book. *Nemesis* by Roth has as its focus the poliomyelitis (‘polio’) epidemic in the north-eastern United States in 1944. At another abstract level, *Nemesis* is part of an extensive list of novels about infectious disease in the world literature (e.g. cholera, diphtheria, HIV/AIDS, leprosy, malaria, plague, tuberculosis), offering a myriad of options for health psychology research.

Conclusion

In the present scenario, literary pieces have not addressed the problems like trauma, suffering, health, disease and disabilities perfectly which are the most difficult challenges of contemporary times. From this perspective, the sources of literary works seem to be limited in scope, detail and quality on a particular topic like Medical Humanities and Literature. For instance, a researcher in literature who wants to study the representation of ovarian cancer will face difficulties due to a lack of sources in literary works. So, novelists, dramatists, poets and essayists must place much emphasis on health and disease. There are many implications of this finding for research: better and more extensive databases and search systems are needed. It has become clear that the further development of theories and methodology to analyze literary works is another area for additional research. A strong basis of Medical Humanities in academia and within medical, literary and social sciences settings

is another research implication. In the local and regional contexts, world literary practices must explore human's abilities to interpret and communicate, and contribute to sensitive appreciation of medical practices.

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Narratives of Inequality in Postcolonial India: Socio-Economic Disparities in Arundhati Roy's The God of Small Things

Momita Jarampusa

Abstract

This research paper offers an in-depth exploration of the complex narratives of socio-economic inequality in Arundhati Roy's celebrated novel, *The God of Small Things*. By examining the intricate ways in which Roy interlaces themes of caste, class, and gender disparities in postcolonial India, the analysis provides a powerful critique of the country's socio-economic landscape. Through meticulous close reading, the paper investigates the intersections of personal and collective histories, the enduring legacy of colonialism, and the profound influence of entrenched social structures on individual lives and destinies.

Keywords: Socio-economic inequality, Gender disparities, Caste discrimination

Introduction

Arundhati Roy's "*The God of Small Things*", published in 1997, is not merely a story of a family but a profound commentary on the socio-economic

Student, Gauhati University, Guwahati, Assam

inequalities entrenched in Indian society. It is set against the backdrop of postcolonial Kerala, the novel unravels the lives of the Ipe family, highlighting how historical and social forces shape their experiences. This paper embarks on a journey to dissect the portrayal of socio-economic disparities within the novel, exploring the intersecting realms of caste, class, and gender, and unravelling their profound implications on the formation of postcolonial identity.

Historical Context

To understand the socio-economic disparities depicted in “*The God of Small Things*,” it is crucial to contextualize them within India’s complex history of colonialism and postcolonial nation-building. British colonial rule in India, which lasted for nearly two centuries until independence in 1947, profoundly shaped the socio-economic landscape of the country. The colonial administration implemented policies that entrenched social hierarchies based on caste and class, exploiting indigenous resources for the benefit of the British Empire while marginalizing indigenous populations.

Furthermore, the process of decolonization and nation-building following independence ushered in a new set of challenges for India, including the consolidation of power, economic development, and social reform. However, the legacy of colonialism continued to reverberate through independent India, exacerbating existing inequalities and creating new fault lines within society. Rapid industrialization and urbanization led to the emergence of new economic disparities, widening the gap between the affluent elite and the impoverished masses.

In “*The God of Small Things*,” Arundhati Roy skilfully integrates these historical dynamics into her narrative, portraying characters who grapple with the enduring legacies of colonialism and the complexities of postcolonial identity. Through her vivid depiction of socio-economic disparities, Roy offers a nuanced critique of the historical forces that continue to shape contemporary India, shedding light on the interplay between past injustices and present realities.

Caste-Based Discrimination:

One of the central themes in *“The God of Small Things”* is the entrenched system of caste-based discrimination that continues to pervade Indian society. The novel vividly portrays the social hierarchies and prejudices that govern relationships between different caste groups, perpetuating inequality and marginalization. For instance, Roy writes, “Some things come with their own punishments. Like airports in the rain, crowded marriages, unwelcome guests, old love letters, arthritis... Some things wait to happen, like people who die waiting for the postman to bring them a letter that never arrives.” (Roy, p. 38) This passage reflects the inevitability of suffering and discrimination faced by individuals trapped within the rigid confines of caste identity. Furthermore, the character of Velutha, an untouchable and skilled carpenter, serves as a poignant symbol of caste-based oppression. Despite his talent and intelligence, Velutha is relegated to the margins of society, denied basic human dignity due to his lower caste status. Roy underscores the systemic nature of caste discrimination, illustrating how even acts of kindness and compassion towards individuals like Velutha can be met with violent retribution from those upholding caste norms.

Class Disparities:

In addition to caste-based discrimination, *“The God of Small Things”* also illuminates the stark class disparities that divide Indian society. The novel juxtaposes the luxurious lifestyle of the affluent upper class with the abject poverty experienced by the lower classes, emphasizing the stark divide between the haves and the have-nots. Roy writes, “In those early amorphous years when memory had only just begun, when life was full of Beginnings and no Ends, and Everything was Forever, Estha was the one who had Everything. Rahel had Nothing. Rahel had to be content with Half.” This passage encapsulates the unequal distribution of wealth and opportunity that shapes the trajectories of Estha and Rahel, highlighting how socio-economic privilege confers advantages inaccessible to those born into poverty.

Moreover, the character of Baby Kochamma epitomizes the entrenched elitism and class prejudice prevalent among the upper echelons of society.

Despite her familial ties to the impoverished Ayemenem family, Baby Kochamma adopts an air of superiority, looking down upon her relatives with disdain. Her obsession with maintaining social status and preserving the family's reputation ultimately contributes to the suffering and disillusionment of characters like Ammu and Velutha, whose lives are irreparably damaged by the constraints of class-based prejudice.

Gender Inequality:

In addition to caste and class disparities, “The God of Small Things” also interrogates the pervasive gender inequality that permeates Indian society. Roy portrays women as marginalized and oppressed, constrained by patriarchal norms and expectations. The character of Ammu, a divorced woman ostracized by her family and society, serves as a poignant example of the gendered constraints imposed upon women. Roy writes, “When Estha once confessed to Rahel (The Truth about Baby Kochamma, About the Orangedrink Lemondrink Man and Chacko and the God of Small Things) she forgave him for not having been there when she needed him most. And he forgave her for being there when he didn't need her.” This passage underscores the asymmetrical power dynamics and expectations that govern relationships between men and women, perpetuating cycles of subjugation and resentment..

Economic Disparities

Economic disparity is intricately linked with caste and gender in *The God of Small Things*. The novel contrasts the wealth and social standing of characters like Chacko and Baby Kochamma with the abject poverty of Velutha and the working-class status of Ammu. This economic divide is not just a backdrop but a critical element that influences characters' choices and opportunities.

Roy illustrates this divide through the description of the Ayemenem house: “The house itself looked empty. The doors and windows were locked. The front verandah bare... It was obvious that this was a house that had been lived in, but where no one lived anymore”. The decaying house symbolizes the economic decline and the remnants of past affluence that no longer provide security or comfort to its inhabitants.

The Intersection of Caste, Class, and Gender

The intersectionality of caste, class, and gender is vividly portrayed in the tragic love affair between Ammu and Velutha. Their relationship defies societal norms on multiple fronts, bringing the oppressive forces of caste, economic disparity, and patriarchal control into sharp focus. The brutal punishment they face—Velutha's death and Ammu's social ostracization—reflects the compounded effects of these intersecting inequalities.

Roy vividly describes the societal backlash: "The Touchable inspector touched Velutha's penis. A carpenter with a penis should be happy it was touched by a Touchable policeman". This crude violation underscores the dehumanizing treatment meted out to lower-caste individuals and the way power dynamics are brutally enforced.

Furthermore, the character of Sophie Mol embodies the intersectionality of gender and class privilege, highlighting the limited agency afforded to women from marginalized backgrounds. Despite her privileged upbringing, Sophie Mol is ultimately victimized by the oppressive forces of patriarchy and colonialism, her life cut short by the violent repercussions of forbidden love and societal prejudice.

Conclusion:

Arundhati Roy's "*The God of Small Things*" provides a profound exploration of socio-economic disparities in postcolonial India. Through the intimate and often painful experiences of her characters, Roy exposes the enduring legacies of caste, class, and gender oppression that continue to shape contemporary Indian society. The novel's depiction of characters like Velutha and Ammu, who navigate the harsh realities of economic exploitation and social marginalization, serves as a powerful critique of the entrenched inequalities that persist in the aftermath of colonial rule.

Roy's narrative not only highlights the pervasive nature of these disparities but also emphasizes the resilience and resistance of those who strive to transcend their marginalized positions. The acts of defiance by Velutha and Ammu, although met with tragic outcomes, underscore the human spirit's capacity to challenge and subvert oppressive systems. By giving voice to the

marginalized and illuminating their struggles, *The God of Small Things* calls for a deeper understanding of the socio-economic challenges that continue to affect postcolonial India.

Ultimately, the novel stands as a poignant reminder of the need for social justice and equity, urging readers to reflect on the ways in which historical injustices continue to manifest in the present. Roy's work not only contributes to the literary canon but also serves as a vital commentary on the socio-political landscape of India, encouraging ongoing dialogue and action towards a more equitable society.

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The Importance of Student -Teacher Relationship in School

Dr. Lima Baruah
Dr. Monju Moni Saikia

Abstract

Teachers play a major role in maintains and control the children absolutely by their ethical and suitable approaches. Teachers in school often surprise how to disciple a child and mould behaviour so to bring up the child with virtues. Teachers hold the highest regard for students after their parents. All cultures and religions preach that students are supposes to respect their teachers and should try to learn from them not only what's there in the academic curriculum but also the value of life. Teachers have an important role in building the personality of students and the relationship they develop determines the students academic and personal growth. A positive student's -teachers relationship could be developed by encouraging a learning environment where the students feel free to ask whatever he wants to and the teacher responds in a manner which is understandable by the students.

This is paper study the purpose of student teacher relationship and its impact on the behaviour of school students.

Assistant Professor Department of Education Lakhimpur Commerce College
Assistant Professor Department of Hindi Lakhimpur Commerce College

KEY WORDS- STUDENT, TEACHER, RELATIONSHIP, NEEDS AND. ELEMENTS.

INTRODUCTION

A student teacher relationship in the classroom is a positive relationship between the teacher and student in efforts to gain trust and respect from each other .The main focus of this study is the role that the student teacher relationship has on student's academic motivation. This study begins by looking at some of the factors that affect academic achievement, academic motivation in relation to the student teacher relationship. Student's teacher's relationship has two types-positive which includes-

- A) Good communication.
- B) Helps to develop socially.
- C) Developing trust with each other.

Negative relationship includes-

- A) Too much formality.
- B) Boundaries and limitations.

REVIEW OF LITERATURE-

Allen, Gregory, Miami,Lund,Hamre, and Pianta (2013) suggest that “improving the quality teacher student interaction within the classroom depends upon a social understanding of nature of effective teaching for adolescents”. Battistich ,Schaps, and Wilson, 2004,Birch and Ladd1997, Hamre, and Pianta, 2001 have exposed positive teacher student relationship evidence by teacher's report of low Conflict, a high degree of intimacy and support, and little dependency-have been shown to student's adjustment.

Mazer (2012) finds that students who experience heightened emotional interest are pulled towards a content area because they are energized,exited and emotionally engaged by the material.

OBJECTIVE OF THE STUDY—

- To study the relationship between the teacher and student.
- To study the need for the student teacher relationship
- To discuss the necessity for teachers involvement and interaction.

METHODOLOGY-

The analytical method is used in this study. The Secondary information has been collected from various publications, reports, periodicals, books, journals and newspapers. Internet source are also consulted for the purpose of this study.

ANALYSIS OF THE STUDY

A student teacher relationship evolves with time. When in Primary school the teacher usually acts as a mother for students and guides them about every little thing. In secondary and post secondary schools the approach of teachers becomes more professional. They are more concerned about completing the course rather than teaching students the true value of life. This is where the most teacher student relationship suffer. A teacher transforms from being a teacher to an instructor who has a sole responsibility of teaching students what's there in the course books and nothing beyond that. For strong students teachers relationship it is essential that teachers understand that students in a class come from different cultural social backgrounds.

Good teaching involves good communication between the teacher and students and also among students. The best Productivity in a classroom comes from effective Co-operation between teacher and students. Therefore, teachers role can be vital to the effectivity of the language learning. Teachers need to be supportive. A supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated. Supportive teachers are also teachers who emphasize the learning and be engaged with the content.

The Importanc of Teacher-Student Relationship-

The relationship between the teacher and student is one of the most influential factors in a learning environment. This is a key element affecting students progress, engagement of school and academic motivation. “ If a teacher has a good relationship with students, then students will more readily accept the rules and procedures and the disciplinary actions that follow their violations”. Positive and supportive relationships between student and teacher ultimately increase an intelligence of belonging and motivate students to

willingly take part in different classroom activities. It is very important that interaction between a teacher and his students should be supportive of the learning environment. The relationship between the teacher and students has been found to have immense effects on learning and schooling experience of the students. If the relationship between students and teacher is Positive, it has several benefits at all levels of an educational establishment, inside the classroom across the whole school environment. Benefits of Positive -Student Teacher Relationship-

A healthy and positive relationship between student teacher can be enormously favourable at all stages of an educational institution, inside the classroom and across the whole school environment. It continues to develop it's benefits not only teachers and students but also parents administrators as well—

- It promotes Academic success.
- Helps to develop self worth.
- Professional growth.

Methods to use for improving student teacher relationship-

- Provide structure
- Teach with enthusiasm and passion
- Display a positive attitude
- Make learning fun
- Treat students with admiration.

Need For Students Teachers Relationship

The student teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with teacher for almost 10 months a year. A positive relationship between the teacher and student is difficult to establish improving student's relationship with teacher has essential, positive and long lasting implications for students academic and social development. Battistich, Schaps and Wilson,2004,Birch and Ladd1997,Hamre and Pianta,2001,have exposed positive teacher student relationship-evidence by teacher's report of low Conflict, a high degree of intimacy and support, and little dependency-have

been shown to support students adjustment to school, contribute to their social skills, uphold academic performance, and foster students resiliency in academic performance. It is the duty of professional teacher to bring out the potentiality of a student.

