

Career Opportunities in Humanities and Social Sciences

A Research-Based Composition

Dr. Trailokya Deka

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A Golden Jubilee Year Publication

***This humble work of Career Guidance and
Information Centre (CGIC), B. P. Chaliha
College, Nagarbera, Kamrup (Assam) is honestly
dedicated to the great personalities who have
contributed to establish this institution of higher
education.***

MESSAGE

Future of development lies in the hands of the young generation. Through the selection of a proper career, young generation can appropriately contribute for the nation's development according to their choice. Looking into the flexibilities and complexities of career selection, the Career Guidance and Information Centre (CGIC) of B.P. Chaliha College, Nagarbera, Kamrup (Assam) has conducted an ICSSR (NERC) sponsored national level Seminar on 9th and 10th June 2022. Discussion was held with regard to the diversities of career selection, impact of Covid-19 on academics, New Education Policy, 2020 etc. As an output of the deliberations, the book is edited by Dr. Trailokya Deka, Career Counseling Officer, CGIC of B.P. Chaliha College, Nagarbera. I offer my best wishes to the CGIC members and the editorial team for their special effort. Hope, the book will break down the complexities of career selection and open a new vista in choosing a new career especially in the branches of Humanities and Social Science Study. The book is expected to disseminate information on New Education Policy, 2020 and different relevant issues of current time. The readers as well as the researchers, I do hope, will find scope to guide the juniors of the society.

Dr. Kamal Chandra Pathak

Principal

B.P. Chaliha College, Nagarbera
Kamrup (Assam)

FOREWORD

Social Science Research and Choosing It as a Career in the North East: An Analysis

Prof. Dr. Bhagirathi Panda

Social science deals with the study of society and the relationship among individuals within a society in its myriad spaces. Today at the global level, social scientists are heard with all seriousness because of a variety of unfolding factors that includes among others, the revival of developmentalism with emphasis on SDGs. Other important factors at the global level that have brought back the focus on social science are the issues of climate change, Covid-19, critical and frequent technological disruptions, increased evidence of psycho-social problems, benchmarking of social ethics in global business and development practices, multipolar nature of world geo-politics and the recent war between Russia and Ukraine. Along with the increased interest in the study of social sciences, the imperative of pursuing it as a career is also evident. Today the demand for qualified social scientists is there in every institution of importance, starting from academics to government to corporate houses to scientific and technological bodies and multilateral developmental organisations.

However, this augmented demand for career social scientists as teachers, counsellors, researchers, analysts come with an emphasis on quality of training and study that they have accomplished and willing to

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accomplish. The society of the North Eastern region over the last 100 years has undergone tremendous transformations. From an agriculture-based community-led subsistence economy and society, it is gradually evolving to a society and economy with features of government, market and community. Significant changes are also happening in its political, cultural and environmental institutions. The region shares 98 percent of its border with other countries. Partition of the country in 1947 and the liberation of Bangladesh in 1971 have its own impact primarily in terms of cross-border migration and insurgency. Improvements in human development situation and physical infrastructure have made the youth aspirational. The economic space in terms of income and employment generation is not able to critically meet the aspirations of the youth. This often leads to social tension and psycho-social problems with the youth. The projection of the Act East Policy as the macro development strategy of the region has brought in much greater international focus and activities to the region. The role of the institutional factors inhibiting economic growth and employment creation is also increasingly being realised in the development space of the region.

It is against this backdrop, the necessity of having quality educational institutions and social science research organisations assume a lot of importance. Among other professions, today the region requires quality social scientists who are grounded on appropriate social science theory with sufficient exposure to its practice. This brings me to the requirement and relevance of social science research in the region for aspiring career social scientists. The issues of and challenges to research in social science in the North East can fundamentally be analyzed and understood in the context of three critical questions: why to research? what to research? and how to research?

WHY TO RESEARCH

Some of the critical reasons for undertaking more of social science research in the region arise because of the following reasons/factors/developments.

- (i) To connect or the need to have more connect between theory and empirics in social science.
- (ii) The imperative of overcoming the ‘apriori’ notion of bureaucrats guiding development practice.

- (iii) The requirement of having appropriate structure and agency for expanding the capability vector of individuals and communities.
- (iv) The critical absence of evidence-based research and research-based policy formulation.
- (v) The requirement of including institutional factors in the research problem formulation, research methodology and analysis.

WHAT TO RESEARCH

Some of the demanding areas where social scientists can undertake their research includes : (i) entrepreneurship, (ii) actualization of the Act East Policy as the macro development strategy for the North East, (iii) employment and unemployment (iv) structural transformation in the society and economy, (v) democratic transition and consolidation (vi) social protection and inclusion (vii) gender and development (viii) ethnicity and development (ix) political mobilization (x) management of common property (xi) sociology of development (xii) social psychology (xiii) reconstruction of history and (xiv) cultural assimilation. However, the list is only suggestive but not exclusive.

HOW TO RESEARCH

The question of how to research, relates primarily to the aspects of methodology, quality and research ecosystem.

This pertains to the requirement of

- (i) Coming out of disciplinary boundary and promoting multidisciplinary approach.
- (ii) Undertaking more of neighborhood research, participatory research and action research.
- (iii) Improving the research related capability vector and skill set of existing and potential researchers
- (iv) Expanding and improving the research culture by vertical and horizontal integration of institutions undertaking or capable of undertaking social science research including colleges, universities, NGOs, IITs, NITs, IIMs and other government departments and organizations in the region.
- (v) Taking care of the bias of the researcher and the researched.

CONCLUSION

Research in Social Science in the North East assumes much more importance today because of the complex institutional factors, historical, geographical and cultural settings and the emergence of new national, international and techno developmentalism. This requires setting up critical research agenda and appropriate methodology with the collaboration of the native and national researchers affiliated to different academic, research bodies in the region and the country. With this also comes the demand for qualified social scientists in the region and the imperative of preparing our youth to pursue careers in social science in general and social research in particular.

PREFACE

Choosing a best career for young mind is the backbone of future growth and development of a country. Young generation will be engaged accordingly in a fruitful manner. Without choosing a best career no one will be able to contribute for the family or for the society as a whole. Unfortunate selection or choosing a bad career increases the number of disguised unemployment, decreases productivity, disturbs resource utilization, increases social depression and so on. This is also not necessary that all the students should always choose the traditional medical and engineering courses for future study. Time and situation has changed a lot. Students may choose a blending of all technical and non technical courses. Physical Sciences, Social Sciences, Humanities and Management courses are all running in a single platform. Students may choose according to their inner feelings or potentialities. Grass root decision makers specially the teachers and guardians should know the prospects and problems of our children. Besides, the people of northeast India are much serious to protect their geography, culture and tradition. Therefore, it is necessary to give special attention to the students of northeast India- in choosing a matching career of their choice. Again, the country is in the verge of implementing the New Education Policy (NEP), 2020. All are in doubt, how the upcoming education system is going to work in the country especially in the Northeast India. Is the NEP 2020 to be implemented fully, how it will be implemented, from which level of study it will be implemented etc. are the doubts in the society. Besides, the ongoing (though decreased) pandemic Covid-19 has changed the entire social settings, livelihood pattern of many families of the country and the globe. At this moment, we would like to offer our heartfelt condolences to all the families who have lost

their family member/s during the peak pandemic period. The pandemic has also changed the entire education system of the globe. Students, teachers, scholars and guardians are now much familiar with the different e-learning platforms, online education system, open book examinations etc. Swayam, MOOCs, Shodhganga, Inflibnet, Swayamprabha, etc. are now well known to all. Students may earn academic credit from all such platforms and easily convert it to their regular mark sheets. Many of the individuals, universities and colleges are regularly working on the development of online materials. To explore all such related endeavors the Career Guidance and Information Centre (CGIC) of Bimala Prashad Chaliha College, Nagarbera, Kamrup (Assam) in collaboration with IQAC (Internal Quality Assurance Cell) of the college has organized the ICSSR-NERC, Shillong (Meghalaya) sponsored national seminar on the topic entitled “Quest for Career Opportunities in Humanities and Social Science Study: Problems and Prospects of Northeast India” on dated 9th-10th June 2022. Respected distinguished invited guests, faculty members, librarians, administrators, different academicians, research scholars and experts from different fields and parts of the region and the country gathered here both in online and offline mode of participation. All respected persons have shared their special research findings through the presentations and deliberations. Discussions were held on many of the important issues of career opportunities including the researches in social sciences, humanities and physical sciences and its scope in the northeast India. Online and open education network, the much awaited NEP, 2020 etc. were discussed in the national seminar. Some of the selected research findings and papers are compiled here in a short arranged hardbound book form. Necessarily, any omission or commission, false or wrong writings or comments or analysis, or any type of mislead in the writings or in papers, any type of violation of ethical concern etc. are the sole responsibility of concerned author/s. Editorial board, CGIC and IQAC members of B.P. Chaliha College, Nagarbera is no way responsible for any erroneous writings in the respective papers.

We are happy to share with you that the greater B.P. Chaliha College, Nagarbera family had celebrated its glorious Golden Jubilee Year from August 2021 to August 2022. This edited volume is also a part of the yearlong celebration. Respected paper contributors, readers and all well-wishers, thanks for your overwhelmed help and cooperation and

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become a part of the year long golden jubilee year celebration of the institution. Valuable suggestion and constructive criticism will bring more laurels to the institution.