Necessity For Teachers Involvement And Interaction—

According to Brich and Ladd1997, Klem and Connel,2004 is Stated that teachers who experience close relationship with students reported that their students were less likely to avoid school, appeared more self directed, more supportive, and more engaged in learning. The communication between students and teacher serves a connection between the two and which provides a better atmosphere for a classroom environment. A teacher then needs to understand the value of the students senses of belonging which can be of greater value to overall development of the students in all aspects irrespective of the racial confrontations .By making a student like the school, he/she reaps important social advantages such as building friendship, gaining respect for peers and adults and learning social skills. These side by side help the student get good academic records and performance. The student teacher relationship is made strong by the teacher's inspiring the students to interact constructively in the classroom situations. Both student and teacher should be aware that a school is a place to learn when they enter the school building every day. A part from this, it is the job of the students as well as the teachers to make sure that the relationship, the two is a good one. The student teacher relationship is like a bridge that connects knowledge, experience and efficiency of a teacher to bring out the potentiality of a student with his/ her aspirations. The distance between the two should be the distance we cross the bridge. We should understand that the world in which the teachers lived is different from the world in which their students are living. There is a vast and tremendous change in which our present students are going to face as the world has shrunk in many aspects. A good teacher by imparting all these changes with mixing of classroom situations can create the best students. The students must believe the teacher's concern.

Improving students Relationship With Teachers To provide Essential Supports Of Learning

Improving students relationship with teachers is as important. Solely improving students relationship with the teacher will not produce gains in achievement. However, those students who have close, positive and supportive relationship with their teachers will attain higher levels of achievement than those students with more conflict in their relationship. A student who feels a strong personal connection to their teachers, talks with teacher frequently, and receives more constructive guidance and praise rather than just criticism from their teacher. The student is likely to trust their teacher more, engage more in learning, behave better in class and achieve a higher level academically.

Suggestions To Make Student Teacher Relationship Successful

- Teachers and students must succeed together. It is necessary to build student teacher interaction in the classroom on the principles such as fairness, integrity, honesty and respect that guide in everything they do.
- The interaction must be two-way traffic, but teachers must lead and must feel confident that they will be able to succeed in establishing and maintaining a sound and producing rapport with students.
- The teachers must understand the students and find out what they need.
- One should remember that many students will need to learn how to both give and receive respect.
- The students should be offered interesting activities. Activities must be devised in such a way that enable the students to engage with the learning, have some fun.
- The teacher must be sure that both sides win and get what they want, but not at the expense of the other.
- There should be both verbal and non-verbal communications.

CONCLUSION

It can be concluded that student teacher relationship results in a positive classroom environment and experience. Teachers are strengthening their communications and professional skills while building these relationships.

Beyond academic success, getting to know our students can improve classroom behaviour management. Under resourced students whose teachers work with them as a mentor are more likely to develop socially appropriate behaviour. When struggling students are treated as bad or unintelligent by their teachers. The student teacher relationship is a cornerstone in a student's social maturation process. In summary student teacher relationship foster a welcoming environment and produce success for both the student and educator.

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Beyond the Lens: Emerging Women Female Filmmakers from Assam

Dr. Harini Patowary Das

Abstract

Cinema is one of the most powerful social means of expression of art as well as communication. Traditionally, women's voices in Assamese media and art were underrepresented. However, contemporary times have seen the rise of women filmmakers who explore themes of gender, politics, sexuality, and social issues, thereby challenging stereotypes and conventional roles. These filmmakers have been creating a niche for themselves in national and international sphere by providing a nuanced understanding of the female experience through their storytelling and its visual depiction in the celluloid. This study examines the emergence of women filmmakers in Assam, focusing on the internationally and nationally acclaimed works of Rima Das, Dr. Bobby Sarma Baruah, Rajni Basumatary and Farhana Ahmed. Guided by feminist film criticism, the research employs qualitative content analysis to explore how these filmmakers use visual language to subvert patriarchal norms and articulate female subjectivity

Assistant Professor, Department of English, Lakhimpur Commerce College

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The paper argues that the works of emerging women filmmakers from Assam offer a unique and important contribution to the larger discourse on women's representation in cinema. The analysis reveals that these filmmakers offer significant contributions to the discourse on women's representation in cinema. They challenge dominant patriarchal narratives and provide nuanced portrayals of diversity of voices and female experiences in Assam.

Key Words: Gender, Cinema, Female Narrative, Diversity of voices

Introduction

The film industry in Assam is a vibrant and dynamic industry that has contributed significantly to the cultural and artistic heritage of the state. It is a relatively smaller industry compared to other regional film industries in India but has a loyal following and is renowned for its unique themes and storytelling. The history of Assamese film industry can be traced back to the 1930s with the production of the film *Joymoti*, directed by Jyoti Prasad Agarwala, who is considered the father of Assamese cinema. Since then, the industry has been through several phases of development, with filmmakers like Bhabendra Nath Saikia, Prabin Phukan, Nip Barua, Jahnu Barua and Sanjeev Hazarika producing some of the most iconic and memorable films, which were critically acclaimed and commercially successful. Today, the industry continues to evolve, with new filmmakers experimenting with different themes and styles of filmmaking even when facing various challenges including limited funding, lack of infrastructure, piracy, and popularity of Bollywood over regional films.

The emergence of woman filmmakers is one unique feature of the growth of Assamese film making industry. The first woman film director of Assam was Suprabha Devi who had assisted her husband Dwijendra Narayan Dev in films like *Jog Biyog* (1970) *Toramai* (1975) and *Moromi* (1976) but her first directorial venture was *Nayanmoni* which was produced in 1984 for which she had received the Shilpi Divas Award. This was followed by ace filmmakers, Santwana Bordoloi who received the Best Regional Film award for her feminist film *Adajya* (1996) based on the novel, *Dontal Hatir Uiyé Khowa Haoda* by Indira Goswami. The film narrates the struggles of widows

who are denied a dignified life in a patriarchal society and the rebel by a young widow named Giribala. Her film *Maj Rati Keteki* also won the Best Assamese Feature Film at the 64th National Awards in 2017. Another woman filmmaker from Assam, Manju Borah has carved a niche for herself by making critically acclaimed films like *Baibhav* (1993), *Anyak Yatra* (2001), *Akashitorar Kothare* (2003), *Laaz* (2004), *Joymati* (2006) and *Aai Kot Nai* (2009). Her films are based on different themes which are both social and individualistic. In the contemporary times we see the emergence of a yet another tribe of versatile woman filmmakers who have tried their skills in diverse areas like directing, producing, script writing, casting and other technical sides including using the camera. Assamese Filmmakers like Rima Das, Rajni Basumatary, Reema Kagi, Reema Borah, Dr. Bobby Sarma Baruah, Aimee Baruah have made their presence felt not only in national but also international platforms. Women in the present time have ventured in diverse areas of filmmaking like producing and directing feature films, short films, documentaries, acting, choreographing, costume designing, dubbing, scriptwriting and pursuing film journalism. This paper is an attempt to understand the unique perspective brought about in the films by these emerging women filmmakers and to understand the diversity of theme, style, narration, and cinematography that they have ventured into with limited resources. Selective works of four women filmmakers namely Rima Das, Dr. Bobby Sarma Baruah, Rajni Basumatary and Farhana Ahmed have been used to analyse their perspectives in filmmaking and contribution towards the industry.

Objectives:

The present study is based on the following objectives:

1. This paper is an attempt to study the emergence of women filmmakers in Assam focusing on the selected works of Rima das, Dr. Bobby Sarma Baruah, Rajni Basumatary and Farhana Ahmed.
2. The paper argues that the works of emerging women filmmakers from Assam offer a unique and important contribution to the larger discourse on women's representation in cinema.

Methodology:

The study is based on analysis and observation of the films produced and directed by the four selected woman filmmakers from Assam as primary data. Opinions and views of the filmmakers have been collected through an Interview Schedule prepared for the purpose. Three of the respondents Rima Das, Dr. Bobby Sarma Baruah and Rajni Basumatary answered to the queries in telephonic conversation, while Farhana Ahmed had sent her response through mail. The analysis is guided by the perspective of feminist film criticism, which argues that women filmmakers bring a unique perspective to the cinematic medium. The paper employs a qualitative content analysis approach to examine how these women filmmakers use visual language to subvert patriarchal norms and articulate the complexities of not only the female subjectivity but also a nuanced understanding of many socio-political situations. The selection of the filmmakers for the study has been made to locate the diversity of theme and types of film that they have produced and the individualistic approach towards its making.

Looking through the Cinematic Lens of the Contemporary Women:

Rima Das, known as the one-woman crew, is one of the most talented filmmakers from Assam in the recent times, who has experimented with the minimalistic style of making realistic film. She excels with every new film that she has directs, scripts, edits, shoots and produces. Das studied electronics and telecommunication engineering before pursuing her passion for filmmaking and made her directorial debut with the film “*Man with Binoculars*” in 2016. Her films *Village Rockstar* and *Bulbul can Sing* have been screened in various international film festivals and received awards and accolades and also ran successfully in the movie theatres not only in Assam but also in Mumbai. Her casts are real people, stories are of ordinary day to day life situations which is poignantly delivered on screen with real locations and natural conditions. *Village Rockstar* which made official entry for Oscars in 2019, has received thirty awards in different categories including Best Feature Film at National Film Awards (2018) and Academy Award for Best International Film (2019) where it was officially nominated apart from many other selected in national

and international film festivals. A filmmaker inspired by Satyajit Ray, she says filmmaking experience has been a journey like a fairy tale for her and has hopes for the other filmmakers from the region. Set in her native village Chaygaon in Kamrup, the films narrate the ordinary tales of aspirations and doubts of simple folk and addresses social issues such as gender roles, poverty, access to education, and the impact of modernization on traditional ways of life. One of the underlying themes in her films is the importance of education, particularly for girls. In *Village Rockstars*, the main character dreams of owning a guitar and forming a rock band, but she also realizes the importance of education and encourages her younger brother to attend school. In *Bulbul Can Sing*, the three teenage protagonists face various obstacles in pursuing their education, including societal expectations, financial constraints, and discrimination based on gender and sexuality. Another theme that runs through Das's films is the impact of modernization on traditional ways of life.

Dr. Bobby Sarma Baruah is an Assamese film director and screenwriter known for her works in the Assamese film industry. Her films have been nominated to different international and national film festivals and received many prestigious awards. She is known for exploring a variety of themes in her films, including social issues and human relationship, indigenous culture and language and environmental concerns. Her first film *Adomya* (Informidable) deals with the struggles and challenges faced by a single mother afflicted by HIV virus and her ostracization from the society. She has taken up different themes in all her films – her second film *Sonar Boron Pakhi* is a biopic on the life of famous Indian folk singer from Gauripur in Assam, Pratima Baruah Pandey, *Mishing – The Apparition* is an adaptation of the novel of Yeshe Dorjee Thongchi, a writer from Arunachal Pradesh which is based on a folklore of Sherdukpen tribe of the state. The film is shot with native casts and in the local Sherdukpen language which is almost on the verge of extinction.

Rajni Basumatary is both an actor and a filmmaker who is best known for her role as Mary Kom's mother in the Hindi film *Mary Kom* in 2014. Her debut film *Raag* is a semi-commercial musical love story made in Assamese language starring Zerifa Wahid and Adil Hussain while her next film is made

in Bodo language titled *JWLWI – The Seed* based on the period of unrest for the Bodo community and the impact of imposition of AFSPA (Armed Forces Special Protection Act). She portrayed the character of Alaari, a mother whose son is detained in the army confinement. As she reveals in the interview, she is naturally drawn towards the subtleties of woman caught in conflict- be it personal, social or political. Her films are striking for their strong storytelling, nuanced characters, and insightful exploration of the realistic themes relevant. Both her films have been critically appreciated and received many awards and nomination in different categories.

Farhana Ahmed, a journalist- a regular correspondent with The Assam Tribune, an Anti- Human Trafficking activist, film critic from North Lakhimpur is also an award winning filmmaker who has written and directed the documentary *Sisters in Arms*(2016) based on women ex-cadres of ULFA militants and *Echoes on Blue Hills* which realistically portrays the scenario of human trafficking prevalent in the state, mainly in the teagarden areas. It focuses mainly on the plight of young and adolescent girls who are lured to the nearby states as well as trafficked to faraway states like Haryana and Rajasthan with a promise of a better life. The documentary with the stories of real people presented in a cinematic light heightens the pathos of the situation. She has revealed that her documentary *Sisters in Arms* had a societal impact as the pending court cases against the victims of rebellion were fast tracked and the forgotten lives of the female ex-cadres came to the notice of the society. It was shortlisted for the prestigious Mumbai short International Film festival in December,2010 whereas *Echoes on Blue Hills* received the Jury's Special Award in 13th Short International Film Festival in August 2024.

Findings and Conclusion

The study in the light of above data and views gathered from personal interview through telephone and Interview Schedule and other secondary resources reveals that women filmmakers in Assam have emerged strongly in their attempt to break the “celluloid ceiling” – a metaphor used for underrepresentation of women in hiring and employment in Hollywood. In Wikipedia, the term ‘celluloid ceiling’ is defined to describe an invisible barrier

that keeps a given demographic (typically women) from rising beyond a certain level in a hierarchy. To the queries regarding the scope of women in the film industry, one of the respondent expressed her dissatisfaction at the engagement of most of the women in the segments of filmmaking like assistant directors, costume designing and makeup artists rather than in the major fields of direction, production, screenwriting and cinematography. All of them agreed however, that one positive aspect about the film industry in Assam is that the ratio of women filmmakers here is higher than in Bollywood which is a much bigger industry. They cited the social and economic changes and the growing empowerment of women as one of the causes behind it. Women, in the contemporary age is making its presence felt in all the fields not easily ventured in the past.

The assumption that women can only direct women-centric films has often been debated and is considered misogynistic. The filmmakers in question have tackled a variety of themes in their films that are not necessarily feminist. However, despite their broader thematic concerns, their narratives and characters often exhibit feminist elements. Perhaps this is what Megan Deck calls the female gaze in filmmaking in her doctoral thesis *Reframing the Gaze: How Women Filmmakers Influence the Portrayal of Women on Screen*. It forces, she says to take on a distinctly female perspective of the film as well as the female characters in the film. All the films under consideration of this study have strong female lead characters, implying that women are represented realistically, and this is a vital tool of change.