We are much thankful to the ICSSR-NERC, Shillong; sir Prof. Dr. Bhagirathi Panda, NEHU, Shillong; Prof. Dr. Jogen Ch. Kalita, HoD, Department of Zoology, Gauhati University; Dr. Neelotpal Deka, Advocate, Gauhati High Court, sir Mr. Shyama Charan Thakuria, President Governing Body of B.P. Chaliha College, Nagarbera and Dr. Kamal Chandra Pathak, Principal, B.P. Chaliha College, Nagarbera, Kamrup (Assam). We will also remain indebted to the respected members of the Governing Body, B.P. Chaliha College, Nagarbera, respected Dr. B.B. Panda, the former principal of B.P. Chaliha College, Nagarbera, all committee members of college golden jubilee year celebration, Teacher's unit and IQAC core and sub-committee members, CGIC members, departmental colleagues of the department of Economics, non teaching staff and all other office bearers, media persons, and dear students of B.P. Chaliha College, Nagarbera, Kamrup (Assam). You all have provided untiring support, help and active cooperation to finally bring out this edited book volume. Thanking you all.

Dr. Trailokya Deka

Editor

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ABOUT THE BOOK

Choosing a best career for each young mind is always necessary for future growth and development of a country. No one can contribute for the family or for the society as a whole without a career of their choice. Unfortunate selection of a career increases number of disguised unemployment, decreases productivity, disturbs resource utilization, increases social depression and so on. Time and situation has now changed. Students may choose a blending of all technical and non technical courses. The country is in the verge of implementing the New Education Policy (NEP), 2020. All are in doubt, how the upcoming education system is going to work. Besides, the ongoing (though decreased) pandemic Covid-19 has changed the entire education system. E-learning platforms like Swayam, MOOCs, Shodhganga, Infflibnet, Swayamprabha etc. are now well known to all. Again, the people of northeast India are more serious to protect their geography, culture and tradition. Students of northeast India need special attention in choosing a matching career of their choice. Including the entire present day career related opportunities and problems this research base book is composed with some of the selected papers and special research findings. The book is expected to boost up the grass root decision making platform of career selection.

ABOUT THE EDITOR

DR. Trailokya Deka presently serves as an Assistant Professor (Senior Grade) in the Department of Economics at B.P. Chaliha College, Nagarbera, Kamrup (Assam). Initially he served as a Project Fellow in a UGC sponsored Major Research Project. He has been awarded M.Phil. and Ph.D degree in Economics by North Eastern Hill University (NEHU), Shillong. He cleared the Eligibility Test for Lectureship in Economics. Dr. Deka has versatile experience in research and publication of issues related to Economics and other Social Sciences. In his credit, Dr. Deka has already authored two books entitled 'Rural Development in Assam' and 'Freakonomics' and edited another book entitled 'GST Demonetisation and Development' published from two national level publishers in New Delhi and Visakhapatnam (AP). Three Research Projects (MRP) has already been sanctioned in his name of Dr. Deka by UGC and the latest one is continuing under the sponsorship of ICSSR. Dr. Deka has published several research papers in different national and international journals of repute. He has published quite a lot of book chapters in different books of Economics and other Social Sciences. He has presented research papers in more than fifty National and International Seminars of Economics and other related disciplines. Dr. Deka is a regular writer in the editorial page of the prestigious daily newspaper of North East India 'The Assam Tribune'. He has already published more than thirty articles in the editorial page of the paper. Besides the academics, Dr. Deka has cleared the Assam Civil and Allied Services Examination (APSC) and appointed as Inspector of Taxes by Government of Assam in 2013.

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Quality is the Backbone of the NEP 2020

*Prof. Dr. Jogen C. Kalita**

Civil Rights Activist Martin Luther King, Jr. rightly stated “The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education”. Education is the only key to a State’s development and growth. Education is the catalyst that can help reduce poverty, improve health condition, prevent needless deaths, eliminate gender disparity and create a sustainable future. For societies, education drives long-term economic growth, brings innovation, strengthens institutions, and fosters social cohesion. Education gives people the skills they need to help themselves out of poverty.

Quality is the backbone of the NEP 2020 which has new and forward-looking vision for India’s HE system. The main mission is holistic and all round development of students, to improve Institute infrastructure and to enhance Academic and Administrative quality in order for ensuring graduate quality.

Albert Einstein during his visit to Boston in 1921, while commenting on college education stated, “Education is not the learning of facts, but the training of minds to think.” The value of a school or college education is to train the mind to think something that cannot be learned from textbooks, it is to create the capacity of integrated understanding and an ability to use the knowledge intelligently. These are fundamental aspects of the beliefs of education that we continue to aspire for even today.

*MSC. (Gau), Ph.D. (LOND), Professor and Head, Department of Zoology Former Director of College Development Council, Ex. Director of UGC-HRDC, Gauhati University, Guwahati.

In the higher education level, graduate quality has been considered as the key aspect for any educational institution. Colleges and universities are considered as the engines of our societies. College and university can be the absolute best years of a person's life; full of fun, freedom and meaningful learning that helps on the way to getting the career that the graduates have always dreamed of. However, after leaving the comfort zone of student life and being entering in to the new world can often be a very challenging time for the new graduates. Though they may be equipped for certain specialised careers, they also need to have learnt and know how to apply a number of important practical life skills in order to be able to fully grip and adjust to their challenging situation.

In the real world situation, employers always want 'well-rounded' people with a good mix of academic achievement, experience, common-sense and skills. The purpose of this writing is to tell our students to think about the kinds of skills, beyond their qualifications, beyond their syllabi that the new world employers are looking for. It doesn't matter if a student studied ancient history or computer science. The skills employers are looking for are generic n' above and beyond academic achievement n' they are the skills one needs to get and maintain a job.

Global, economic, technological and social trends are already changing the way people conduct business and even politics and altering the skills required to gain entrance into and maintain one's place in the work force and society. The new statistics coming out from studies around the world about employability skills of graduates remind us about the changing nature, and value, of higher education. Several areas of concerns are particularly relevant when considering the attributes that our graduates will require in order to effectively participate in the new world environment.

In the pursuit of developing their future academic career, the students should learn a few important skills before they leave college and university. UNICEF, UNESCO and WHO list the top ten core life-skill strategies and techniques all the graduates should possess. Those skills are like,

- problem solving skill,
- critical thinking,
- effective communication skills,
- leadership skill,

- team work,
- decision-making,
- creative thinking,
- interpersonal relationship skills,
- self-awareness building skills,
- empathy, and
- coping with stress and emotions.

I wish that our colleges and universities across the country produce world-class future-post-graduates, who are competent enough to solve any problems in the society, and are socially responsible and think about our nation and contribute to national development.

It is very important to remember what Swami Vivekananda once said, “All the wealth of the world cannot help one little Indian village if the people are not taught to help themselves. Our work should be mainly educational, both moral and intellectual”!

2

Scope of Humanities and Social Sciences in Northeast India

*Dr. Neelotpal Deka**

The present trend in career has busted the myth centering round the notion that medical and engineering are the only professions suited for meritorious students. There was a time when almost all parents wanted their children to be either a doctor or an engineer.

It thus also meant a lot of pressure on the children, which in many instances had adverse effect on them. Humanities and social sciences at that time were intended to be pursued only by academically poor students. However, over the years, people have realized that new vistas of learning have opened up and career in humanities and social sciences are very beneficial option, particularly for the students who are not interested in medical and engineering if they do not have a technical bend of mind. Even in an era of virtual realities and digitization too, the scope of humanities and social sciences remain immense today, specifically in a conflict zone like Northeast India. An analytical and

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critical approach is applied by humanities as a discipline, involving subjective study of humans, history, culture and societies. On the other hand, a scientific and evident based approach is used by social science as it is the objective study of humanity and its past, present and future besides analyzing the social behavior of humans under economic, political and cultural contexts. Both the disciplines being the fastest emerging ones in the growing dynamic environment in the country, aim at working out solutions to the multifarious problems that arise out of the relationships between humans, society and the environment. Hence, the universities in the region have become a space for those who want to study the human related problems human with human sensitivity.

In Northeast India, the premier institutes including the state and central universities such as Gauhati University, Tezpur University, Cotton University, Rajiv Gandhi University, North Eastern Hill University, to name a few, offer graduate and postgraduate programmes in humanities and social sciences. A large number of private universities also provide quality education in both the disciplines. The department of Humanities and Social Sciences at IIT Guwahati encourages students and scholars from different backgrounds to undertake interdisciplinary work. Moreover, this is an age of interdisciplinary studies, and the amalgamation of science and mathematics with humanities and social science has broaden the scope of empirical research in different areas. In recent years, a global trend has also been witnessed in research and publications combining humanities, social sciences and other disciplines. This approach to learning and research seems to be very apt at a time when the world is facing tremendous crisis post COVID. It should be mentioned that apart from tackling the health crisis, the pandemic brought to the fore socio-economic issues such as poverty, inequality and migration which are also required to be pondered upon. In that case, Northeast India must have the right set of skills and knowledge to address those problems effectively. At this juncture, the vital role played by humanity and social sciences can scarcely be undervalued. An in depth understanding of human behavior and the manner in which the society conducts is utterly important to deal with the myriads of such issues. Traditionally known as liberal arts, humanities and social science disciplines help in the development of a strong sense of social responsibility along with intellectual and practical skills. For instance, liberal arts graduates can acquire the skills such as communication,

analytical and problem solving abilities which they can apply in real world settings.

In terms of career choice, humanities are a diverse field. A graduate in the discipline can make a career in academia, law, journalism and film making, tourism, education, marketing and fashion besides numerous others. It is worth mentioning at this point that the aspirants of competitive exams in India prefer humanities as their optional paper. Similarly, a social science graduate can opt to become a sociologist, criminal justice professional, economist, social worker, political scientist amidst various others professions. In the corporate sector too it is observed that the young graduates from both the disciplines are hired in large numbers, thus the prospect of humanities and social science entail promising career opportunities at the present time. Another benefit of pursuing humanities and social science is that the employers value the wide education they offer which enable the graduates from these disciplines to critically analyze a problem from multiple angles.