Filmmaking is a lucrative business and there is a lot of money involved in making big budget commercial films with action, music, and exclusive locations. One constraint all of the regional filmmakers agreed to have faced is the unavailability of big budgets. As Satyajit Ray has expressed in his book on the experiences of filmmaking is that a filmmaker has to struggle to maintain the balance between means and end. All the respondents agreed that they have to constantly struggle to maintain a balance between means and end to it and that it is one of the main challenges for them in filmmaking. Rajni Basumatary said that she acts in Bollywood films which provides her an escape from the

hard labour of producing and directing small budget regional which logistically difficult but artistically and creatively satisfactory. She has received financial assistance from Assam Film Finance Development Commission (60% of the total budget) for the film *Raag* but for the next film in Bodo language, *Jwlwi*, despite having a co-producer she had to opt for funding campaign through Wishberry crowdfunding website. As most of these films are the personal ventures of the filmmakers, a pursuit for a purposeful creative expression, they worked on their own terms and negated to have faced any gender bias in their workplace.

Filmmaking is more of a passion, an interest, and a platform for self-expression. Apart from Dr. Bobby Sarma Baruah, who holds a doctorate degree in Mass communication, rest of the selected filmmakers are from different disciplines without any professional degree in filmmaking. Filmmaking, all of them agreed is based on watching, observing and disseminating. It involves research to write scripts which includes meeting and observing real people, travelling, talking and being receptive to the outside world. A professional degree, one of the respondents agreed does helps in getting a break, just like getting a good placement but filmmaking is not restricted to books but based in experiential knowledge. The languages used in most of the films under discussion are the languages of indigenous people, Assamese, Bodo, Sherdukpen, Goalporia –(a mixture of Assamese and Bengali) and Kamrupia. The films retain the individual identity of the community it is representing and contributes to conserving the language. No doubt it restricts the viewership to a small audience, which is financially challenging for the producers. The nomination to film festivals nationally and globally and the awards and recognition are the motivation for the small budget filmmakers which also contributes to the publicity of the film.

This study has its limitation as it is based on the works of only a few representative filmmakers which narrows its scope in drawing all the patterns of female filmmaking trend in recent times. A more data based scientific study would fill up several gaps that remains in the research. But it can be implied that women filmmakers are contributing significantly in providing

more dimensions to the art of filmmaking through their sensitive dealing with the most urgent issues of the society and environment. It is also enlarging the scope of employment and providing interesting and exciting career options to the new generation of woman, thus changing the socio-economic landscape of the region.

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মুনীন ভূঞাৰ 'সন্ধিক্ষণ' নাটকত সামাজিক দিশৰ প্ৰতিফলন

ড° বিভা দত্ত

০.০.০ অৱতৰণিকা :

স্বাধীনোত্তৰ কালত ৰচনা কৰা অপেচাদাৰী নাট্যকাৰ মুনীন ভূঞাৰ 'সন্ধিক্ষণ' বাস্তৱ উপযোগী নাটক। ভূঞা কেৱল নাট্যকাৰে নহয় তেওঁ একেধাৰে কবি, গল্পকাৰ, প্ৰবন্ধকাৰ, অনুবাদক আৰু গীতিকাৰো আছিল। তেখেতে তিনিখন নাটক ৰচনা কৰিয়ে নাট্য জগতত বিশেষ স্থান লাভ কৰিবলৈ সক্ষম হৈছে। নাটক তিনিখন হ'ল — হাতী আৰু ফান্দী, জৰোঁৰোৱা পৰজা আৰু সন্ধিক্ষণ। জৰোঁৰোৱা পৰজা কাহিনীটো মোৰামৰীয়া বিদ্ৰোহৰ ভেঁটিত ৰচনা কৰিছে। হাতী আৰু ফান্দী ত সমাজৰ শোষক আৰু শোষিত দুই শ্ৰেণীৰ সুন্দৰ ছবি প্ৰকাশ পাইছে। তৃতীয়খন নাটক 'সন্ধিক্ষণ'ত ভূমিহীন জনগণৰ চৰম দুদৰ্শাৰ কথা বৰ্ণনা কৰিছে। সন্ধিক্ষণ নাটকখনি দ্বাদশটি দৃশ্যত বিভক্ত কৰা হৈছে। দৃশ্যসমূহ বিস্তৃত নহ'লেও প্ৰতিটো দৃশ্যৰে প্ৰয়োজনীয়তাক অস্বীকাৰ কৰিব নোৱাৰি। নাটকখনৰ মূল কাহিনীটোত অংকিত হৈছে ভূমিহীন কৃষকৰ অন্তহীন সংগ্ৰামৰ চিত্ৰ। শোষণৰ বিৰুদ্ধে শোষিত, বঞ্চিত, নিপীড়িত জনতাৰ ঐক্যবদ্ধ সংগ্ৰামেই হ'ল নাটকখনৰ মূল বক্তব্য। মাটিহীন কৃষকে নিজৰ প্ৰাপ্য বিচাৰি এক্যবদ্ধভাৱে সংগ্ৰামত নামি পৰিছে। সিহঁতক বাধা দি ৰাখিব পৰা শক্তি কাৰো নাই। অন্যহাতে সহজ-সৰল কৃষকসকলৰ মাজত মতানৈক্য সৃষ্টি কৰি তেওঁলোকৰ ঐক্যবদ্ধ সংগ্ৰামক বিপথে পৰিচালিত কৰিব খোজা মানুহৰ অভাৱ নাই। মাটিৰ চৰিত্ৰটোৰ মাজেৰে নাট্যকাৰে এই কথা সুন্দৰকৈ প্ৰকাশ কৰিছে। নাটকৰ প্ৰথম দৰ্শনতে মহি নামৰ চৰিত্ৰ এটা অৱতাৰণা কৰি সূত্ৰধাৰৰ দৰে গোটেই নাটকখন পৰিচালনা কৰিছে। কিন্তু চৰিত্ৰটোক প্ৰথম দৃশ্যতে সমাপ্তি ঘটাইছে। 'মহিৰ মৃত্যুৰ পাছত ৰমেশ' নামৰ আন এটা চৰিত্ৰ অৱতাৰ কৰি মহিৰ ভূমিকা পালন কৰাইছে। মহিক হত্যা কৰালে ধীৰেণ নামৰ এটা গোহনীয়া গুণ্ডাৰ হতুৱাই। তাক ভৰণ পোষণ দিছিল ধনৱন্ত ব্যক্তি শইকীয়াই। শইকীয়াক নাটকত বিশেষভাৱে আৱতাৰণা নকৰি আন আন চৰিত্ৰসমূহৰ সংলাপেৰে চৰিত্ৰটোৰ প্ৰকাশ ঘটাইছে। নাটকখনিৰ আৰম্ভণিৰ পৰা শেষলৈকে পুৰুষ-মহিলাসকলো মিলি কেনেকৈ জটিল অৱস্থাৰ পৰা এডোখৰ মাটি ভূমিহীন ব্যক্তিৰ বাবে উদ্ধাৰ কৰিব পাৰি তাৰ প্ৰচেষ্টাত সৃষ্টি হোৱা দ্বন্দ্বই নাটকখন পৰিণতিলৈ

সহকাৰী অধ্যাপিকা, লক্ষীমপুৰ বাণিজ্য মহাবিদ্যালয়

গতি কৰাইছে। সমাজৰ পিছপৰা শ্ৰেণীটোৱে সদায় শাসক আৰু শোষকৰ কবলতে নিহিত হৈ থাকিব লগাত পৰে তাৰ স্পষ্ট ছবি পোৱা গৈছে সন্ধিক্ষণৰ মাজেৰে। সমাজৰ শোষক ৰাজনীতিকসকলে জনগণৰ মাজত বিভেদ আনিবলৈ নতুন কৌশল তৈয়াৰ কৰি থলুৱা ভূমিহীনসকলৰ সংগ্ৰামক অগ্ৰাহ্য কৰিছে। আনহাতে বানপানীত ভূমিহীন হোৱা ব্যক্তিসকলৰ সমস্যাক একীভূত কৰি নতুন সমস্যাৰ অৱতাৰণাৰে নাটখনিৰ সমাপ্তি ঘটাইছে নাট্যোৎকৰ্ষৰ মাজেৰে।

০.০১ অধ্যয়নৰ বিষয়বস্তু :

স্বাধীনোত্তৰ কালৰ নাটকত সাধাৰণতে স্বাধীনতাই কঢ়িয়াই অনা কিছুমান অনাকাঙ্ক্ষিত পৰিৱেশ, পৰিস্থিতি আৰু চৰিত্ৰৰ বৰ্ণনা পোৱা যায়। ‘সন্ধিক্ষণ’ নাটকখনো ইয়াৰ ব্যতিক্ৰম নহয়। সমাজৰ একশ্ৰেণী সুবিধাবাদী ব্যক্তিৰ বাবে কেনেদৰে সাধাৰণ খাটি খোৱা ব্যক্তিসকল যান্ত্ৰিক সন্মুখীন হ’ব লাগে সেই কথাই নাটকখনত প্ৰাধান্য লাভ কৰিছে। সাধাৰণ জনৰ হৃদয়ত উমান লৈ গণশক্তি সৃষ্টি কৰি জনজাগ্ৰত চেতনা জগাই তোলাই যেন মূল উদ্দেশ্য। ইয়াৰ লগে লগে অসংখ্য ব্যক্তিৰ লগতে মহি, ৰমেশহঁতৰ দৰে সং উদীয়মান যুৱকেই যে সমাজখন ধৰি ৰাখিব লাগিব তাৰেই এক বাৰ্তা প্ৰেৰণ কৰিছে। সেয়ে নাট্য জগতত ‘সন্ধিক্ষণ’ নাটকৰ এক পৃথক বৈশিষ্ট্য আছে বুলি ক’ব পাৰি।

০.০২ অধ্যয়নৰ পৰিসৰ :

অধ্যয়নৰ ব্যাপ্তিয়েই অধ্যয়নৰ পৰিসৰ। গৱেষণা পত্ৰৰ সীমাবদ্ধতালৈ দৃষ্টি ৰাখি নাটকখনৰ অন্যান্য উপাদানলৈ আওকান কৰি ইয়াত প্ৰতিফলিত হোৱা আৰ্থ-সামাজিক দিশটোৰ বিষয়ে আলোচনা কৰাটোৱেই অধ্যয়নৰ পৰিসৰৰ ভিতৰত ৰখা হৈছে।

০.০.৩ অধ্যয়নৰ গুৰুত্ব :

বৰ্তমান স্বাৰ্থলোভী ভোগবাদী গণতান্ত্ৰিক সমাজ ব্যৱস্থাই জনসাধাৰণক জুৰুলা কৰিছে। জাতি, জনগোষ্ঠীৰ মাজত সৃষ্টি হোৱা দ্বন্দ্বই সমাজলৈ অশুভ বাৰ্তা কঢ়িয়াই আনিছে। এনে এক ক্ষণত মুনীন ভূঞাৰ ‘সন্ধিক্ষণ’ৰ দৰে নাটকৰ পৰ্যালোচনাৰ গুৰুত্ব আছে। জনশক্তিৰ ওচৰত ভোগবাদী ধনৱন্ত সকলো যে পৰাজিত হয় সেই কথাই নাটকখনত সৰ্বাধিক গুৰুত্ব লাভ কৰিছে। ধীৰেণৰ দৰে পোহনীয়া গুণ্ডা বিলাককো এসময়ত পোহ দি পিছত কেনেদৰে মৃত্যুৰ দৰে শাস্তি দিবলৈ কুৰ্ণাবোধ নকৰে তাকে নাটখনে সুন্দৰকৈ প্ৰকাশ কৰিছে। গতিকে বৰ্তমান সমাজৰ পৰিৱেশ পৰিস্থিতিৰ লগত ৰজিতা খুৱাই নাট্যকাৰে ‘সন্ধিক্ষণ’ নাটকত প্ৰেৰণ কৰা বাৰ্তাৰ বাবেই এনে নাটকৰ অধ্যয়নৰ প্ৰয়োজনীয়তা আছে বুলি স্বীকাৰ কৰিবই লাগিব।

০.০৪ অধ্যয়নৰ পদ্ধতি :

‘সন্ধিক্ষণ’ নাটকৰ বিষয়ে আলোচনা কৰোঁতে মুখ্য তথ্য হিচাপে মুনীন ভূঞাৰ ‘পৰজা’ৰ সহায় লোৱা হৈছে। তদুপৰি বিজ্ঞজনৰ দুই এটি প্ৰবন্ধৰ কথাও অস্বীকাৰ কৰিব নোৱাৰি। বিশ্লেষণাত্মক পদ্ধতিৰ সহায়ত পত্ৰখনি আলোচনা কৰাৰ প্ৰয়াস কৰা হৈছে।

১.০০ ‘সন্ধিক্ষণ’ নাটকৰ আৰ্থ-সামাজিক দিশ :

১.১.০ নাটখনৰ কাহিনী ভাগলৈ চালে দেখা অৰ্থনৈতিক দুৰ্বলতাই প্ৰতিটো দিশতে হেঙাৰ ৰূপে থিয় দিছে। মহি যদিও শিক্ষকৰ ল’ৰা অথচ সমাজত থাকিবলৈ ভূমিৰ অভাৱ ঘটা এক শ্ৰেণীৰ ব্যক্তিৰ বাবে তেওঁৰ অন্তৰে কান্দি উঠিছে। সেয়েহে পিতৃৰ উপদেশকো আওকাণ কৰি নিজৰ জীৱনৰ কথা চিন্তা কৰি চৌপাশৰ মানুহখিনিৰ জীৱনক লৈ সংগ্ৰামী মনোভাৱে আগবাঢ়ি গৈছিল। কণ্ঠ আৰু মঙলুক সাৰথি কৰি যি যুঁজ চলাইছিল সেই যুঁজত তেওঁক মৃত্যুদণ্ডৰে জীৱন অৱসান ঘটাইছিল শইকীয়াৰ দৰে ধনবলত শক্তিবান ব্যক্তিয়ে। তদুপৰি মহি, মাষ্টৰ, কণ্ঠ, মঙলু আটায়ে সন্মিলিত সংগ্ৰামেৰে বেদখলকাৰীৰ কবলৰ পৰা এডোখৰ মাটি নিজৰ হাতলৈ অনাৰ পাছত, সেই মাটিডোখৰ কণ্ঠহঁতৰ দৰে ভূমিহীন লোকৰ মাজত ভাগ কৰি দিয়াৰ হাবিয়াসেৰে। একেডোখৰ মাটিতেই হৰিশ শইকীয়াই ফেক্টৰী খুলিবলৈ যা-যোগাৰ কৰি বুদ্ধিৰে মাটিখিনি কিনি লোৱাৰ কাগজ পত্ৰ প্ৰদৰ্শন কৰাত পূৰ্জিপতি আৰু ভূমিহীন শোষিতৰ মাজত সংঘাত সৃষ্টি হৈছে। এই সমস্যাৰ সমাধান কৰিবলৈ শইকীয়াই ধীৰেণৰ হতুৱাই মাটিহীন লোকৰ সংগ্ৰামৰ নেতৃত্ব দিয়া মহিক হত্যা কৰিছে। লগতে মিছা অপবাদত নিৰ্দোষী কণ্ঠ আৰু মঙলুক হত্যাকাৰী সাজি জেললৈ পঠিয়াইছে। মহিৰ মৃত্যুৰ পাছত মাটিহীন মানুহক নেতৃত্ব দিবলৈ শিক্ষিত প্ৰগতিকামী যুৱক ৰমেশ আগবাঢ়ি আহিছে। অৱশেষত হাৰমানি শইকীয়াই মাটিখিনি এৰি দিছে। অৱশ্যে বিলত মাছ ধৰিব নোৱাৰি বিলৰ পানী ঘোলা কৰা দৰে চক্ৰান্ত কৰি বানপীড়িত লোকক সংস্থাপিত কৰিবলৈ মাটিডোখৰ সাঙুৰি দিছে। একেখিনি মাটিকে বান-পীড়িত আৰু ভূমিহীন দুয়োটা দৰিদ্ৰ শ্ৰেণীক সংস্থাপিত কৰিবলৈ লোৱা বুলি জানিব পাৰি কণ্ঠকে আদি কৰি ভূমিহীন শ্ৰেণীটোৱে ইয়াৰ প্ৰতিবাদ কৰি পুনৰ সংগ্ৰাম কৰি যাবলৈ সংকল্প লৈছে। সমাজৰ নিৰ্যাতিত ৰাইজে দলবদ্ধভাৱে যুঁজিও যেতিয়া তেওঁলোকৰ ন্যায্য প্ৰাপ্তিৰ পৰা বিচলিত হ’ব লগা হয় তেতিয়া সকলো হতাশ হৈ পৰে। ধনৰ বলত বলশালী ব্যক্তিসকলেই যে আজিৰ সমাজৰ গৰাকী তাৰ উজ্জল নিদৰ্শন পোৱা যায় ৰমেশৰ কথাৰ পৰাই —

“মাটিহীন ৰাইজৰ দাবীত ন্যায্যতা নুই কৰিব নোৱাৰে। গতিকে শইকীয়াহঁতৰ দৰে ধনীৰ দল পাঁচ হুঁকি গ’ল। কিন্তু যি পানীত তেওঁলোকে মাছ ধৰি নোৱাৰিলে তাক ঘোলাকে কৰি থৈ যাব খুজিছে। টোকোনা ৰাইজক জিকিবলৈ দিব খোজা নাই।”

মানুহৰ জীয়াই থকা মৌলিক সামগ্ৰী মাটি, পানী আৰু বস্ত্ৰ। নাটখন অনুধাৱন কৰিলে দেখা যায় দৰিদ্ৰতাৰ সীমা চেৰাই যোৱা এক শ্ৰেণী লোকে জীৱনটো সংগ্ৰাম কৰি-কৰি ভাগৰি পৰিছে। এনে ক্ষণতে শোষক শ্ৰেণীৰ চাতুৰি আৰু প্ৰৰোচনাত পৰি শোষিত কৃষক শ্ৰেণীয়েও নিজৰ ভিতৰতে কাজিয়াত লিপ্ত হৈছে। অৱশেষত তেওঁলোকে নিজৰ ভুল উপলব্ধি কৰিব পাৰি পুনৰ একমুঠ হৈ শোষণৰ বিৰুদ্ধে অন্তহীন সংগ্ৰাম চলাবলৈ সাজু হৈছে। নাটকৰ শেষ সংলাপেই ইয়াৰ উজ্জল নমুনা -

“এই যুঁজ শেষ নহয়। নতুনকৈ আৰম্ভ হ’ল, এইখন যুঁজ চলিয়েই থাকিবনে ? চলিয়েই থাকিবনে ?”

১.১.১ নাটখনৰ শইকীয়াক বাদ দি চৰিত্ৰসমূহ বিশ্লেষণ কৰিলে দেখা যায় দৰিদ্ৰ আৰু সংঘাতে প্ৰতিটো চৰিত্ৰকে জুৰুলা কৰিছে। মহি যদিও মাষ্টৰৰ ল’ৰা অন্যান্য চৰিত্ৰৰ দৰিদ্ৰৰ সংঘাতে মহিকো বেঢ়ি ধৰিছে। নাটকখনৰ অভাৱগ্ৰস্ততাৰ চৰম নিদৰ্শন দাঙি ধৰে পুলিচ আহি যেতিয়া কণ্ঠৰ ঘৰৰ ভিতৰত সোমাই একো

নাপায় কানভঙা লোটা লগতে দুই এপদ ভঙা-চিঙা ৰখি থকা ল'ৰাটো ধমকি দিয়া কাৰ্যত । এইখিনিতে অ'চি মুখত এনে সংলাপ ব্যক্ত কৰিছে —

“অ'চি — টোকোনা । মিটিং কৰে । মাটি নাইকীয়া । মাটি লাগে । হাঁহ বেচি চাউল কিনে । আমি কি সোপাটো নিমঐ হোঁ । ঐ পেন্দুকনা । তই কিহ'লে আছ ঘৰত ? খেলিবলৈ যাব নোৱাৰিলি ? বাপেৰ পলাল । মাৰ কাম কৰিবলৈ যায় । তই কিহলে থাক ?”

তিৰোতাবিলাকৰ মুখৰ বচনতো একে কথাই ধৰা পৰে । গাঁৱৰ হোজা তিৰোতা বিলাকে নিজা ভেটি দাবী কৰি দাৰোগাৰ লগত বাগদন্দৰ মুখামুখি হোৱা কাৰ্যত । অভাৱগ্ৰস্ততাই নিৰীহ তিৰোতাৰ মুখতো মাত উলিয়ায় । পুলিচ ডাৰোগালৈ ভয় কৰা ভিতৰুৱা মহিলাসকলো জাগ্ৰত হৈছে । সেয়ে হাকিমৰ লগত তৰ্ক কৰিছে এনেদৰে —

“হাকিম — চাওক আইসকল । আপোনালোকে মাটিখিনি বেআইনীভাৱে দখল কৰি আছে ।

মহিলা — সেইসব ক'বলৈ নাহিবা । আন্দোলন কৰি আমি এইখিনি মাটি মোকলাইছো । এইয়া আমাৰ মাটি । কিহৰ বেদখল পাইছা ।

পুলিচ - ঐ বুঢ়ী মাইকী । মুখ চম্ভালিব নাজান । মতাটোক মেখেলাৰ তলত লুকুৱাই থৈ হাকিমক বৰ মাত মাত ।

মহিলা — কাক মেখেলাৰ তলত লুকুৱা দেখিলি ?

পুলিচ - চুপ নটিনীহঁত, গুলী মাৰি দিম ।”

এনেদৰে তেওঁলোকে সমানে সমানে তৰ্ক কৰা দৃশ্য অতি আকৰ্ষণীয় । অনাখৰী অশিক্ষিত হ'লেও তেওঁলোকো যেন সজাগ । সেয়েহে ডাৰোগাৰ কথাৰ উত্তৰত কৈছে —

“আমি চব কথা নুশুনো দৰকাৰী খিনিহে শুনিম ।”

১.১.২ ধনৰ বলেৰে আজিৰ সমাজত আইন কানুনকো বশীভূত কৰিব পৰা কথা নাটখনত স্পষ্টকৈ প্ৰকাশ পাইছে । মহিক হত্যা কৰা ধীৰেণৰ পৰিৱৰ্তে কণ্ঠি আৰু মঙলুকে যেতিয়া প্ৰেপ্তাৰ কৰি ৰাখিলে তেতিয়া মহিৰ ত্যাগক স্বীকৃতি দিবলৈ ওলাই অহা ৰমেশ আৰু মহিলাৰ কথোপকথনত নাট্যকাৰে এনে সংলাপ ব্যৱহাৰ কৰিছে —

“মহিলা — আইনে আমাৰ কাৰণে একো নক'ব নেকি ?

ৰমেশ — ক'ব ক'ব । যদিহে আপোনাৰ কমৰত ধনৰ বল থাকে । ধনৰ জনজননি শুনোৱাওক । আইনে আপোনাৰ হৈ নাচিব ।

মহিলা — লোণ-তেলকণৰ খৰচকে গোটাৰ নোৱাৰে । থ হেৰ আইনৰ কাৰণে ধন ভাঙিমগৈ ।

ৰমেশ — সেই গতিকেই কণ্ঠি আৰু মঙলু এতিয়া মহিৰ হত্যাকাৰী সাজিবগৈ লগা হৈছে । সিহঁতৰ খোঁচনিত ধন নাই যেতিয়া আইনো সিহঁতৰ কজাত নাই । হত্যাকাৰী সজাই সিহঁতক দণ্ড বিহিব ।”

নাটখনৰ আদিৰ পৰা অন্তলৈকে শোষণ-নিপ্লেষণৰ বিৰুদ্ধে ঐক্যবদ্ধ বিদ্ৰোহ আৰু শোষিত, বঞ্চিত,

নিষ্পেষিত সৰ্বহাৰা মানুহক অন্তহীন জীৱন সংগ্ৰামৰ বৰ্ণনাই পোৱা যায়।

২.০.০ উপসংহাৰ :

‘সন্ধিক্ষণ’ নাটকৰ আৰ্থ-সামাজিক দিশলৈ লক্ষ্য কৰিলে দেখা যায় যে নাট্যকাৰে দৰিদ্ৰ জনগণৰ মাজৰ পৰা সুস্ফুৰ্তি-সুস্পষ্ট চৰিত্ৰ বুটলি আনি পৰিস্থিতিৰ মাজত খাপ খুৱাই সুন্দৰ বৰ্ণনা দিবলৈ সক্ষম হৈছে। সমাজৰ উচ্চশ্ৰেণীৰ কবলত দাৰিদ্ৰ শ্ৰেণীটো যে প্ৰতিষ্ঠিত হয় সেই কথাও নাটখনে ব্যক্ত কৰিছে। দেশৰ আইনৰ বক্ষকসকলে সমাজৰ প্ৰতিপত্তিশীল অসৎ লোকসকলক বক্ষণা বেক্ষণ দিয়াৰ বিপৰীতে সাধাৰণ দৰিদ্ৰ অথচ সৎ লোকসকলক যেন উপহাসৰ দৃষ্টিৰে চায় সেই কথা ‘সন্ধিক্ষণ’ত স্পষ্ট। পৰিশেষত ক’ব পাৰি নাটখনত আজিৰ সমাজৰ জীৱন্ত আৰু নিভাজ ছবি দাঙি ধৰাত সাৰ্থকতা লাভ কৰিছে।

সহায়ক গ্ৰন্থ :

- ১। দত্ত, দীপাঞ্জলী (সম্পাঃ) : মুনীন ভূঞাৰ ৰচনাৱলী, উত্তৰ লক্ষ্মীমপুৰ সাহিত্য সভা, লখিমপুৰ, প্ৰথম প্ৰকাশ ২০০৭।
- ২। ভূঞা, মুনীন : পৰজা, নাবিক প্ৰকাশন, ২০০০।
- ৩। ভৰালী, শৈলেন : অসমীয়া নাটক : স্বৰাজ্যোত্তৰ কাল : গুৱাহাটী, চন্দ্ৰ প্ৰকাশন ২০১৩।
- ৪। মহন্ত, পোনা : নাটকৰ ৰং-ৰূপ, গুৱাহাটী, অসম প্ৰকাশন পৰিষদ ২০০৮।
- ৫। ভট্টাচাৰ্য, ৰঞ্জন : নাট্যচেতনা, যোৰহাট, বেদকণ্ঠ, ২০১৮।
- ৬। শৰ্মা, সত্যেন্দ্ৰনাথ : অসমীয়া নাট-সাহিত্য, গুৱাহাটী, সৌমাৰ প্ৰকাশ ২০১৩।

পালা নাট্যানুষ্ঠানৰ আহাৰ্য্য অভিনয়

লক্ষ্যজিত মুদৈ,
ড° নৱৰূপা চুতীয়া

১.০ অৱতৰণিকা :

অসমৰ লোকনাটকীয় পৰম্পৰাত অন্যতম লোকনাট্যানুষ্ঠান হ'ল পালা। পালা শব্দৰ আভিধানিক অৰ্থ নাচ-গান কৰি ফুৰা মানুহৰ একোটা দল। লোকসমাজে পালা চোৱাৰ কথা ক'লে নৃত্য, গীত, অভিনয় আৰু পূৰ্ণাংগ কাহিনীযুক্ত এদল লোকে কৰা অভিনয় চোৱাৰ কথা বুজা যায়। নাটক হ'ল নৃত্য-গীত-অভিনয়ৰ সমষ্টি। এই অৰ্থত পালা শব্দৰ সমাৰ্থক হিচাপে নাট, নাটক আদি শব্দ প্ৰয়োগ কৰিব পাৰি যেন বোধ হয়। অন্যহাতে পালা শব্দৰ লগত সততে গান, ভাওনা, যাত্ৰা আদি শব্দবোৰৰ প্ৰয়োগ কৰা দেখা যায়। এনে ক্ষেত্ৰত গান, ভাওনা, যাত্ৰা আদি শব্দবোৰ ব্যৱহাৰ কৰা হয় নৃত্য-গীত-নাট্য-অভিনয়ৰ সমষ্টি নাটকৰ সমাৰ্থক। সেয়ে পালা শব্দৰ লগত গান, ভাওনা আদি শব্দবোৰ ব্যৱহাৰ নকৰি কেৱল পালা শব্দ ব্যৱহাৰ কৰিলেও নিজস্ব স্বৰূপ প্ৰকাশ পোৱাৰ থল আছে।