As discussed, there is a wide range of career options for students of humanities and social sciences. Nevertheless, a few facts also need to be considered in today's dynamic scenario. The overall learning experience should be one which encourages students to read extensively and to express ideas in a logical manner, to seek information so that they know how to think critically through complex problems and to find solution from different perspectives. There is no end to learning, and so the students should have the confidence and flexibility to continually learn new skills and hence they can deal with the change, diversity and complexity in the practical world. In the *Future of Jobs Report 2020* by World Economic Forum too it is mentioned that in almost all industries there is high demand for comprehensive social skills. Thus, the students as well as the education system in the Northeast India must keep pace with the changing times. This is imperative for the reason that that they can become accustomed to the significantly diverse challenges and opportunities of this century compared to the previous ones with regard to pace, range and scope.

When American linguist, philosopher, social critic and political activist Noam Chomsky says "In the humanities and social sciences, and in fields like journalism and economics and so on, people have to

be trained to be managers, and controllers, and to accept things, and not to question too much,” he seems to be referring to the corporate managers and owners who according to him are governing the economy and political system to a large extent. Hence, he also seems to be indicating the fact that the students pursuing humanities and social sciences have the potentiality to be at the forefront of economy and political system if they are trained in the proper manner and also if they act strategically. However, this entirely depends on individual choice and with such wide-ranging scope it is almost an established fact now that students pursuing humanities and social sciences can decide on the kind of career they like better in various domains. Besides being successful professionals, through the works of students and scholars of humanities and social sciences we come to know about the values of the array of cultures, can explore about creation of art, making of history, to build more inclusive and effective institutions by analyzing people’s behavior. They thus pave the way for us to understand the world better and also become instrumental in making us visualize the future.

Career Opportunities as a Vegetable Wholesaler in Kamrup (M) District of Assam

*Dr. Gulam Ommar Ahmed**
*and Dr. Prashanta Sharma***

ABSTRACT

Vegetable vendors are that category of businessmen whose single day to every customer as well as every rupee is important. The mechanism of the society is such that it has developed avenues for each class of the society to survive; and the vegetable vendors are no exception to that. The vegetable vendors are a crucial part of the food supply chain as people whether rich or poor cannot survive without their support. The vendors begin their day while everybody keeps sleeping till that period of time while preparation for dinner at their customer's house is going on. This proves that it is a very tiresome and laborious task of being a vegetable vendor. The vendors also show incredible entrepreneurial characteristics as dealing with customers, their tantrums, their bargaining and winning a deal out of them is a herculean tasks.

The researchers thorough this research paper desire to portray the career opportunity as a wholesaler of vegetables. The wholesalers are an important part of the supply chain which connects the producers or traders with the retailers and customers. The wholesalers are the main circuit through which the vegetables are supplied in bulk to the urban areas. The researchers have

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chosen the wholesale markets of Kamrup (M) which have two branches, namely, Fancy Bazar and Garchuk. The retailers to mobile vendors of the whole Guwahati city purchase their stock from these two markets. The vegetable wholesalers are the backbone of the city life.

Keywords: Career, Opportunities, Wholesalers, Kamrup (M) etc.

INTRODUCTION

Agriculture is significant since time immemorial because it fulfills the basic needs of human existence, i.e. cultivation, feeding and selling. In context to the whole world, agriculture is not only important for providing food to the increasing population but also for uplifting the standard of living of the people who are involved in agricultural practices. Hence, a rapid rate of agricultural growth is an indispensable for generating and sustaining the momentum of developed economy.

The growth in agricultural sector determines the pace, standard level and direction of development in our economy as it supplies food for the population, provides raw materials to industry, engages a large base of rural labour force and raises foreign exchange through exports. Achieving a massive growth in agriculture is not only important for improving the GDP of the economy but also to make India shift from chronic food deficit to food self sufficient.

Production is one side of the coin and the other is marketing. In India, all the farmers were planting and producing crops for their own consumption during old days. It was selling which was important for the farmers as they could easily find the buyers. In modern world, with complexities, marketing has become important rather than selling as it is getting more and more challenging to survive in the economy.

STATUS OF VEGETABLE INDUSTRY IN INDIA

In India, farmers are seen to adopt a specialized and extensive system for cultivating vegetables and one such act is utilizing the river banks of the fertile rivers of India and its tributaries. India is the second largest producers of vegetables, where total areas of vegetable cultivation have increased from 5593 thousand hectares in 1991-92 to 9200 thousand hectares during 2012-13. The vegetable production

which was 58,532 metric tonnes in 1991-92 became 166608 thousand metric tonnes. In terms of vegetables, such as, ginger, okra, cauliflower, pumpkin, squash gourds and green peas, India ranks first. While India ranks second in production of eggplant, cabbage and onions.

India is blessed with a comparative advantage in vegetables as it is expanding at a very fast rate. After so much of vegetables, India lacks initiatives in the field of processed foods as it utilizes only 1 percent of its total productivity. Hence, by observing this trend in vegetable production, India can be termed as ‘uncrowned king’ of the world market. The farmers’ takes soil, water and weather into consideration while cultivating. If any of these characteristic fails, it results in low quality as well as low productivity. Therefore, it can be stated that the vegetable production depend mainly on the nature. The table no. 2.1 shows the scenario of the vegetable production in major state of India.

Table No-2.1: Vegetable Production in Major States of India

Sl. No.	States	Area (‘000 hectares)	Production (‘000 Metric tons)	Production in per hectare (in metric ton)
1	Uttar Pradesh	1479.42	28621.7	19.35
2	West Bengal	1464.58	28131.5	19.21
3	Madhya Pradesh	927.33	18148.1	19.57
4	Gujarat	613.13	12342.1	20.13
5	Maharashtra	682.86	11610.5	17.00
6	Haryana	500	9011.97	18.02
7	Karnataka	502.36	8733.92	17.39
8	Chattisgarh	489.03	6784.12	13.87
9	Tamil Nadu	243.68	6447.82	26.46
10	Punjab	258.52	5217.26	20.18
11	Assam	324.13	4060.14	12.53
Average production per hectare in major states				18.58

Source: Indian Horticulture Database, NHB (2019).

The table no. 2.1 exhibits that Punjab and Gujarat are producing more vegetable (i.e. 20.18 and 20.13 metric tons per hectare) per hectare

among the states. Assam produces vegetables only 12.53 metric ton per hectare, whereas average production of vegetable of major states per hectare is 18.58 metric ton. Uttar Pradesh and West Bengal stand in apex by utilizing 14,79,420 hectare and 14,64,580 hectare land and producing 2,86,21,700 metric ton and 2,81,31,500 metric ton vegetable respectively.

NECESSITY OF VEGETABLE MARKETS

Vegetable markets create place utility, time utility and form utility among producers, traders, wholesalers, retailers and ultimately, consumers. The peculiarities of vegetable products result in a very complex marketing mechanism and in this process, farmers are exploited. An efficient vegetable market is indispensable for the growth and development of rural India as well as urban vendors. The following points will highlight the necessity for vegetable markets:

Consumers: Consumers prefer visiting vegetable market mainly for wide varieties of fresh, affordable and quality products. Buying directly from vendors or farmers at market places assures lower prices and choice of large varieties of products. Consumers can communicate face to face with the sellers about the price, weight and quality of the vegetables.

Farmers: Sometimes, farmers have direct contact with the consumers for selling purpose. This helps the farmers to generate a good amount of income and know the pros and cons of their products with instant feedback. Farmers direct selling to consumers works particularly for the marginalized or small scale farmers who have relatively low volumes of production. Farmers with their expertise experiment with small amounts of exotic or new products. A direct communication by farmers with customers helps them to acknowledge and understand the consumers need and buying behavior.

Vendors: Vendors have the opportunity to fix their own prices and may receive other market information which they may turn into their favor. The vendors earn their livelihood by selling their products in the market place. After the whole day of toiling hard, they get the satisfaction of seeing handful of cash in their pockets.

VEGETABLE MARKET IN KAMRUP (METRO) DISTRICT

Kamrup (Metro) vegetable market is a very complex one as it consists of urban, semi-urban and rural areas. Vegetables in Kamrup

(Metro) district arrive in markets in three seasons- early season, main season and late season. Kamrup (Metro) receives the maximum arrivals of variety of vegetables. Kharupetia Regulated Market is the major supplier of vegetables to Kamrup (Metro) district and the next in supplier is the Barpeta Market. The vegetable markets in Kamrup (Metro) are the feeder market of the nearby districts of Barpeta, Nagaon and Darrang.

SOCIAL SIGNIFICANCE OF THE STUDY

Vegetable Vendors are such a member of the business fraternity who provide a wide variety of vegetables to the mankind at affordable prices and that too at convenient locations. Selling of vegetables has been a profession for the vendors since the birth of market system. As vegetables are an integral part of Indian cuisines, vegetable production to distribution to selling to consumption is a cyclical process in India. Vegetable vendors had to possess entrepreneurial skills as procurement of vegetables till selling off is not an easy task with constant price fluctuations and perishability factor. Hence, vegetable industry is an important segment of Indian Agriculture and in-depth study is required to find out the problems and solutions.

OBJECTIVES OF THE STUDY

The study has the following objectives:

- i. To examine the nature of wholesale vendors;
- ii. To examine the nature of income-expenditure of wholesale vendors;

RESEARCH METHODOLOGY

The study is analytical and explorative in nature. The researchers have collected primary information from wholesalers with prepared schedule.

Universe of the Study: The Universe of the study comprises of all the wholesalers of Kamrup (Metro).

Mode of Sampling: Since the size of population is not defined, the researchers have applied convenient sampling technique for collecting information from respondents as given below.

Apart from Primary data, secondary data were also collected from various sources such as published books, magazines, reports, journals, internet etc.