ৰামায়ণ, মহাভাৰত, পুৰাণ আদি পৌৰাণিক ৰচনাৰাজিত সন্নিৱিষ্ট হৈ থকা বিভিন্ন আখ্যান-উপাখ্যানক লৈ পালাৰ নাটকসমূহ ৰচিত হৈছে। ৰাম বনবাস, নল-দময়ন্তী, হৰিশ্চন্দ্ৰ উপাখ্যান, সীতাৰ পাতাল প্ৰৱেশ, সাৱিত্ৰী সত্যবান, শ্ৰীবৎস চিন্তা আদি নাটসমূহ পালা অনুষ্ঠানত অভিনীত হয়। গীত-নৃত্য-নাট্য-অভিনয়ৰ সমষ্টি পালা নাটকসমূহত সংলাপতকৈ গীতৰ প্ৰাধান্য বেছি। এই নাটসমূহ একো একোখন পূৰ্ণাংগ নাটক। এই নাটসমূহ নাৰী আৰু পুৰুষ দুয়ো শ্ৰেণীৰ লোকৰ দ্বাৰাই পৰিৱেশিত হোৱা দেখা যায়। বৰ্তমান সময়ত কেৱল নাৰীৰ দ্বাৰা পৰিৱেশিত পালা নাট্যানুষ্ঠানো দেখিবলৈ পোৱা যায়। যি কি নহওক বৰ্তমান অসমৰ বিভিন্ন অঞ্চলত বছৰৰ বিভিন্ন সময়ত পালা নাট্যানুষ্ঠান অনুষ্ঠিত হয়। ধৰ্মৰ জয়, অধৰ্মৰ পৰাজয়েই নাট্য কাহিনীৰ মূল বৈশিষ্ট্য হলেও এই অনুষ্ঠানটোৱে লোকসমাজত আনন্দ-বিনোদনৰ প্ৰকাৰও সাধন কৰে।

সহকাৰী অধ্যাপক, অসমীয়া বিভাগ
ৰঙাচাহী মহাবিদ্যালয়, ফোন- ৭০৮৬৪৯২২১৯

২.০ মূল আলোচনা :

সাজ-পোছাক, বেশ-ভূষা, অস্ত্র-শস্ত্র আদিৰ সহায়ত যি অভিনয় হয় সেয়াই হ'ল আহাৰ্য্য অভিনয়। নাট্যশাস্ত্ৰত আহাৰ্য্য অভিনয়ক নেপথ্য বিধি নামেৰে অভিহিত কৰিছে। নেপথ্য শব্দৰ আভিধানিক অৰ্থ হ'ল বেশ, পোছাক, অলংকাৰ, মঞ্চৰ পিছফালে থকা ঘৰ বা গ্ৰীণ কম। নাট্যাভিনয়ত আহাৰ্য্য বা নেপথ্য বিধিৰ সঠিক প্ৰয়োগৰ ওপৰত অভিনয়ৰ সফলতা বা বিফলতা বহুখিনি নিৰ্ভৰ কৰে। নাট্যশাস্ত্ৰত চাৰি প্ৰকাৰ নেপথ্যৰ আলোচনা পোৱা যায়। সেয়া হ'ল-পুস্ত, অলংকাৰ, অংগ ৰচনা আৰু সঞ্জীৰ। পুস্ত হ'ল কাপোৰ, জম্বুৰ চাল আদিৰে নিৰ্মিত পৰ্বত, বথ, বৃক্ষ আদি ৰংগমঞ্চত ব্যৱহাৰ কৰা বস্তুবিলাক। সাজ-পোছাক, মালা, সাৰ আদিবিলাক হ'ল অলংকাৰৰ ভিতৰুৱা। নানাবিধ ৰঙৰ দ্বাৰা অংগ সজ্জা কৰা কাৰ্য হ'ল অংগৰচনা। জীৱ-জন্তু, চৰাই-চিৰিকতি, সৰ্বসীপ আদি মঞ্চত দেখুওৱা কৌশল, কৃত্ৰিম অস্ত্র-শস্ত্ৰ আদিসমূহ সঞ্জীৰৰ ভিতৰত পৰে।

২.০১ পালা নাটত প্ৰতিফলিত পুস্ত অভিনয় :

পালা হ'ল পৌৰাণিক নাট্যকাহিনীৰ আধাৰত অনুষ্ঠিত লোকনাট্যানুষ্ঠান। পালা নাটৰ মঞ্চ সজ্জাত বিশেষ জাকজমকতা দেখিবলৈ পোৱা নাযায়। পুস্ত অভিনয়ৰ প্ৰসংগত পালা নাটৰ অভিনয়ত গছ-গছনি ব্যৱহাৰ কৰি পৰিৱেশ নিৰ্মাণ কৰা দেখা যায়। গছ-গছনিৰ ক্ষেত্ৰত কৃত্ৰিম গছৰ পৰিৱৰ্তে নাট্যমঞ্চৰ ওচৰত থকা গছৰ পৰা ডাল কাটি আনি পৰিৱেশ ৰচনা কৰে। এনে প্ৰসংগত “লক্ষ্মণ বৰ্জন, সীতা পাতাল প্ৰবেশ” নামৰ নাটকৰ কথা ক'ব পাৰি। নাটকখনত লৱ-কুশই অশ্বমেধ যজ্ঞৰ ঘোঁৰা যি ঠাইত ধৰিছিল সেই ঠাইৰ পৰিৱেশ ৰচনা কৰোঁতে গছৰ ডাল কাটি আনি মঞ্চ নিৰ্মাণ কৰিছে। একেদৰে নল-দময়ন্তী নাটকত বনবাসৰ দৃশ্যত গছ-গছনিৰ ডাল-পাতেৰে পৰিৱেশ নিৰ্মাণ কৰিছে।

২.০২ পালা নাটৰ অভিনয়ত অলংকাৰ :

আহাৰ্য্য অভিনয়ত অলংকাৰৰ ব্যৱহাৰ সম্পৰ্কে নাট্যশাস্ত্ৰত বিস্তৃত আলোচনা আগবঢ়াইছে। নাট্যশাস্ত্ৰত চাৰি প্ৰকাৰৰ অলংকাৰ সম্বন্ধে আলোচনা কৰিছে। সেয়া হ'ল-আভেদ্য, বন্ধনী, প্ৰক্ষেপ আৰু আৰোপ। আকৌ পুৰুষ আৰু নাৰী অনুযায়ী অলংকাৰৰ শ্ৰেণীবিভাজন কৰিছে। নাট্যশাস্ত্ৰত পুৰুষে ব্যৱহাৰ কৰা অলংকাৰৰ ভিতৰত চূড়ামণি, মুকুট, কুণ্ডল, মুক্তাৱলী, অংগুলীয়া, মুদ্ৰা, বাহ্নালী, ৰুচিক, কেয়ুৰ, অংগদ, সূত্ৰ ইত্যাদিৰ কথা উল্লেখ কৰিছে। নাৰীয়ে ব্যৱহাৰ কৰা অলংকাৰ হ'ল শিখাপাখ, মুক্তাজাল, শীৰ্ষজাল, কুণ্ডল, মোচক, কৰ্ণিকা, কৰ্ণমুদ্ৰা, কৰ্ণবলয়, কৰ্ণোৎকীলক, কৰ্ণপুৰ, নানান ৰত্ন আকৃতিৰ পৃষ্ঠ বিভূষণ, বলয়, কটক, কাঞ্চী, মেখলা, ৰচনা, কলাপ, পঁপুৰ, কিংকিনী, ৰত্নজাল আদি। নাটকীয় চৰিত্ৰৰ শ্ৰেণী অনুপাতে অলংকাৰ আৰু সাজ-পোছাক পৰিধানৰ কথা নাট্যশাস্ত্ৰত আলোচনা কৰিছে। আকৌ চৰিত্ৰৰ মানসিক অৱস্থা অনুপাতেও সাজ-পোছাক পৰিধান সম্পৰ্কীয় আলোচনা নাট্যশাস্ত্ৰত পোৱা যায়।

পালা নাটৰ আহাৰ্য্য অভিনয়ত অলংকাৰৰ ব্যৱহাৰ লক্ষণীয়। পালা নাটৰ নাটকীয় কথাবস্তু পৌৰাণিক কাহিনীৰ আধাৰত ৰচিত হোৱা হেতুকে এই নাটসমূহত ৰজা-মহাৰজা, দেৱ-দেৱী, দৈত্য-অসুৰ, ৰাণী-কুৰ্বী, জীৱ-জন্তু, সাধাৰণ প্ৰজা আদি ভিন্ন চৰিত্ৰৰ সমাহাৰ ঘটিছে। পালাত নাটকীয় চৰিত্ৰৰ চাৰিত্ৰিক বৈশিষ্ট্য অনুপাতে সাজ-পোছাক, অয়-অলংকাৰ পৰিধান কৰা দেখা যায়।

পালা নাটৰ ভাৱৰীয়াৰ সাজ-পোছাক ভিন্নধৰ্মী। পালা নাট আৰম্ভ হয় কেইজনমান ভক্ত চৰিত্ৰৰ জৰিয়তে। এই ভক্ত চৰিত্ৰসকলে বগা ধুতি আৰু বগা গেঞ্জি পৰিধান কৰে। মূৰত বগা কপাহী কাপোৰ অথবা গামোচাৰে পাণ্ডুৰি মাৰে। কঁকালত গামোচাৰে টঙালি মাৰে। পালা নাটৰ আন এক চৰিত্ৰ হ'ল বিবেক চৰিত্ৰ। পালাৰ বিবেক চৰিত্ৰই গ্ৰাউন ফুক অথবা চাপকন চোলা পিন্ধে, মূৰত নাৱৰ টিঙৰ দৰে পাণ্ডুৰি মাৰে। বাহুৰ পৰা কঁকাললৈ দুখন কাপোৰ পূৰণ চিহ্নৰ দৰে পৰিধান কৰে। দুয়োখন হাতৰ কেএগ আঙুলিত ৰুমাল বান্ধি লয়।" পালা নাটত ৰাম, দশৰথ, হৰিশ্চন্দ্ৰ, শ্ৰীৰাম আদি ৰজা-মহাৰজা চৰিত্ৰৰ সমাহাৰ ঘটিছে। এই চৰিত্ৰবিলাকে ৰাজকীয় পোছাক পিন্ধে। মূৰত মুকুট আৰু কপালী পৰিধান কৰে। পুৰুষ চৰিত্ৰবিলাকৰ মূৰত চুলি সদৃশ কাৰ্লিং থাকে। স্ত্ৰী চৰিত্ৰবিলাকে অসমীয়া পৰম্পৰাগত সাজ-পোছাক পিন্ধে। ৰাণী-কুঁৱৰী আদি চৰিত্ৰবিলাকে পাট-মুগাৰ কাপোৰ পিন্ধে আৰু মূৰত কপালী থাকে। পালা নাটৰ ঋষি-মুনি চৰিত্ৰবিলাকে গৌৰ বৰ্ণৰ সাজ পৰিধান কৰে। মুকুট আৰু কপালী বজাৰৰ পৰা অনা উপৰিও ঘৰতো তৈয়াৰ কৰি লয়। ঘৰত তৈয়াৰ কৰোঁতে সাধাৰণতে ডাঠ কাগজ ব্যৱহাৰ কৰে। ডাঠ কাগজৰ ওপৰত নানা ৰং সানি ৰঙীন কৰি লয়।

পালা নাটত নানান অয়-অলংকাৰ পৰিধান কৰা দেখা যায়। ৰজা-ৰাণী আদি ৰাজকীয় চৰিত্ৰই কাণত কুণ্ডল, ডিঙিত গলপতা পৰিধান কৰে। বাহুত বাজু পিন্ধে। ৰাণী-কুঁৱৰী আদি চৰিত্ৰই কঁকালত কেনেকৈ নামৰ অলংকাৰ পিন্ধে। পালা নাটৰ বিবেক চৰিত্ৰই ভৰিৰ সৰু গাঁঠিত পঁপুৰ পিন্ধে। যাতে নৃত্যৰ তাল ৰাখিব পাৰে। নাট্যশাস্ত্ৰৰ মতে অভিনয়ৰ সময়ত সৰহ অলংকাৰ পৰিধান কৰিব নালাগে। সৰহ অলংকাৰ পৰিধান অভিনয়ত অসুবিধা জন্মাব পাৰে। পালা নাটত কুণ্ডল, গলপতা, বাজু, কেনেকৈ আৰু নুপুৰৰ বাহিৰে অন্য অলংকাৰ ব্যৱহাৰ হোৱা দেখা নাযায়।

নাট্যশাস্ত্ৰৰ মতে চৰিত্ৰৰ মানসিক অৱস্থা আৰু পৰিৱেশ-পৰিস্থিতি অনুপাতে ভাৱৰীয়াই বিশেষ বিশেষ ধৰণৰ সাজ-পোছাক পিন্ধিব লাগে। পালাত এই দিশটো ৰক্ষিত হোৱা দেখা যায়। উদাহৰণস্বৰূপে- নল-দময়ন্তী নাটকত নল আৰু দময়ন্তী বনবাসলৈ যোৱাৰ বেলিকা ৰাজকীয় বস্ত্ৰ, অয়-অলংকাৰ পৰিত্যাগ কৰি সাধাৰণ বস্ত্ৰ পৰিধান কৰিছে-

“এই লোৱা ভাই ৰাজ অলংকাৰ,
এই লোৱা গলে হাৰ।”

একেদৰে শ্ৰীৰামচন্দ্ৰৰ বনবাস নাটকত ৰাম, লক্ষ্মণ, সীতাই বনলৈ যোৱাৰ বাবে পৰিধান কৰা সাজ-পোছাক, দশৰথৰ মৃত্যুৰ পাছত কৌশল্যা, সুমিত্ৰা আৰু কৈকেয়ীয়ে পৰিধান কৰা বগা বস্ত্ৰই চৰিত্ৰৰ মানসিক অৱস্থা আৰু পৰিস্থিতি সাপেক্ষ স্বৰূপ ফুটাই তুলিছে।

২.০৩ পালা নাটৰ অভিনয়ত অংগ ৰচনা :