Table No. 7.1: Wholesale Markets

Wholesale Markets in Kamrup (Metro)	No. of Respondents
Fancy Bazar	25
Garchuk	25
Total Respondents (i.e. Sample Size)	50

In Kamrup (Metro), there are two wholesale markets, viz., Fancy Bazar and Garchuk.

LIMITATIONS OF THE STUDY

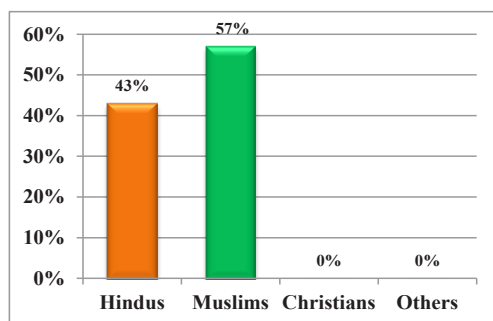
The research study has the following limitations:

- The study excludes the Fariah vendors.
- The study excludes the online trading of vegetables by different trading agencies.

ANALYSIS AND INTERPRETATION OF THE WHOLESALE MARKET OF KAMRUP (METRO)

Nature of wholesale vendors

The researchers examined the religion, tribes, gender, age and marital status of the vendors to know the nature of whole sale market. It has been found that the majority of the wholesalers of vegetable market in Kamrup (M) are mainly Muslim vendors. As exhibited in diagram- 9.1.1, the remaining vendors (43%) are from Hindu community.

**Diagram 9.1.1: Religion of Vegetable Vendors**

Source: Field Survey

In the diagram 9.1.2, it is also observed that 45% and 20% of the wholesale traders' mother tongues are Bengali and Bhojpuri. Among the sample respondents, 25% and 10% wholesale traders are belonging to

Assamese and other local tribes. It implies that involvement of indigenous people is lesser in wholesale trading of vegetables in Kamrup (M).

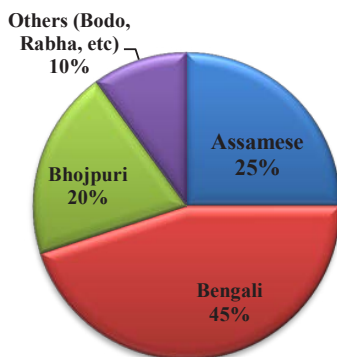


Diagram 9.1.2: Mother Tongue of vegetable traders

Source: Field Survey

The diagram- 9.1.3 reveals that 47% of the sample vendors of the wholesale vegetable market are from General Category. The caste OBC/MOBC has 31% of the holdings in the wholesaling business. The rests SC and ST together comprises of 18% and 04% share of the wholesaling business respectively. From another perspective, it is also to be observed that all together reserved category, i.e. OBC/MOBC, SC and ST, of the societal system occupies majority (53%) share in the wholesaling business of Kamrup (M) whereas the General category singlehandedly stands at 47% of the total wholesale business Kamrup (M).

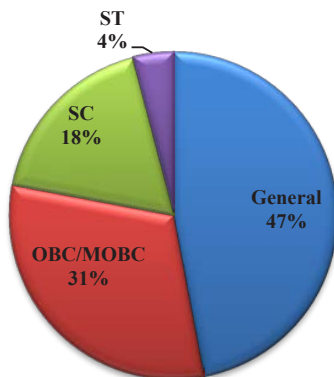


Diagram 9.1.3: Caste of Vegetable Vendors

Source: Field Survey

In wholesale business of Kamrup (M), majority of the vegetable vendors (64%) have registered their names in their respective market place. The unregistered vegetable vendor's population is 36%. It is apparent that registration of vendors is not compulsory in the wholesale market scenario as almost one-third of the vendor's populations are functioning without registering their names in the market. The majority of vendors are registered which signifies that the vendors are aware of positive impact of registration and it can be said that the wholesale market is a semi-organized market in Kamrup (M). It is evident from the diagram 9.1.4.

Another noticeable fact is that the involvement of female as wholesale traders in vegetable market of Kamrup (M) is 14%. Though the percentage of women is lesser, the involvement of women in vegetable wholesale market is encouraging for women empowerment. The wholesale vegetable market of Kamrup (M) is mostly dominated by the male vendors. Among all the wholesale traders of the sample, 86% are male. It can be observed from the diagram 9.1.5.

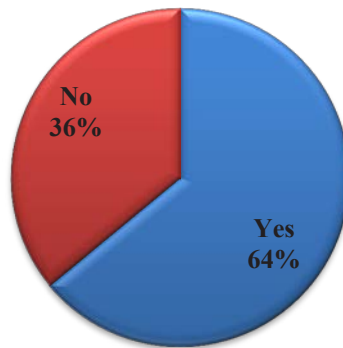


Diagram 9.1.4: Registration of Vegetable Vendors

Source: Field Survey

On interrogation, it was found out that wholesaling is a very intense laborious work and requires strength. That is why women involvement is lesser in wholesaling business. Apart from that, wholesale business starts from early morning at around 4 am, which women part find it difficult to manage, and the working hours end at late night 9 pm. It is clearly shown in the diagram 9.1.5.

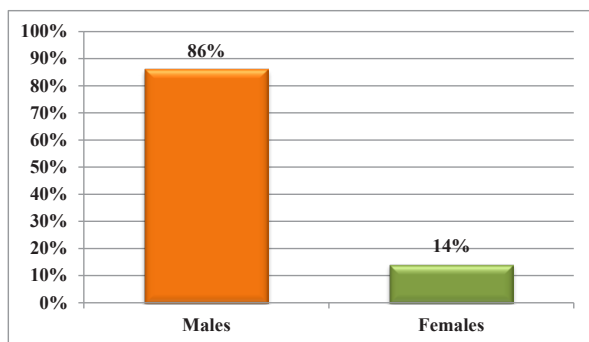


Diagram 9.1.5: Gender Classification of Vegetable Vendors

Source: Field Survey

The diagram 9.1.6 shows that a sizeable group of the wholesale vegetable vendors is highly experienced in this business, i.e. 31 to 40 years with 29% of the respondents. Moreover, 19% Vendors with 21 to 30 years are engaged in this business. The highest portion, i.e. 41%, of wholesalers in the vegetable markets is engaged within 11-20 years. Therefore, it can be interpreted that 89% sample respondents of wholesalers have experience of more than 10 years in this market.

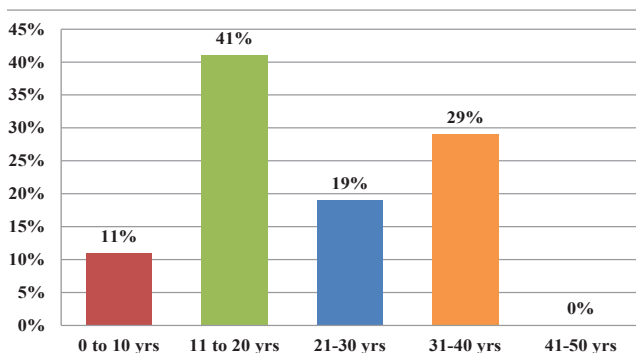


Diagram 9.1.6: Number of Years in Business

Source: Field Survey

For opening business in wholesale vegetable market, the source of finance is an important issue. The pie-diagram below revealed that 55% of them started their initial business with their own source of fund and 45% of them borrowed capital either from their friends or their relatives. It depicts that the financial conditions of 45% of the respondents were not

stable to finance their own vending business. Though it required less than Rs. 5000 to start a vegetable vending, it was a major hurdle for them to accumulate such amount on their own. This is shown in the diagram- 9.1.7.

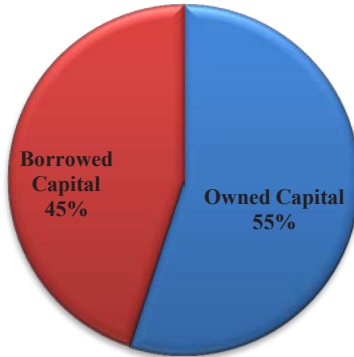


Diagram 9.1.7: Source of Finance for Starting the Business

Source: Field Survey

From the diagram- 9.1.8, the researchers came to know that 28% of the select wholesalers invested less than Rs. 5000 in their business and as whole 70% wholesalers invested less than Rs.

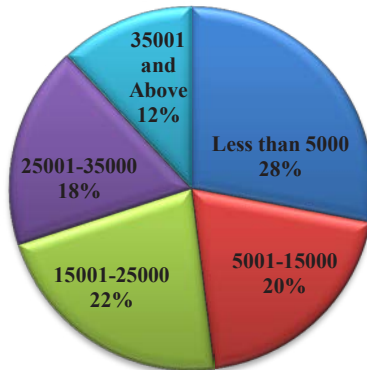


Diagram 9.1.8: Investment while Commencing Business

Source: Field Survey

15000/- in wholesale trading. Only 12% have started their business with Rs. 35000 and above. This scenario shows that majority vegetable wholesalers of Kamrup (M) are economically weaker.

Nature of income-expenditure of wholesale vendors

The wholesalers of Kamrup (M) have different levels of earning capacity. As per diagram 9.2.1, 25% of wholesale vendors earn less than Rs. 500 per day.

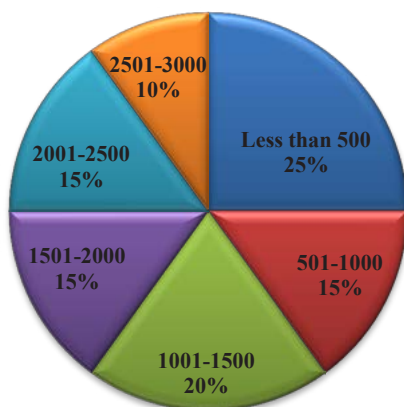


Diagram 9.2.1: Earnings (Profit Margin) Per Day

Source: Field Survey

As a whole 60% of the sample vendors earned less than Rs.1500/- per day. On the other hand, only 10% of the vendors earn more than 2500 per day. This interpretation reveals that a major group of vegetable vendors of the wholesale market earned less than Rs. 45000/- per month.