আহাৰ্য্য অভিনয়ত ৰং সম্বন্ধীয় আলোচনাৰ প্ৰসংগত নাট্যশাস্ত্ৰত চৰিত্ৰৰ শ্ৰেণী, প্ৰকৃতি আৰু অৱস্থা অনুসৰি ৰং ব্যৱহাৰ কৰিব লাগে বুলি কৈছে। নাট্যশাস্ত্ৰত প্ৰধানকৈ চাৰিবিধ মৌলিক ৰঙৰ কথা উল্লেখ কৰিছে। সেয়া হ'ল- বগা, নীলা, হালধীয়া আৰু ৰঙা। নাট্যশাস্ত্ৰত এই মৌলিক ৰংসমূহ কেনেদৰে মিশ্ৰণ কৰিব লাগে সেই দিশৰ উল্লেখ কৰিছে। যেনে- পাতল হালধীয়া ৰং প্ৰস্তুতৰ কাৰণে বগা আৰু হালধীয়া ৰং মিশ্ৰণ কৰিব লাগে। সেউজীয়া ৰং প্ৰস্তুতৰ কাৰণে হালধীয়া আৰু নীলা ৰঙৰ মিশ্ৰণ ঘটাব লাগে। বগা ৰং প্ৰস্তুতৰ কাৰণে ৰঙা আৰু হালধীয়া ৰঙৰ মিশ্ৰণ কৰিব লাগে। একেদৰে অন্য ভিন্ন ৰঙৰ কথা

উল্লেখ কৰিছে।

চৰিত্ৰৰ শ্ৰেণী আৰু প্ৰকৃতি অনুযায়ী ৰং ব্যৱহাৰ সম্পৰ্কেও নাট্যশাস্ত্ৰত আলোচনা কৰিছে। যেনে- দেৱতা, যক্ষ, অগ্ৰবা আদি চৰিত্ৰসমূহৰ ক্ষেত্ৰত বগা বা পাতল হালধীয়া ৰং; ৰুদ্ৰ, সূৰ্য, ব্ৰহ্মা আদি চৰিত্ৰৰ ৰং সোণালী; সোম, বৃহস্পতি, শুক্ৰ, বৰুণ, নক্ষত্ৰসমূহ, সমুদ্ৰ, হিমালয়, গংগা আদিৰ ৰং বগা; মংগলৰ ৰং ৰঙা; বৃধ, হতাশন আদিৰ হালধীয়া; নাৰায়ণ, বাসুকি আদিৰ শ্যামবৰ্ণ ব্যৱহাৰ কৰিব লাগে। দৈত্য, দানৱ, ৰাক্ষস, পিশাচ, পৰ্বতদেৱতা আদিৰ ৰং ক'লা হ'ব লাগে। গন্ধৰ্ব, ভূত, তথা বান্দৰ আদিৰ ৰং ভিন্ন হ'ব লাগে।

পালা নাটৰ আহাৰ্য্য অভিনয়ত ৰঙৰ প্ৰয়োগ আছে। পালাত সাধাৰণ নাটকীয় চৰিত্ৰ, ৰজা, যুৱৰাজ, মন্ত্ৰী, ৰাণী, কুৰঁৰী আদি চৰিত্ৰসমূহে বগা ৰং ব্যৱহাৰ কৰে। শনি, কলি আদি চৰিত্ৰসমূহে ব্যৱহাৰ কৰা ৰং ক'লা। অন্যান্য দেৱ-দেৱতা, ঋষি-মুনি চৰিত্ৰসমূহে ব্যৱহাৰ কৰা ৰং বগা। আকৌ ভক্ত আৰু বিবেক চৰিত্ৰইও বগা ৰং ব্যৱহাৰ কৰে। পালাত প্ৰয়োগ হোৱা ক'লা ৰং প্ৰস্তুতকৰণৰ ক্ষেত্ৰত বগা আৰু ক'লা ৰং সংমিশ্ৰণ কৰি প্ৰস্তুত কৰে। পালাত ৰঙৰ প্ৰয়োগ আছে যদিও সাধাৰণতে বগা আৰু ক'লা ৰংহে প্ৰয়োগ হোৱা দেখা যায়। ইয়াত ৰং প্ৰয়োগৰ জাকজমকতা নাই।

২.০৪ পালাত সঞ্জীৱ অভিনয়ৰ স্বৰূপ :

নাট্যকাহিনীত জীৱ-জন্তু, চৰাই-চিৰিকতি, সৰীসৃপ আদি দেখুওৱা কৌশল; ভিন্ন অস্ত্ৰ-শস্ত্ৰ আদিসমূহ সঞ্জীৱ অভিনয়ৰ ভিতৰত পৰে। পালা নাট পৌৰাণিক নাট্যকাহিনীৰ আধাৰত ৰচিত হোৱা হেতুকে ইয়াত সঞ্জীৱ অভিনয়ৰ প্ৰয়োগ ঘটা দেখা যায়। পালাত হনুমান, জম্বুবান, সুৰভি গাই, ঘোঁৰা আদি জন্তুৰূপী চৰিত্ৰ আছে। কৰ্কত নাগ ৰূপী সৰীসৃপ, সোণৰ পক্ষী ৰূপী চৰাই আদি নাট্যকাহিনীৰ ভিতৰুৱা চৰিত্ৰ। সুৰভি গাই, ঘোঁৰা, সোণৰ পক্ষী, সাপ আদি চৰিত্ৰসমূহ বাঁহৰ কাঠাৰে তৈয়াৰ কৰি ওপৰত কাপোৰ মেৰিয়ায়। কাপোৰৰ ওপৰত ভিন্ন ৰং কৰি চৰিত্ৰটো সদৃশ কৰি তোলে।

পালা নাটত সঞ্জীৱ অভিনয়ৰ অন্তৰ্গত চোঁ বা মুখাৰ ব্যৱহাৰ আছে। পালাত জন্তুৰূপী চৰিত্ৰ হনুমান আৰু জাম্ববন্তই মুখা পৰিধান কৰে। সাধাৰণতে পৌৰাণিক কাহিনীত দেখিবলৈ পোৱা ব্ৰহ্মা চৰিত্ৰই মুখা ব্যৱহাৰ কৰে। কিন্তু পালা নাটত ব্ৰহ্মা চৰিত্ৰ দেখা নাযায়। অন্যান্য দেৱ চৰিত্ৰ যেনে- ইন্দ্ৰ, বৰুণ, অগ্নি আদি চৰিত্ৰসমূহ পালা নাটত আছে যদিও সেই চৰিত্ৰবিলাকৰ মুখা নাথাকে। পালা নাটত ব্যৱহাৰ কৰা এই মুখাসমূহ তৈয়াৰ কৰে স্থানীয়ভাৱে পোৱা কাঠ, বাঁহ, ডাঠ কাগজ আদিৰে। বৰ্তমান সময়ত বজাৰত উপলব্ধ মুখাও ব্যৱহাৰ কৰে।

অস্ত্ৰ-শস্ত্ৰ ব্যৱহাৰেও নাটকত সঞ্জীৱ অভিনয়ক মূৰ্ত কৰি তোলে। পালা নাটত অস্ত্ৰ-শস্ত্ৰৰ ব্যৱহাৰ আছে। পালাত ধনুশৰ, তৰোৱাল, গদা আদি অস্ত্ৰসমূহ ব্যৱহাৰ কৰা দেখা যায়। যুদ্ধ, মৃগয়া আদিৰ প্ৰয়োজনত এই অস্ত্ৰসমূহ ব্যৱহাৰ কৰে। অস্ত্ৰসমূহ নিৰ্মাণ কৰে স্থানীয়ভাৱে পোৱা কাঠ, বাঁহ আদিৰে। কাঠ, বাঁহেৰে জঁকাটো তৈয়াৰ কৰি ৰঙীণ কাগজেৰে মেৰিয়ায় ব্যৱহাৰৰ উপযোগী কৰি তোলে।

নাট্যশাস্ত্ৰত মূৰত পিন্ধা আৱৰণ সম্পৰ্কেও আলোচনা কৰিছে। চৰিত্ৰ অনুপাতে কোন চৰিত্ৰই কি মূৰ আৱৰণ পিন্ধিব লাগে সেই সম্পৰ্কীয় বিৱৰণ আছে। নাট্যশাস্ত্ৰৰ মতে দেৱতা আৰু ৰাজকীয় চৰিত্ৰৰ মূৰ আৱৰণ তিনি প্ৰকাৰৰ। যেনে- পাৰ্শ্বমৌলী, মস্তকী আৰু কিৰীটি। গন্ধৰ্ব, যক্ষ, ৰাক্ষস আদিয়ে পাৰ্শ্বমৌলী ধাৰণ কৰিব লাগে। উচ্চস্তৰৰ দেৱতা চৰিত্ৰই কিৰীটি, মধ্যম দেৱ চৰিত্ৰই মস্তকী আৰু নিম্ন দেৱ চৰিত্ৰই

পাৰ্শ্বমৌলী পৰিধান কৰিব লাগে। ৰজাৰ মূৰ আৱৰণ হ'ব লাগে মস্তকী। বিদ্যাধৰ, সিদ্ধ, চাৰণ আদি চৰিত্ৰই চুলিৰ মুকুট পিন্ধিব লাগে। মন্ত্ৰী, বণিক, পুৰোহিত আদি চৰিত্ৰই পাগুৰি মাৰিব লাগে। সেনাপতি, যুৱৰাজ আদি চৰিত্ৰই অৰ্ধমুকুট পৰিধান কৰিব লাগে।

পালা নাটত মূৰ আৱৰণৰ ব্যৱহাৰ আছে। পালাত দেৱতা, ৰজা আদি চৰিত্ৰই মুকুট পৰিধান কৰে। ঋষি-মুনিৰ চৰিত্ৰই চুলিৰ মুকুট অৰ্থাৎ জট পৰিধান কৰে। যুৱৰাজ, সেনাপতি আদি চৰিত্ৰই অৰ্ধমুকুট বা কপালী পিন্ধে। মন্ত্ৰী, পুৰোহিত আদি চৰিত্ৰই পাগু বা পাগুৰি মাৰে। পালাত ৰাণী, কুঁৱৰী আদি নাৰী চৰিত্ৰৰ ক্ষেত্ৰত কপালী ব্যৱহাৰ কৰা দেখা যায়।

ওপৰত নাট্যশাস্ত্ৰৰ আধাৰত পালা নাটৰ আহাৰ্য্য অভিনয়ৰ যি আলোচনা আগবঢ়োৱা হ'ল সেই আলোচনাৰ পৰা ক'ব পাৰি যে নাট্যশাস্ত্ৰই নিৰ্দেশ কৰা আহাৰ্য্য অভিনয়ৰ প্ৰায়বোৰ দিশ পালা নাটত ৰক্ষিত হৈছে। পালা নাট্যানুষ্ঠানৰ মাজেৰে পুস্ত, অলংকাৰ, অংগ ৰচনা আৰু সঞ্জীৱ আটাইকেইবিধ আহাৰ্য্য অভিনয়ৰে প্ৰকাশ ঘটিছে।

৩.০ উপসংহাৰ :

পালা নাট্যানুষ্ঠানৰ আহাৰ্য্য অভিনয় শীৰ্ষক বিষয়টো আলোচনাৰ আধাৰত পোৱা সামগ্ৰিক সিদ্ধান্ত হ'ল-

- আহাৰ্য্য অভিনয়ৰ প্ৰসংগত নাট্যশাস্ত্ৰত উল্লেখিত পুস্ত অভিনয়ৰ অন্যতম গছ-গছনিৰ ব্যৱহাৰ পালা নাটত আছে।
- পালা নাটত চৰিত্ৰ অনুপাতে, চৰিত্ৰৰ মানসিক স্থিতি অনুপাতে আৰু পৰিৱেশ পৰিস্থিতি অনুপাতে সাজ-পোছাকৰ ব্যৱহাৰ আছে।
- ৰূপসজ্জাৰ ক্ষেত্ৰত পালাত বগা আৰু ক'লা ৰঙৰ ব্যৱহাৰ আছে। নাট্যশাস্ত্ৰত উল্লেখিত আন ৰং সমূহৰ প্ৰয়োগ নাই।
- চোঁ বা মুখাৰ ব্যৱহাৰ আছে।
- পালাৰ চৰিত্ৰসমূহে মুকুট, কপালী, চুলিৰ জট, পাগু বা পাগুৰি আদি মূৰ আৱৰণ পৰিধান কৰে।

সহায়ক গ্ৰন্থপঞ্জী :

আধাৰ গ্ৰন্থ :

নল-দময়ন্তী (পাণ্ডুলিপি), পুষ্প খনিকৰ (সংৰক্ষিত), ভাটি কেঁকুৰী, ঢকুৱাখনা, লখিমপুৰ।

প্ৰসংগ গ্ৰন্থ :

অসমীয়া গ্ৰন্থ :

দেৱশৰ্মা, উমাকান্ত (সম্পা) : ভাৰতৰ নাট্যশাস্ত্ৰ (দ্বিতীয় খণ্ড), অসম নাট্য সম্মিলন, নগাঁও, প্ৰথম প্ৰকাশ, গ্ৰন্থস্বত্ব ২০০৬।

শৰ্মা, নবীন চন্দ্ৰ : ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা, বনলতা, গুৱাহাটী, আগষ্ট, ২০১৩।

শৰ্মা, মুকুন্দ মাধৱ (সম্পা) : ভাৰতৰ নাট্যশাস্ত্ৰ (প্ৰথম খণ্ড), অসম নাট্য সম্মিলন, নগাঁও, দ্বিতীয় প্ৰকাশ,

গ্রন্থখানু, ২০০৬।

বাংলা গ্রন্থ :

ঘোষ, অজিত কুমাৰ : নাটক ও নাট্যকাৰ, দেব্ৰাজ পাবলিশিং, প্ৰথম প্ৰকাশ : এপ্ৰিল, ২০০০, বৈশাখ, ১৪০৭।

—নাট্যতত্ত্ব আৰু নাট্যমঞ্চ, দেব্ৰাজ পাবলিশিং, কলকাতা, দ্বিতীয় পৰিৱৰ্তিত সংস্কৰণ : আগষ্ট ১৯৯৭, শ্ৰাবন ১৪০৪।

ইংৰাজী গ্রন্থ :