The wholesale vendors, low-earning to high-earning range, mostly utilize their incomes on Household activities which show 54% of the select respondents. The size of wholesale vendors which practice savings or other investment with considerable portion of income in Banks or any other financial institution is 24% of the sample respondents. This is shown in the diagram 9.2.2.

From the diagram- 9.2.2, it is clear that 22% of the wholesale vendors re-employ a sizeable share of their earnings in business operations. This indicates that wholesale vendor's major share of earnings are utilized in maintaining household affairs. The majority vendors have a minimal practice of savings as they have to cut a share of their earnings for their business operations too.

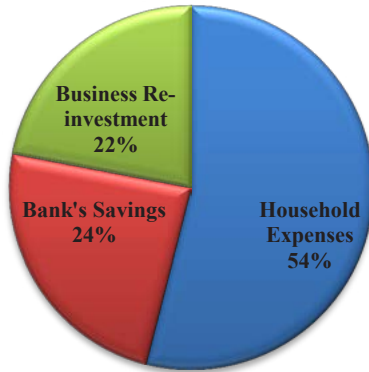
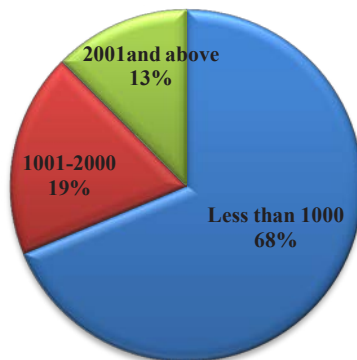


Diagram 9.2.2: Management of Cash

Source: Field Survey

The diagram- 9.2.3 shows that the wholesale vendors of Kamrup (M) have to manage a heavy share of working capital for their daily business activities out of their incomes. The size of the respondents which invest less than Rs 1000 per day for procurement of vegetables is the highest among all the categories, i.e. 68%. The vendors who invest between Rs. 1001 to 2000 per day for their business are 18%. The maximum range is Rs 2001 and above category of vendors which includes only 04% vendor. The above information indicates that majority wholesale vegetable vendors in Kamrup (M) utilize per day very less amount (i.e. less than Rs.1000) as working capital.



9.2.3: Per Day Expenditures for business

Source: Field Survey

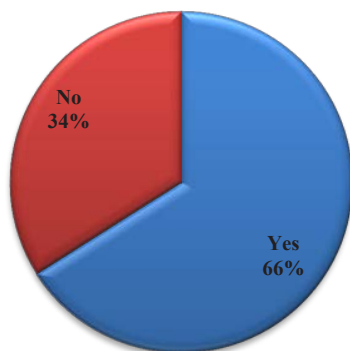


Diagram 9.2.4: Practice Savings out of Income

Source: Field Survey

The wholesale vendors of Kamrup (M) have a sound policy regarding savings. Majority of the respondents, i.e. 66% save a part of their incomes to meet future contingencies, irrespective of the amount whether small or large. It is been noticed that the vendors (34%) who earn only to operate their families and their business cannot afford to maintain savings out of their income. This is evident from the diagram 9.2.4.

FINDINGS

The researchers have the following comments from the above interpretations-

The nature of wholesale vendors

- (a) The wholesale vegetable vendors of Kamrup (Metro) have shown that there are not a single individual vendor from the religious background of Christianity and other religions. Majority of the vendors belong to Muslim community.
- (b) In lieu of involvement of more local tribes, the entire wholesale vegetable market is dominated by Bengali and Bhojpuri speaking vendors (i.e. 65% of the respondents)
- (c) 53% of the wholesalers of vegetable markets are belonging to the reserved categories.
- (d) The involvement of women as wholesaler is less, since wholesale vegetable market is an intensive labour oriented market with more than 15 hours service.

- (e) The wholesale traders of vegetable market of Kamrup (M) have experience of long year's service in this field.
- (f) Minimum Rs. 5000 is required to start vegetable vending in wholesale market.
- (g) Majority vendors started their business from their own source of finance.
- (h) As a whole 70% wholesalers invested less than Rs. 15,000/- in wholesale trading. Basically the traders of this market are from economically weaker section of the society.

The nature of income-expenditure of wholesale vendors

- (a) Majority traders of the wholesale vegetable market of Kamrup (M) earn less than Rs.1500/- per day.
- (b) Majority wholesalers of this market utilise major part of their income only for household affairs. They have usually little scope for saving and investment or ploughing back of profit.
- (c) The majority wholesalers of vegetable market in Kamrup (M) utilize very less amount (i.e. less than Rs.1000) as working capital every day. In practice the traders need to pay truck drivers, coolies for transporting and loading of procured items. The helpers of the shops are paid daily wages by the vendors.
- (d) In spite of paucity of income, 66% traders somehow manage to save a little part of their earning for future contingency.

CONCLUSION

The vegetable business industry is highly volatile and one of the basic need of human civilization for living, earning and sustaining. In a nutshell, the research on wholesale market of Kamrup (M) with vendors being the principal unit, have thrown a light on the aspects as how the vendors survive in their day to day affairs to act as an entrepreneur in their own style. The vendors of wholesale market of Kamrup (M) have been quoted as entrepreneurs as they have to undertake high amount of risk because vegetables are highly perishable items. The major problems that add fuel to this burning problem is the absence of cold storage facilities at this two prime locations, Fancy Bazar and Garchuk. The other problems that the vendors face are the illegal collection of

money by various entities. It always have affect on fluctuations of price. Besides that, they are facing problem from season and off-season issues. No matter what are the problems, these vendors with their passion and zeal somehow manage to survive and turn every obstacle into opportunity. They do hard work and earn their livelihood and as it is correctly said “There is no shortcut to Hard-work”. Their main motto is **“EAT, WORK, SLEEP AND REPEAT”**.

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Achievement of Targeted Growth in Assam: Quest for Institutional Scope and Opportunities

*Dr. Trailokya Deka**

ABSTRACT

Assam is the gate way to East and South East Asian countries of the world. Looking into the bundles of natural resources and it's international geographical surroundings Assam and northeast India have enough potential and scope of economic development. Continuous lower position of Assam in GSDP top states list of India along with the other northeastern states instead of available resources is sufficient to speak the prospect and potential of the regional economy. Recent trend of decrease of agriculture dependent from 75 percent to 69 percent of state population is the indicator of growth of secondary sector in Assam. In comparison to national figures the state is still much bellow not only in services but also in industrial growth. Presently, the state ministries of Assam are working to achieve the targeted growth i.e. to occupy the position of the state within the top five developed states of India. The target was announced on the first day of government formation and now all are working to achieve that. In such a target oriented development mission role of parallel institutions cannot be ignored. State employment opportunities and also the career opportunities in various fields are expected to be boost up. Paper is prepared

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to quest the greater institutional role, searching the scope of few academic institutions of higher education in achieving the present target of economic development of Assam. Paper is based on secondary source of data and applied a theoretical methodological approach. Numerical tables and pictorial presentations are done to explain the scenario of Assam economy. Paper observed a series of scope and opportunities for the state run institutions in achieving the recent target of economic development in Assam.

Keywords: Assam, Development, Institution, Potential, Scope Etc.

INTRODUCTION

Continuous lower position of Assam in the GSDP top states list of India along with the other northeastern states instead of available resources is sufficient to speak the prospect and potential of the regional economy. As the gate way of East and South East Asia, Assam have enough potential and scope of economic development. Though there is absence of clear long term development plan in the state ministries but the present government is working hard on day to day basis in the short run. Decrease of agriculture dependent from 75 percent to 69 percent of state population is the indicator of growth of secondary sector in Assam. In comparison to national figures the state is much bellow not only in services but also in industrial growth. Presently, the state ministries of Assam are working to achieve the targeted growth i.e. to occupy the position of the state within top five developed states of India. In such a target oriented developmental mission role of parallel institutions cannot be ignored. Systematic and a well planned integrated process embracing all the decision making bodies of the surroundings is the need of the hour so that several lakhs of working population (18-60 years age) of Assam do not move out of the state. Paper is prepared to quest the greater institutional role, specially the scope of few higher education academic institutions in achieving the present target of economic development in Assam.

REVIEW OF LITERATURE

A few related literatures that reviewed for the purpose of the study are stated in the following paragraphs-

News item published in 'Business Standard' (2021, May 10th) stated the target of newly sworn in Assam chief minister, the government will work to make the state one of the top five states in India in the next five years. According to the report, Assam government will immediately start working to achieve the objective.

Deb, R. (2021) explained that despite significant improvement across various sectors, Assam still ranks 17th in terms of its contribution to the country's Gross Domestic Product (GDP). To change the status quo and put Assam on the list of top drivers of India's growth and to make the state amongst the top five best performing states in the country by 2026, Assam have to do a lot, it stated. According to the researcher the task, however difficult but it might not be impossible given the track record of present Assam chief minister in revamping the education and health sector in the state during his tenure as a cabinet minister. But despite the optimism, as the researcher stated, there is also a need of certain level of realism and significant interventions at different levels that need to be undertaken by the government on a mission mode to fast track the economic and social development of the state. On specific parameters to ensure all-round development, one of the primary areas of focus could be the SDG (Sustainable Development Goals) index where the state Assam ranks 24th in the recently published SDG report, it stated. Deb, R. explained the role of different institutions in achieving the stated growth.