Ghosh, Manomohan (ed and translated) : Natyasastra Ascribed to Bharata-Muni,

Chowkhamba Krishnadas Academy, Oriental Publishers & Distributors, Varanasi, Edition : Reprint, 2003

অসমীয়া ভাষাত শংকৰদেৱৰ দ্বাৰা প্ৰচাৰিত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ।

বন্তি বৰুৱা

Language is a system of arbitrary vocal system which are related and co- operate and interact ভাষাৰ নদীৰ লগত তুলনা কৰা হয় এই কথাষাৰ ভাষাবিদে কৈ গৈছে। ভাষা হৈছে সংযোগৰ মাধ্যম। ভাষা নহ'লে দুজন ব্যক্তিৰ মাজত সংযোগ নহয়। ঠিক সেইদৰে ভাষা আৰু ধৰ্ম দুয়োটা এটা মুদ্ৰাৰ দুটা পিঠি। দুয়োটা উপাদানেই মানুহৰ চিন্তা আৰু জ্ঞানৰ কঠিয়া। এটা জাতিৰ সংগতি, আশা-আকাংক্ষা ভাষাৰ মাজেদি প্ৰতিফলিত হয়। প্ৰাচীন কালৰে পৰা মানৱ জাতিৰ ওপৰত প্ৰভাৱ বিস্তাৰ কৰা সকলো উপাদান ভাষাৰ ওপৰতো পৰে। ভাষা নহ'লে ভাৱ প্ৰকাশ কৰিব নোৱাৰে। মানুহৰ আচৰণ মানুহৰ চিন্তা ভাৱনাসকলো ধৰ্মই নিয়ন্ত্ৰণ কৰে। শৃংখলিত মানৱ সমাজত সু-পৰিকল্পনাৰে আগবঢ়াই নিবলৈ ধৰ্মৰ প্ৰভাৱ অতি বৈছিকৈ পৰা দেখা যায়। ধৰ্মীয় দিশ সামৰি সমাজৰ প্ৰতিটো দিশ ভাষাৰ মাজত সংৰক্ষিত হয়। উদাহৰণ স্বৰূপে বৌদ্ধ ধৰ্মৰ প্ৰভাৱ পালি ভাষা সাহিত্যত বিশেষকৈ ধৰ্ম গ্ৰন্থ ত্ৰিপিটক মাজত দেখা যায়। আৰৱী ভাষাৰ বিকাশত ইছলাম ধৰ্মৰ কোৰাণৰ প্ৰভাৱ সংস্কৃত ভাষাৰ বিকাশৰ ক্ষেত্ৰত হিন্দু ধৰ্মৰ প্ৰভাৱ বেদ, উপনিষদৰ জৰিয়তে সংস্কৃত ভাষাৰ বিকাশ দেখা পোৱা যায়। ঠিক সেইদৰে অসমীয়া ভাষাটোৰ পৃথিৱীৰ আটাইতকৈ ভাষা পৰিয়ালৰ অন্তৰ্গত হয়তো ইউৰোপীয় ভাষা পৰিয়ালৰ পৰা ক্ৰমবিকাশ লাভ কৰা ভাৰতীয় আৰ্য ভাষাৰ পৰা মধ্য ভাৰতীয় আৰ্য ভাষা মাগধী প্ৰাকৃতৰ পৰা অসমীয়া ভাষাৰ উৎপত্তি হৈছে যদি বিভিন্ন সময়ত অসমলৈ অহা আৰ্য ভিন্ন জনগোষ্ঠীৰ প্ৰভাৱত অসমীয়া

সহকাৰী অধ্যাপিকা অসমীয়া বিভাগ, খোজখাত মহাবিদ্যালয়

ভাষাটোৱে এক নতুনত্ব সাজ পৰিধান কৰে। ইয়াৰোপৰি অসমীয়া ভাষাৰ বিকাশত শংকৰদেৱৰ দ্বাৰা প্ৰচাৰিত যি বৈষ্ণৱ ধৰ্ম সেই ধৰ্মৰ প্ৰভাৱ বিশেষকৈ দেখা যায়।

অৱতৰণিকা :

পৃথিৱীৰ সৰ্ববৃহৎ ভাষা পৰিয়াল বুলি চিহ্নিত কৰা ইণ্ডো ইউৰোপীয় পৰিয়ালক আকৌ ইৰাণীয় আৰু আৰ্য এই দুয়োটা ভাগত ভাগ কৰা হয়। আৰ্য ভাষাটোৰ বিকাশক আকৌ তিনিটা ভাগত ভাগ কৰা হৈছে-

১। প্ৰাচীন ভাৰতীয় আৰ্য ভাষা ২। মধ্য ভাৰতীয় আৰ্য ভাষা ৩। নব্য ভাৰতীয় আৰ্য ভাষা

প্ৰাচীন ভাৰতীয় আৰ্য ভাষাৰ সময়তে বেদ উপনিষদ লিখা হৈছিল অৰ্থাৎ বৈদিক ভাষাৰ মূল আধাৰ বেদ বা বৈদিক ধৰ্ম। মধ্য ভাৰতীয় আৰ্য ভাষাৰ সময়ছোৱাত আকৌ তিনিটা ভাগত ভাগ কৰা হৈছে-

১) আদি স্তৰ

২) মধ্য স্তৰ

৩) নব্য স্তৰ

মধ্য ভাৰতীয় আৰ্য ভাষাটো থোৰতে প্ৰাকৃত ভাষাই বিশেষকৈ গা কৰি উঠিছিল। এই মাগধীৰ পৰাই অসমীয়া ভাষাৰ উৎপত্তি হৈছে বুলি ভাষাবিদে মন্তব্য দিয়ে। ভাষাক নদীৰ লগত তুলনা কৰা হয়। অসমীয়া ভাষাটোক নদী হিচাপে ধৰি লৈ ইয়াত বিভিন্ন জন-জুৰি, নৈ-উপনৈ লগ হৈ এখন বৃহৎ নদী হোৱাৰ দৰে অসমীয়া ভাষাটো আৰ্য, আভিন্ন দেশী-বিদেশীৰ শব্দাৱলীৰে এক নতুন সাজ-পাৰ পৰিধান কৰি অসমীয়া ভাষাটোৱে সমৃদ্ধশালী ভাষা হিচাপে চিহ্নিত হয়। অসমীয়া ভাষাটোৰ ওপৰত বিভিন্ন সময়ত বিভিন্ন সমাজৰ বিভিন্ন দিশৰ প্ৰভাৱ পৰিছে।

প্ৰধানত ধৰ্মীয় প্ৰভাৱ অন্যতম এক প্ৰভাৱ। অতি প্ৰাচীন কালৰে পৰা বিভিন্ন ধৰ্মৰ প্ৰভাৱ যেনে শাক্ত, শৈৱ, বৈষ্ণৱ ইত্যাদি হিন্দুধৰ্মৰ বিভিন্ন পন্থা, নানান লোকধৰ্ম আৰু বৌদ্ধধৰ্ম অন্যতম। এই আটাইবোৰ ধৰ্মৰ উপৰি শংকৰদেৱে প্ৰতিষ্ঠা কৰা বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ সৰ্বাধিক। অসমীয়া ভাষাৰ প্ৰাচীন সাহিত্যিক নিদৰ্শন লোক সাহিত্য, শ্ৰীকৃষ্ণ কীৰ্তন, ৰামাই পণ্ডিতৰ শূণ্যপুৰাণ প্ৰভুজ্ঞ। আকৌ প্ৰাক শংকৰী যুগৰ সাহিত্যৰ ভাষাই ইয়াৰ প্ৰমাণ। শংকৰদেৱে প্ৰচাৰ কৰা সৰ্ব ভাৰতীয় যি নৱ বৈষ্ণৱ ধৰ্ম। সেই ধৰ্মৰ প্ৰভাৱ অসমীয়া ভাষাত প্ৰভাৱ বিশেষভাৱে পৰা দেখা যায়। অতীতৰ পৰা বৰ্তমানলৈকে অসমীয়া ভাষাৰ লিখিত আৰু কথিত দুয়োটা ৰূপকে বৈষ্ণৱ ধৰ্মই প্ৰভাৱিত কৰিছে।

অধ্যয়নৰ লক্ষ্য আৰু উদ্দেশ্য :

শংকৰদেৱৰ বৈষ্ণৱ ধৰ্মই অসমীয়া ভাষাত কেনেদৰে প্ৰভাৱিত কৰিছে তাকেই আলোচনা কৰাটো আমাৰ প্ৰাথমিক উদ্দেশ্য। অসমীয়া ভাষাত অসমত প্ৰকাশিত শংকৰদেৱৰ যি বৈষ্ণৱ ধৰ্ম সেই ধৰ্মৰ মাজেৰে ভাষাৰ ওপৰত প্ৰভাৱ পৰা বিষয়ে ইয়াত আলোচনা কৰা হ'ব।

অধ্যয়নৰ সমলঃ

এই অধ্যয়নৰ সমল হ'ল অসমীয়া ভাষাৰ লোক সাহিত্য আৰু অসমীয়া ভাষাৰ মান্য ৰূপ। অসমত শংকৰদেৱৰ বৈষ্ণৱ আন্দোলনৰ প্ৰভাৱৰ সময়ত প্ৰয়োগ হোৱা দেখা যায় লোক সাহিত্য। এই লোক সাহিত্যবোৰ প্ৰাচীন হলেও সময়ৰ আচোঁৰৰ প্ৰভাৱ এক উল্লেখনীয় বৈশিষ্ট্য দেখা পোৱা যায়। তদুপৰি অসমীয়া ভাষাৰ কথ্য ৰূপত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ যথেষ্ট পৰিমাণে দেখা যায়। এই গৱেষণা পত্ৰত বিভিন্ন গ্ৰন্থৰ সহায় লোৱাৰ লগতে বিশ্বনাথ জিলাৰ কলাবাৰী অঞ্চলৰ মানুহৰ বৰ্তমানৰ কথ্য ভাষাক আলম কৰি লোৱা হৈছে।

অধ্যয়নৰ পদ্ধতি :

অসমীয়া ভাষাত শংকৰী ধৰ্মৰ প্ৰভাৱৰ বিষয়ে অধ্যয়ন কৰোঁতে বিশ্লেষণাত্মক, বৰ্ণনাত্মক আৰু ঐতিহাসিক পদ্ধতি গ্ৰহণ কৰা হৈছে।

অধ্যয়নৰ পৰিসৰ :

এই গৱেষণা পত্ৰত অসমীয়া লোক সাহিত্যৰ ভাষা আৰু কথ্য ভাষাত শংকৰী ধৰ্মৰ প্ৰভাৱ আলোচনা কৰা হ'ব। লোক সাহিত্যৰ অন্তৰ্ভুক্ত গীত, সাধুকথা, ফকৰা-যোজনা, পটন্তৰসমূহক বিশ্লেষণ কৰা হ'ব। ভাষা আৰু ধৰ্ম সংস্কৃতিৰ দুটা উপাদান সংস্কৃতি চৰ্চাৰ লগত ওতঃপ্ৰোত সম্পৰ্ক। ধৰ্ম আৰু ভাষা উভয়তে প্ৰাকৃতিক আৰু ভৌগলিক পৰিৱেশৰ প্ৰভাৱ প্ৰচুৰ

পূৰ্বকৃত অধ্যয়নৰ চমু আভাষ :

অসমীয়া ভাষাত ভাষা আৰু বিভিন্ন ধৰ্মৰ স্বতন্ত্ৰৰীয়া আলোচনা বহুখিনি আছে। অসমত প্ৰচলিত ধৰ্ম আৰু ভাষাৰ অধ্যয়ন ক্ষেত্ৰখন প্ৰতিষ্ঠা কৰি থৈ গৈছে। বিভিন্ন জনে বিভিন্ন ধৰণে এই বিষয়ে আলোচনা কৰা দেখা গৈছে।

মূল আলোচ্য বিষয় :

অসমীয়া ভাষাৰ স্তৰে স্তৰে ধৰ্মই প্ৰভাৱ পেলাইছে। লোক সাহিত্য ভাষাত লিখিত প্ৰথম নিদৰ্শন বুলি চৰ্যাপদৰ ভাষাৰ মাজতো ধৰ্মৰ প্ৰভাৱ দেখা যায়। ইয়াৰ উপৰি তামৰ লিপি, বিভিন্ন শিল্পলিপি আদিয়ে প্ৰমাণ। অতি প্ৰাচীন কালৰে পৰা তন্ত্ৰ-মন্ত্ৰৰ দেশ বুলি কালিকা পুৰাণ, যোগিনী তন্ত্ৰই প্ৰমাণ। প্ৰাক ঐতিহাসিক শক্তিপীঠ কামাখ্যা দেবী পূজাৰ স্থান ভাৰতত বিখ্যাত। প্ৰাক ঐতিহাসিক যুগৰ হৰিহৰ যুদ্ধই অসমত প্ৰচলিত শৈৱ ধৰ্মৰ প্ৰভাৱ দেখা যায়।

অসমীয়া সমাজ জীৱনৰ চিত্ৰ ভাণ্ডাসমূহত দেখা যায়। দশম শতিকাৰ চৰ্যাপদসমূহত অসমীয়া ভাষাৰ যি লিখিত সাহিত্যিক নিদৰ্শন সেই নিদৰ্শন লুইগা, ম্যসেন্দ্ৰনাথ অসমৰ এই কেইবাজনৰ ভাষাৰ ব্যৱহাৰ অসমীয়া ভাষাৰ মিল দেখা যায়। প্ৰাক শংকৰী যুগৰ মাধৱ কন্দলিৰ ৰামায়ণ, হেম সৰস্বতীৰ প্ৰহ্লাদ চৰিত্ৰ, ৰুদ্ৰ কন্দলি, হৰিবৰ বিপ্ৰ কবিত্ব সৰস্বতী ৰচনাৱলী সকলো বিলাক ধৰ্ম কেন্দ্ৰীক এই দৰেই অসমীয়া ভাষাৰ আৰম্ভণি কালৰ পৰা শংকৰী যুগলৈকে আটাইবিলাক সাহিত্যিকৰ

ৰচনাৱলী ধৰ্মকেন্দ্ৰীক।

শংকৰীযুগত মনকৰ দুৰ্গাৰ সুকবি নাৰায়ণদেৱৰ ৰচনাৱলী শান্ত সাহিত্যখিনিয়ৈ ইয়াৰ প্ৰমাণ। এই সাহিত্য ৰাজি যদিও বৈষ্ণৱ যুগত ৰচিত হৈছিল কিন্তু এই খিনিক অবৈষ্ণৱ সাহিত্য বুলি কোৱা হয়। মহাপুৰুষ শংকৰদেৱে পূৰ্বৰে পৰা প্ৰচলিত বৈষ্ণৱ ধৰ্মৰ ধাৰাটো অসমলৈ আনি নতুনকৈ নৱবৈষ্ণৱ ৰূপ দিছে। অসমত নামঘৰ, সত্ৰসমূহ স্থাপন কৰিলে। দক্ষিণ ভাৰতৰ পুতলা নাচৰ আৰ্হিত 'চিহ্নাত্ৰাঙ্ক প্ৰথম নাট আৰম্ভ কৰি নতুন এটি ধাৰাৰ সৃষ্টি কৰে। বিভিন্ন গ্ৰন্থৰাজিৰে অসমীয়া ভাষা সাহিত্যক নতুন সাজ পৰিধান কৰাই দিয়ে। পৰৱৰ্তী কালত অসমীয়া ভাষা-সাহিত্য, সংস্কৃতি সমৃদ্ধ হয় বৈষ্ণৱ সাহিত্য সংস্কৃতিৰ আধাৰত। পৰৱৰ্তী সময়ত অসমলৈ বিভিন্ন জাতিৰ আগমন ঘটে। মুছলমানসকল আহে। তেওঁলোকৰ জিকিৰ আৰু জাৰীৰ গীতবোৰৰ কথা সুৰ ভাষা সম্পূৰ্ণ শৈলী অসমীয়া ভাষাত বিদ্যমান।

১৮২৬ চনত ইয়াণ্ডাবু সন্ধি অনুযায়ী অসমখন ইংৰাজৰ হাতলৈ যায়। অসমত খৃষ্টান ধৰ্ম প্ৰচাৰৰ উদ্দেশ্য কৰি খৃষ্টান মিছনেৰীসকল অসমলৈ আহে। তাৰে ভিতৰত নামান ব্ৰাউন, আলিভাৰ, টি বট্‌ৰ, মাইলৰ ব্ৰঙ্গণ, একে গাৰ্ণী আদি। এগুলোকে অসমত খৃষ্টান ধৰ্ম প্ৰচাৰ কৰিবলৈ আহি পঢ়াশালি স্থাপন কৰে। অসমীয়া ভাষাত কিছুমান পুথি লিখে। চপাশাল স্থাপন কৰি তাৰ পৰা বিভিন্ন ধৰণৰ পুথি-পাঁজি উলিয়াই। ১৮৪৬ চনত তেওঁলোকৰ প্ৰচেষ্টাতে প্ৰথম অসমীয়া আলোচনী বা বাতৰি কাকত 'অৰুনোদয়' উলিয়াই। এনেদৰে ধৰ্ম প্ৰচাৰৰ উদ্দেশ্যত আহিলেও অসমীয়া ভাষাকে লৈ অসমীয়া সাহিত্যক অসমীয়া ভাষাক সমৃদ্ধ কৰি থৈ গ'ল।

অসমীয়া ভাষাত শংকৰী ধৰ্মৰ প্ৰভাৱঃ

খৃষ্টীয় পঞ্চদশ শতিকাত জন্ম লাভ কৰা অসমীয়া সমাজ সংস্কাৰক মহান ব্যক্তি শ্ৰীমন্ত শংকৰদেৱ। সৰ্বভাৰতীয় যি বৈষ্ণৱ আন্দোলন সেই আন্দোলন অসমলৈ কঢ়িয়াই আনিছিল এইজনা মহান ব্যক্তিয়ে। ব্যক্তি বুলিলে ভুল হ'ব প্ৰকৃত অৰ্থত সকলোৱে মহাপুৰুষ হিচাপে নামাংকৃত কৰিছিল। সৰ্বভাৰতীয় বৈষ্ণৱ আন্দোলনক নতুন ৰূপ দি অসমীয়া সমাজক এক নতুনত্ব ৰূপ দি বাৰেবহীয়া সাজ পৰিধান কৰাই শংকৰদেৱে। শংকৰদেৱৰ আগৰে পৰা অসমত বৈষ্ণৱ ধৰ্মৰ সঁতি এটা বৈ আছিল। তাৰেই প্ৰমাণ প্ৰাক-শংকৰী যুগৰ সাহিত্যসমূহ। এই আলোচনাত অসমীয়া লোক সাহিত্যৰ ভাষা আৰু কথ্য ভাষাৰ নিদৰ্শনৰ মাজেৰে অসমীয়া ভাষাত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱৰ বিষয়ে আলোচনা কৰা হ'ব।

লোক সাহিত্যৰ ভাষা বুলিলে ধ্বনিগত দিশত কলাবাৰী অঞ্চলক কথ্য ভাষাত অঘোৰ ধ্বনিৰ ব্যৱহাৰ, তৎসম শব্দৰ প্ৰয়োগ আৰু যুক্তাক্ষৰৰ সৰল প্ৰয়োগ দেখা যায়। উদাহৰণ স্বৰূপে বিশেষকৈ বন্ধুক-বান্ধৈ, ভক্তক-ভকত, প্ৰণামো-প্ৰণামো ইত্যাদি কিছুমান শব্দক অতি কোমল কৰি

লোৱা দেখা যায়। ৰূপগত দিশত পুতেক-জীয়েকৰ নামৰ লগত সংযোগ কৰি মাক-দেউতাকক সন্মোদন কৰা দেখা যায়। অমুকিৰ মাক, অমুকৰ বাপেক ইত্যাদি। প্ৰায় বিলাক নামৰ লগত ধৰ্মীয় ভাৱ এটা জড়িত দেখা যায়। প্ৰহ্লাদ, ৰামকৃষ্ণ, যশোদা ইত্যাদি নাম ব্যৱহাৰ কৰা হয়। তোলনি বিয়া, বৰবিয়া সকলোতে ধৰ্মীয় পৰম্পৰা দেখা পোৱা যায়। ভাষাৰ প্ৰয়োগৰ ক্ষেত্ৰতো ধৰ্মীয় ভাৱ দেখা যায়।

বিচ্ছিন্নভাৱে ভাষা প্ৰয়োগৰ ক্ষেত্ৰত বৈষ্ণৱ ভাৱাদৰ্শ দেখা যায়। বিয়া নামত দৰাক শিৱ, ৰাম, কৃষ্ণৰ লগত তুলনা কৰা হয়। আকৌ কইনাক পাৰ্বতী, দৈৱকী, ৰাধাৰ লগত তুলনা কৰা হয়। ফকৰা-যোজনা পটন্তৰ আদি অসমীয়া ভাষাৰ অমূল্য সম্পদ। সেইবোৰত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ দেখা যায়। ৰাখে হৰি মাৰে কোনে ? (প্ৰহ্লাদ চৰিত্ৰত) হেম সৰস্বতীত ৰচনাত দেখা যায়। মন্ত্ৰ সাহিত্যৰ ভাষাত বৈষ্ণৱ আদৰ্শ দেখা পোৱা যায়। আমাৰ অসমীয়া সমাজত বৰবিবাহৰ পিছৰ দিনা খোবা-খুবীৰ যি পৰম্পৰা তাত বৈষ্ণৱ আদৰ্শ দেখা যায়। খোবা-খুবীৰ যি মন্ত্ৰ পাঠ কৰে সেই মন্ত্ৰসমূহত ধৰ্মীয় পৰম্পৰাকে দেখা যায়। কিছুমান মন্ত্ৰ প্ৰচলন আছে যেনে ব্ৰহ্মাৰ গাঠি কাটো, বিষ্ণুৰ গাঠি কাটো আদিত বৈষ্ণৱ ধৰ্মৰ ধাৰা স্পষ্ট।

দৈনন্দিন জীৱনৰ ব্যৱহাৰ প্ৰাৰ্থনা সমূহত ভগৱানৰ নাম, নামঘৰ, থাপনা, চন্দ্ৰতাপ, খোল-তাল, চাৰি - কঠ, ভকত, মাহ-প্ৰসাদ ইত্যাদি শব্দৰ প্ৰয়োগৰ মূলতঃ বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ। অসমীয়া ভাষাত কিছুমান বিশেষণ

শব্দৰ প্ৰয়োগ শংকৰী ধৰ্মৰ শব্দ প্ৰয়োগ দেখা যায়। যেনে- কৃষ্ণ কলীয়া অৰ্থ হৈছে ক'লা। বেয়া হ'লে অজীৱ পাতেকী, অতি মৰমৰ হ'লে শ্যামন্তমণি, অসুৰ হ'লে ৰাক্ষস, ভক্ত হ'লে প্ৰহ্লাদ আকৌ দুৰ্যোধন, শকুনি আদি নামৰ প্ৰয়োগ দেখা যায়। অসমীয়া ভাষাত হয় আৰু তৃতীয় পুৰুষৰ ব্যক্তিবোধক সৰ্বনামৰ তিনিটা ৰূপত দেখা যায়। মানাৰ্থত জ্যেষ্ঠজনক আপুনি সন্মোদন কৰা হয়। তেৰাসৰ বৈষ্ণৱ সাহিত্যত প্ৰয়োগ দেখা যায়। কিছুমান ক্ৰিয়া শব্দত দেখা যায় কৃপা কৰা, মংগল হওক আদি বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ। শংকৰদেৱ, মাধৱদেৱে নিজকো দাসবো দাস, মই মূঢ়মতি ইত্যাদি প্ৰয়োগ কৰা দেখা গৈছিল। অঞ্চলবিশেষে গা-ভিওৱা, চাউল সিদ্ধ, পজা, সজলে অথাৎ ধূতি নে বিধূতি আদি প্ৰয়োগ দেখা যায়। বন্ধুক আঁতৈ, আমাৰ মোৰ নহয় আমাসৰ আদি প্ৰয়োগ শংকৰী ধৰ্মৰ প্ৰভাৱ দেখা যায়।

গৱেষণা সম্ভাৱনা :

বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ লোক সাহিত্যৰ দৰে অসমীয়া সাহিত্য বুৰঞ্জীৰ সকলো স্তৰতে আছে। প্ৰাক শংকৰী যুগত আটাইকেইজন কবিৰ লিখনিত তাৰ আগতে লোক সাহিত্যৰ অন্তৰ্গত মৌখিক সাহিত্যসমূহত, ফকৰা-যোজনা, পটন্তৰ সাধুকথা আদিত বডুচণ্ডী দাসক শ্ৰীকৃষ্ণ কীৰ্তন, সুকবি

নাৰায়ণদেৱৰ ৰচনাত তাৰ পিছতে বৈষ্ণৱ যুগ বা শংকৰী যুগত সকলো সাহিত্যত ইয়াৰ পাছতে খৃষ্টান মিছনেৰীসকলৰ সময়ছোৱাত আনন্দ ৰাম ঢেকিয়াল ফুকন, গুণাভিৰাম বৰুৱাৰ আদৰ্শত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ তাৰ পিছতে ৰোমান্টিক যুগৰ মাহিত্যত ৰোমান্টিকতাৰ প্ৰভাৱ আছিল। যদিও সাহিত্যৰাজিত বৈষ্ণৱ ধৰ্মৰ আদৰ্শ ও কিছু কিছু লেখকৰ লেখনিত দেখা যায়। লক্ষ্মীনাথ বেজবৰুৱাৰ দৰে ব্যক্তিৰ লেখনিয়ে প্ৰমাণ। আধুনিক সাহিত্যৰ মাজতো বৈষ্ণৱ ধাৰা দেখা যায়। বৰ্তমানো শংকৰী সাহিত্যৰ ধাৰা বা শংকৰী ধৰ্মৰ প্ৰভাৱ অসমীয়া সাহিত্যত নপৰাকৈ থকা নাই। এইখিনি বৰ্তমান গবেষণীয় বিষয়। আজি অসমীয়া সাহিত্যৰ মূল ভেটি শংকৰী সাহিত্যৰ ধাৰাটো এৰিব নোৱাৰি।

উপসংহাৰ :

সাহিত্য সংস্কৃতিৰ এক অবিচ্ছেদ্য অংগ হৈছে ভাষাত ধৰ্মৰ প্ৰভাৱ। এই প্ৰভাৱ কেৱল শব্দ, বাক্য, বিষয়বস্তুতে নহয়। ধ্বনি, ৰূপ, সুৰ, শৈলী ইত্যাদি ভাষাৰ সকলো দিশলৈ ব্যপ্ত। আজি আমি দেখা পাওঁ কল্পনা পাটোৱাৰীৰ দৰে প্ৰতিষ্ঠিত গায়িকাই আধুনিকতাৰ উচ্চ শিখৰত অৱতীৰ্ণ হোৱাৰ পিছতো গীতৰ শৈলী সম্পূৰ্ণভাৱে নহলেও শংকৰী সংস্কৃতি বা ধৰ্মৰ ধাৰাটোৱে প্ৰভাৱবিত হৈছে। বৰ্তমান যুগত দিহানামৰ প্ৰয়োজৰ বিশেষভাৱে দেখা গৈছে। এই গীতসমূহত বৈষ্ণৱ ধৰ্মৰ প্ৰভাৱ অত্যন্ত বেছি।

গ্ৰন্থপঞ্জী

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত —সতেন্দ্ৰ নাথ শৰ্মা

অসমীয়া ভাষা আৰু সাহিত্যৰ বুৰঞ্জী দেৱেন্দ্ৰনাথ বেজবৰুৱা শচাসম প্ৰকাশন পৰিষদগ্ৰন্থ অসমীয়া

লোক-সাহিত্যৰ ৰূপৰেখা — লীলা গগৈ (সম্পাদনা)

অসমীয়া জন সাহিত্য— প্ৰফুল্ল দত্ত গোস্বামী

চৰ্যাপদ — পৰীক্ষিত হাজৰিকা

শ্ৰীকৃষ্ণ কীৰ্তন — লীলাবতী শইকীয়া বৰা (সম্পাদনা)

Guidelines

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All manuscripts submitted for publication will be subjected to peer reviewed.

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Example: Pandey, M. (2008). Micro Finance: A Blessing for the poor. The Indian Journal of Commerce, 61 (3), 48-52

iii. Newspapers: Author surname, initial (s) (year and date). Article title. Newspaper title, page no

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