Deka, K. (2021) explained that between 1981 and 2000, Assam's economy grew at just 3.3 percent annually, against the national growth rate of 6 percent. Though Assam provides the country with two of the primary requirements of almost every household- tea and petroleum, it ranks 17th in terms of GSDP (gross state domestic product) among Indian states. At current price, Assam's GSDP for 2020-21 is projected to be Rs 4.09 lakh crore, about two percent of India's GDP. At current prices, the state per capita income was Rs 1,30,970 in 2020-21, finding place among the bottom-ranked states, the report stated. Though Assam is rich in natural resources, socio-political strife has kept the state from achieving its true potential. However, according to the publication, on a range of indicators, the rate of development is on the rise, with notable improvements in health, education and industry.

OBJECTIVE AND METHODOLOGY OF STUDY

Northeastern Region (NER) of India is landlocked in geographical surroundings. Assam is no doubt the gateway to the entire northeast but still Assam is lagging behind to the other states of the country. In terms of SDP, PCI, infrastructure, transportation, communication, health issues, scientific temper and innovations, literacy and poverty removal Assam is working in much lower position. Some of the other states of India specially Maharashtra, Gujarat, Tamil Nadu, Kerala and Madhya Pradesh are doing a lot in most of the economic aspects. In comparison, presently Assam is working in almost lower position in terms of economic development indices. Present chief minister and his entire team in the ministries of Assam government are working to achieve the targeted position i.e. to bring Assam within the top five developed states of the country. It is always impossible that the economic development of a state will come from a vacuum. An integrated road map is required to achieve the growth target. Each and every working population or participating institutions (academic, decision making, business) of the state must understand the responsibility to achieve the target. Institutions specially the higher education and research institutions must bridge the gap with a set of line works, skill formation and innovations. Prime objective of this paper is to quest the required integrated road map of development with the explanation of role and scope of different academic institutions so that the mission of becoming the state in the top five is fulfilled. Paper searched the scope and opportunities of some of the familiar higher educational and research institutions of Assam in achieving the required target of growth. Paper is based on secondary source of data which are collected from different available publications. Publications available with government line departments are also used as data source. Paper also received input from different grass root level self institutional observations throughout the state. Paper follows a theoretical methodological approach.

ANALYSIS AND FINDINGS

In GSDP (Gross State Domestic Product) top states list of India Maharashtra is in number one in FY2018-19. Maharashtra share 13.88 percent of India's total GSDP which is Rs.2,632,792 Cr. in actual term. In the same list, Tamil Nadu is in 2nd position and share 8.59 percent of GSDP (Rs.1,630,208 Cr), Uttar Pradesh comes in 3rd and

share 8.35 percent (Rs.1,584,764 Cr), Gujarat is in 4th and share 7.92 percent (Rs.1,502,899 Cr) and Karnataka is in 5th which share 7.87 percent (Rs.1,493,127 Cr) of India's GSDP in FY2018-19. Altogether, the top 5 states share 46.6 percent of India's GDP. Similarly, in the same GSDP top states list the state Assam is in 17th (in terms of land area 16th in the country) number serial from the top. In that particular financial year (2018-19) the state Assam share only 1.67 percent of India's GSDP which is Rs.315, 881 Cr. in actual term. India's largest state Rajasthan is at number 7th which is in behind of state West Bengal. State Bihar is in serial number 14th and the capital Delhi is in 12th. Five states of South India together account for close to 30 percent of GSDP in the formation of GDP of the country. Eight states of Northeast India share only 2.8 percent of GSDP in the formation of GDP. Andaman and Nicobar Island has lowest contribution of GSDP in the list of 33 states and the UTs. States Mizoram, Arunachal, Nagaland and Manipur come respectively in 2nd, 3rd, 4th and 5th of the last in the prepared list (Ministry of Statistics and Programme Implementation, government of India).

Again in case of NSDP (Net State Domestic Product) per capita at current price in 2019-20 and NSDP per capita (Nominal) in 2018-19 also the state Assam is much bellow than most of the states and UTs of the country. Scenario of Assam in NSDP along with some other major states and UTs of the country are stated in Table-1.

Table 1: Few Indian States and UTs by NSDP Per Capita

Sl.No.	States	NSDP (Current Price), 2019-20 (in Rs.)	NSDP Per Capita (Nominal), 2018-19 (in Rs.)
1	Delhi	376221	365529
2	Haryana	247628	236147
3	Assam	86801	82078
5	Odisha	109730	95164
6	Rajasthan	116492	110606
7	West Bengal	121463	109491
8	Arunachal	169742	139588
9	Punjab	151491	154996

Sl.No.	States	NSDP (Current Price), 2019-20 (in Rs.)	NSDP Per Capita (Nominal), 2018-19 (in Rs.)
10	Mizoram	187327	168626
11	Maharashtra	202130	191736
12	Gujarat	213936	197447
13	Kerala	221904	204105
14	Sikkim	403376	357643

Source: Compiled from Tiwari, S. and Saket Surya (2021)

In both, NSDP value of Assam is found in five digits and others are mostly found in six digits. Assam is found much below the other states of the country, even lower than the other NE states. Thus, it is clear that economic situation of Assam is not comfortable to achieve the present targeted growth. In order to fulfill the dream to occupy the position within the top five states of the country Assam has to put series of efforts in a systematic way.

ASSAM IN COMPARISON TO OTHER STATES: ALLOCATION ASPECT

After the evaluation of comparative current macroeconomic situation let us now observe how the respective states are allocating their funds in different fields of economic development in the current years. In the following paragraphs budgetary allocation of different states along with the state Assam in different basic needs are explained through tables and diagrams. Tables/diagrams explain preference wise comparative status of working of different state governments in the current periods.

Education is the most basic need and should be a preferred area of budgetary allocation for any economy at any time. Delhi is spending highest in education (it include expenditure on schemes such as the Samagra Shiksha Abhiyan and the Midday Meal scheme, construction and maintenance of school buildings, and payment of salaries and pensions of teaching and other related staff) in the country in 2021-22. Assam is laying much behind the other states of the country. It is explained in Table-2. In relation to spending on social security measures like pensions, nutrition, and disaster relief West Bengal is spending highest in the country in 2021-22. Assam spent only 5.4 percent in agriculture and allied activities in 2021-22. In 2021-22, states on an average have allocated 6 percent of their budget towards health and

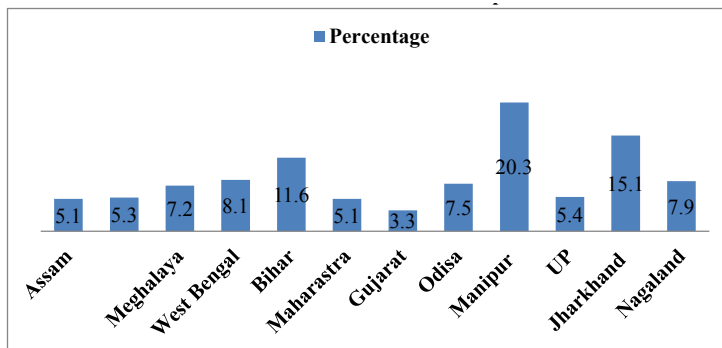
family welfare. This includes expenditures on schemes such as the National Health Mission, Ayushman Bharat, and construction and maintenance of hospitals. National Health Policy, 2017 recommended that by 2020, all states in India should allocate at least 8 percent of their budget towards health. Instead of that recommendation Assam spent only 7.1 percent of the total budgetary amount in health and family welfare in 2021-22.

Table 2: State/UT wise allocation of budgets in some of the basic needs in 2021-22 (in %)

Sl.No.	State	Education	Social Welfare and Nutrition	Agriculture and allied activities	Health and Family Welfare
1	Assam	19	4.3	5.4	7.1
2	Delhi	25	6.6	0.6	15.9
3	Maharashtra	17	3.8	6.1	4.4
4	Gujarat	14	3.6	4.4	5.7
5	Himachal Pradesh	19	-	-	-
6	Rajasthan	19	6.7	5.1	7.0
7	West Bengal	18	15.4	5.3	-
8	Bihar	19	-	-	-
9	Chhattisgarh	19	-	17.2	-
10	Kerala	15	6.9	5.6	6.5

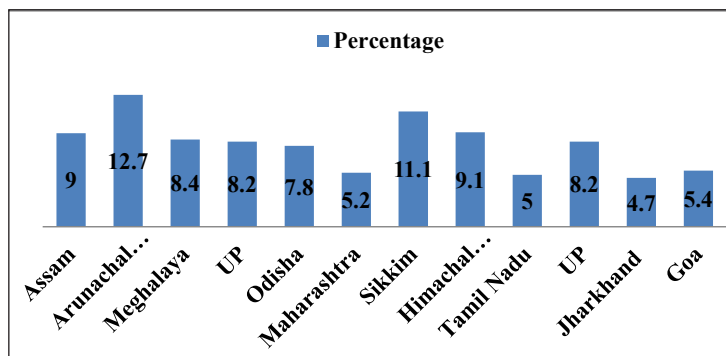
Source: Compiled from Tiwari, S. and Saket Surya (2021)

Expenditure on rural development which includes implementation of various rural development schemes, such as the National Rural Employment Guarantee Scheme (MGNREGS), and the Swachh Bharat Mission is stated below in Table-3. In 2021-22 states on an average have allocated 5.7 percent of their budgets towards rural development in the country. Assam allocated only 5.1 percent of the total amount for rural development in 2021-22. Neighboring states including a few NE states are also allocating more than the state Assam.

Table 3: Allocation of States in Rural Development in 2021-22

Source: Compiled from Tiwari, S. and Saket Surya (2021)

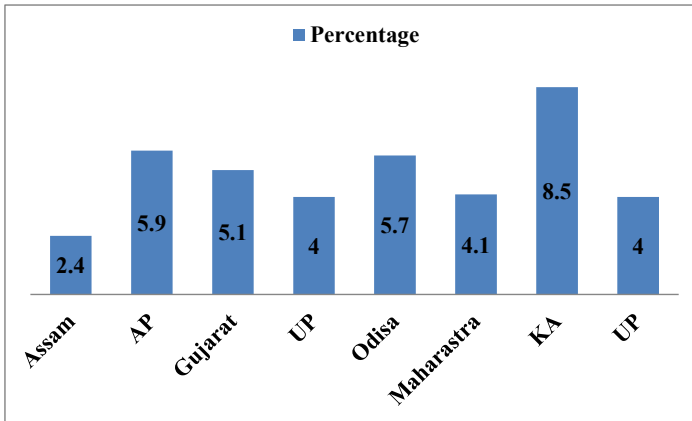
In 2021-22, states in the country on an average have allocated 4.7 percent of their budget towards roads and bridges. This also includes spending on construction and maintenance of state highways. But significantly Assam has allocated more than the national average.

Table 4: Allocation of States in Roads and Bridges in 2021-22

Source: Compiled from Tiwari, S. and Saket Surya (2021)

In 2021-22, states estimated to spend 3.6 percent of their budget on irrigation and flood control measures of the country. Instead of it's dependency in agriculture and recurrence of heavy flood Assam has allocated only 2.4 percent of budget on irrigation and flood control measures of the state.

Table-5: Allocation of States on Irrigation and Flood Control in 2021-22



Source: Compiled from Tiwari, S. and Saket Surya (2021)

Thus, both in terms of share of GSDP and NSDP and allocation in different basic needs through budgets Assam is still lying in lower and yet to show its sign. Instead of the fixed target of development, in no any basic fields Assam is allocating special in the country. In comparison, other states are also doing at par with the state Assam. Some states are doing much better than Assam. Even some states in the NE are also doing special in the country. In order to be a state within the top five in the country Assam must do something particular. Keeping in mind the above stated facts paper is searching some prospect and potential of Assam. In terms of familiar academic institutions or basic fields paper is briefly analyzing the scope in Assam under the following headings.

PROSPECT AND POTENTIAL OF THE STATE: ROLE OF INSTITUTIONS

Institutions as a whole are the guide for the stakeholders. Academic institutions play a major role in shaping the future of a country. Taking into consideration of developmental aspects following paragraphs explain a few major roles to be played by the academic institutions in the state of Assam. Looking into the importance only a few higher education .academic institutions of the state are discussed in the paper.

According to a recent state government report, total numbers of Central Government University and State Government University are

2 and 18 respectively in Assam. Total number of private universities in Assam is 6. Two deemed universities are also there in Assam. Altogether 143 numbers of general Arts, Science and Commerce colleges are there in Assam including 05 numbers of government colleges (others are provincialised colleges). Number of government engineering college is 7 and 26 numbers of polytechnic institutions are there in Assam. There are 7 autonomous institutions of national importance including one IIT and one AIIMS in Assam. There are also 27 numbers of affiliated law colleges, 06 numbers of hotel management institutes and 12 numbers of research institutions in Assam.

Role of General Universities and Colleges

All the universities and colleges of Assam may create productive skilled future generation. The large pool of working population may be created as an asset for the state. If colleges/universities work in a mission mode and produce man power in a true sense then our future society or the economy will not be build up by the others. Others will not get chance to occupy our places. Bridges, roads, buildings will not build by the outside people. Young and energetic skill people will work for the future of the state. They will create, innovate and engage for the development of the state. In such an ambience young man power of the state will not migrate to other states of the country and simultaneously engage others for the development of the state. Thus, if all higher education academic institutions work in a mission mode then the target to occupy the position of the state within the top five developed states of the country will become easy.

Role of Medical Colleges and Hospitals

As of now there are 09 numbers of state government funded general medical colleges and hospitals are functional in Assam besides the 3 dental colleges. The autonomous institute of national importance in health sciences- AIIMS is also starting it's services in Assam. The only Government run Ayurvedic College at Jalukbari, Guwahati is serving the people of entire NER and the country as whole from the historical period. Large number of private hospitals and diagnosis houses are continuously serving in Assam. Recently inaugurated 07 numbers of cancer hospitals (another 07 are under construction) are increasing the prosperity of the state in health sciences. If all these institutions

and organizations work in a directive mode then the state will soon become a medical hub. All these institutions will invite patients or people across the Asian countries specially the neighbouring countries. If all these institutions work in a perfect manner then the entire NER will get benefit. It will open several new job vistas and help to achieve socio-economic development of the state. The state Maharashtra has total 63 medical colleges out of which 10 are government run medical colleges and 11 are private medical colleges and others are serving in PPP mode. Thus Assam is also not in a far way to become a significant state in medical services of the country.

Prospect of Tourism Services

If the entire education and health sectors work in a mission mode then the state will surely invite people even from the outside of the country as well. People from Bangladesh, Bhutan, Nepal, Myanmar etc. will come and take medical treatment in Guwahati or in Assam. Already people from other NE states come to avail several medical facilities in Assam. The scenario will surely help to boost in tourism and hospitality services as well. Before the full functioning of cancer hospitals and AIIMS in Guwahati, the Kaziranga National Park earned all time high record revenue collection Rs.6,39,23,389 during October 2021 to May 2022 from the tourism services. So Assam will surely be able to compete with Maharashtra and also with UP in tourism services in near future. Entire NER have enough incomparable natural beauty and monuments to invite tourists throughout the world. Assam may become a forerunner state in tourism services. Not only Ma-Kamakhya, Kaziranga or Manash but also the medical colleges and educational institutions will invite the tourists from different parts of the globe. Thus, there is prospect of medical tourism through the institutional development of the state. Besides, there are several tourism and hospitality management institutions including the Institute of Hotel Management (IHM, under the ministry of Tourism, GoI) in Guwahati, Assam. All these national or state level institutions may give appropriate guide for the development of tourism services or opening up of different career opportunities in Assam.

Development of Ancillary Units

Ancillary units are the grass root institutions that work for the development of the common people. At present Assam is growing at least

in some of the selected sectors. Establishment of medical and technical colleges including the polytechnic institutions may help to develop varieties of ancillary units in the state of Assam. In an integrated manner general degree colleges along with the technical colleges of the state may produce future students who are fit to establish different ancillary units in the state Assam. Assam is fortunate enough to have the berth in the shipping ministry of Government of India. With the utilization of mighty Brahmaputra and linking the river water ways in Assam development may be invited in line with the state of Maharashtra and Gujarat.

Tea Production and Assam

Assam is a golden state which contributes highest near about 55 percent of total tea production of the country (one-sixth of world total tea production) whereas West Bengal produce only about 27 percent (2nd highest). Assam is the world's largest tea-growing region by production. From it's quality Gauhati Tea Auction centre is selling tea at the world highest price. States like Tamil Nadu and Kerala produce tea much lower than the state Assam. Assam has more than 10 lakh tea workers in the organized sector, working in about 850 big Tea estates. But the most important point is that the tea estates are slowly replacing labourers with machines. Labourers are slowly either detaching from the work or engaged in a disguised manner. In such a situation development of different ancillary unit which depends on tea is a must. China, Sri Lanka, Kenya, Turkey, Indonesia etc. all the tea producing countries are producing medicines, chocolate, decorative items, aromatic gels either from tea leaves or roots, then why not Assam. Assam may have a systematic plan and accordingly work for the development of the tea estates or the tea tribes. In this regard the only prestigious tea research institution- Toklai Tea Research Centre, jorhat and the only Tea Auction Centre, Guwahati may work in a planned mode. Different career opportunities related to tea estates or tea businesses or tea industries may help the future students of the state or the region. Several new vistas may be opened up using the beautiful tea plants of Assam and the NE. If the mission of economic development is to be fulfilled then the tea tribes must not be used as the vote bank of the state politics. Recently established model schools and colleges in the tea estates may play a major role for the development of tea areas of the state.

Scope of Assam Agriculture University

Assam is an agriculture base state. Majority of the people of the state are directly or indirectly engaged with the agriculture or it's allied activities. Traditionally people are highly busy with agriculture related activities. Livelihood pattern of most of the people in the state are related to agriculture or horticulture, forestry or cattle rearing or poultry or fishery. In such a scenario, the historical Assam Agriculture University, Jorhat and it's different branches may help the people of the state or the region. The prestigious university has already produced many graduates or post graduates or research degree holders in the state. The university may think of some new career opportunities in blended mode in the state. All may work for the development of the state. If the common people get more direct or indirect benefit from the university then it will surely boost up the state economy.

Oil and Minerals of Assam

State government of Assam has earned Rs.1,489 crore revenue from crude oil and minerals in 2020-21 which is more than the revenue collected in 2019-20. Many academic institutions and ancillary units have already grown up in oil cities of Assam like Digboi, Duliajan, Sivsagar and Nazira. Production or extraction of oil is capital intensive in nature. Technical universities or colleges of the state may work a lot for the engagement of our young minds in such capital intensive industries of the state. Instead of working as disguised labour in agriculture the state young minds may work either in oil or in natural gas sector or in different ancillary units related to that. It will surely help to grow the state economy of Assam.

Sports (Dibrugarh), Culture (Majuli), Skill (Mangaldoi), Forensic (Guwahati) Universities are yet to work actively or play a role for the development of the state economy. Many worldwide name and fame has already been earned without any special infrastructure in the state of Assam then why not by the next generation. Universities may practically think about the future and engage the young minds looking into the prospects. All these universities may also work for different tie-up initiatives so as to get the world class facilities in hand in Assam.

POLICY IMPLICATION

1. Each and every academic institution of the state especially the institution delivering the higher education (technical and non technical) should work in an integrated mission mode to achieve the targeted growth of the state economy.
2. Institutional course contents should be prepared at par with the greater objectives of the state. Review works of course contents need to be conducted in time bound manner with the involvement of majority of teachers.
3. Institutions should try to create skill at multidisciplinary level. Each pass out student must get skill at least in a subject of life maintenance.
4. Academic institutions must have proper monitoring body of regular works and the frequency of monitor should be increased. Monitoring body might consist of experienced faculty members of every discipline.
5. There should have comparison and competition of outputs among the central and state institutions of higher education. Etc.

CONCLUSION

Quality but not quantity is the back bone of development. Quantity may require for growth but without quality state can never sign in the present competitive world. Institutions or in a sense educational institutions are the back bone of change and achievement of a country or a state. If all the academic institutions both technical and non technical work in a mission mode then the success would never be far for Assam. Institutions will produce human resource and all will contribute for the development of the state or the country as whole. The expected structural change will open up crores of career and employment opportunities in the state Assam. In conclusion, integrated participatory frame work of development is advisable for the state of Assam which would likely to help to celebrate the centenary independence year 2047 with flying colour.

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Music Education: Problems and Prospects in North East India

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ABSTRACT

The teaching of music is an interesting branch of social sciences. This subject has received little attention until some years ago in the north eastern states. But now a days people who study music are not all out to become professionals, many study the art in the colleges and Universities for the sake of appreciation of the art and help the cultural growth. The NEP 2020 has opened up a new vista in the curriculum by including music as a subject at all levels. Music education in our country has for a long time been confined to historical studies. It has concerned itself with the reading of ancient texts and correlating them with modern practices. The problems one can study are indeed enormous in extent and depth. This paper intends to focus on some problems relating to music education and how it effects its students. However, there are many aspects of music education like historical, mathematical, scientific, geographical, psychological, etc. So the idea of music studies has to be planned so as to meet the needs of the various groups of students who come to study music.

Keywords: Music, social science, importance, aspects, Etc.

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INTRODUCTION

In the Indian context the term ‘Music’ is known as *sangita*. The most appropriate definition of the term *sangita* has been illustrated by the 13th century musicologist Sarangadeva in his text *Sangita Ratnakara* as “*Gitang badyang tatha nrityang, trayang sangitamuchhate*”, it does mean that the combination of the three art forms singing, dancing and playing of instruments is known as music.

The title ‘Music Education’ at the onset may be ambiguous for a listener, who may expect analysis of many types of music. Hence it has to be clarified that the term ‘Music’ has been used with reference to music learned at academic purpose only. Many of the concepts, ideas discussed in this work, hold promise of getting applied to music education of types like Folk or Hindustani classical music. Though, many of the issues discussed are special to Hindustani classical music, some of them appear to be those frequently confronted in today’s classrooms of music education. In any organized systematic, structured body of music education, the issues raised in this paper, and be found. Education is used to denote the education given in music. Education in music is the thrust area of the work, though the role of music in general education is also mentioned. Since it is about music, the title has been planned only as ‘Music Education’. Further the education in music given in institutions, especially that of schools, colleges and universities is only taken up for study. References to *gurukula* system are made in the event of comparison with the institutional system of music education. In other words, it can be stated that the title ‘Music Education’, connotes the knowledge of music imparted through systematic channels of education i.e, institutions. And the ideas, concepts, activities and suggestions are discussed in the possibility of them becoming relevant in many types of music education. But these insights have been drawn by applying the analytical parameters on Hindustani music only.

OBJECTIVES

The objectives of this paper is to discuss some key areas of music education system i.e., contents of curriculum and its implementation, teaching practices, available resources, use of technology, advocacy for music education and to share the research based recommendations to enrich the music education system in schools and universities in North East India. This paper is an attempt to study the two major systems of

music education viz. *gurukula* and Institutions with a brief examination of the present day music institutions including its drawbacks. This paper is concerned with both primary and secondary data.

GURUKULA

As is well known the traditional method of the teaching of our classical music had generally been informed by the philosophy and methodology of the *guru shishya parampara*. Indeed the musical proficiency that had blossomed forth in high order classical music in India had grown up over the generations during the last few centuries at least largely through an accumulation of techniques and skills. These well guarded skills and techniques being handed down from father to son or from *guru* to *shishya*. Thus did emerge in India the tradition of a self immersed musical culture confined usually within the charmed circles of few *gharanas*. In most cases inside their closed door milieu, these *gharanas* would be primarily concerned with the perpetuation.

ASPECT OF MUSIC AS SOCIAL SCIENCE

No doubt, Music is a social science. Music is a counter part of human culture. No other form of human culture throughout the history of human civilization has such kind of power to create or recreate the society. There are many branches of music study that have evolved to understand properly the scientific aspects of music, aesthetics of music, philosophy of music, ethnographical and anthropological dimensions of music, even the economics of music. Musicology, Ethnomusicology, and Folk Musicology are the examples of such divisions of music study focuses on the following—

1.Theory of Music 2.History of Music 3.History of Musical Instruments 4.Music Education 5.Ethnomusicology 6.Aesthetics of music 7.Psychology of Music 8.Performance of Music 9.Scientific Inquiry of Music and 10.Scientific Analysis of Music.

In order to answer the question ‘**Is music social science**’, one must first determine the term, Social Science. Let us analyze what Herbert Antcliff proposed, “Social Sciences are, I take it, those branches of knowledge which, in themselves or in the effect their subjects have on the community in general, either directly as a whole or through individuals or groups of individuals, have some bearing on the actions and manners of nations and race and so build up, or pull

down in preparation for rebuilding, our social system". Now, is Music powerful enough to take part in the human lives in such an extent as it could be held responsible for the construction and reconstruction, or in general, the evolution of the social life? Once we find out the answer to this question, the one in the title gets solved automatically.

Our social life is nothing but the expression of the cultured behavior which constituted as well as regulated by some elements like the custom, the religion, belief and so on. Music aids just as another media contributing to the learning process of those behaviors. Music stores the information and materials of the previous customary behaviors which are subject to flow from generation to generation and thus contributes very much in the construction of the society. The political history of any civilization shows that music has played a vital role, and that music had the organizational power to motivate people by making people subscribe to a particular ideology. Thus, music has the capacity to reconstruct the social life.

ROLE AND IMPORTANCE

To foreground the present topic and to establish the motivation in the present topic, the following may frankly be verified with regard to the environment of NE region that is available for a student to learn and to grow:

1. Whether the system in the present schooling is proving space for students to have the childhood experience and to discover their natural interests.
2. Whether, there is an opportunity for a student to be happy and study without having to face un-necessary competition and comparisons.
3. Whether the school system, especially Government school or Private school system is facilitating thought provoking and experimental learning environment.
4. Whether Government school system has a provision and space in practical ways to incorporate Fine Arts like Music, Dance, drawing, drama and others.
5. Whether Education in the true sense is helping the individual to be mature and free, and to blossom in love and goodness. Unfortunately, even a casual verification proves that there is not any space for any of the above.

It is very well known to everyone that right from the mother's lullaby and the infant stages, humans are attracted to, and get solace (relief) and peace from Music's singing and the verbal melody. In all cultures all over the world, music (vocal and instrumental) is considered an integral part of qualitative life. Song and dance, instruments are an indispensable part of all festivals and celebrations. This innate inclination in man towards harmonious sound and rhythmic movement sets man apart from other beings on the earth. But, it is a sad plight to see that in the present educational system of North East India, music, dance and other performing arts have no place to speak of, leave alone, academic importance. We have laid too much importance on developing mental and intellectual aspects of students and put to absolute neglect the emotional and creative aspects of their personality. This serious imbalance in the educational outlook is taking a heavy toll on students's lives. It is high time that we gave serious thought to this and took steps to save the tragic situation by introducing and strengthening the study of music and other performing arts at all the levels of our educational system. At this point, I wish to enumerate a few of the many benefits that students can derive by learning music in schools and colleges:

1. Music can be a comforting activity to many students. It is a way to relieve stress. It is almost everybody's experience that, when angry or frustrated, playing or listening to music has a soothing effect.
2. Music education opens doors that help student pass from school into the world around them. A world of work, culture, intellectual activity and human evolution.
3. Studies conducted all over the world have shown that music is directly connected to intellectual, emotional, and social evolution.
4. Research found that learning music facilitates learning in other subjects and enhances skills that students necessarily use in other areas. Music participation provides a unique opportunity for literary studies preparation. Whether children are singing and playing or listening, teachers direct them to listen and hear in new ways which exercise their aural discrimination.
5. Playing instruments and adding movement to the lessons teaches about sequential learning which is essential in reading comprehension. Plato once said that Music "is a more potent

instrument than any other for education". Recent Research indicates that music uses both sides of the brain, a fact that makes it. A study from the University of California found that Music trains the brain for higher forms of thinking. Second graders who were given music lessons scored 27% higher on proportional math and fractions tests than children who received no special instruction. Research indicates that musical training wires young mind for enhanced performance. Learning to sing and keep rhythm develops coordination. Music education greatly enhances students understanding and achievement in non musical subjects. Correlation between rhythm instruction and spatial n` temporal reasoning, which is integral in the acquisition of Mathematics skills. Practice of music reinforces teamwork, communication skills, self-discipline and creativity which will really help practically since these qualities are highly sought out in the work place. Music education provides personal benefits too which in enrich their lives. Performance of music requires the perfection which needs preparation and rehearsal, thoroughly. The preparedness attitude continues throughout their lives. Leadership skills also will develop among students practicing music and dance. To organize band troupe, instrumental group performances, it requires coordination and group leading quality. We are emotional beings and every student requires an artistic outlet. Music may be considered as this artistic outlet. A sports man or a player may not be able to perform after 60/70 years. But we can or play instrument for life. We can enjoy listening to it forever. It might be gift that we are giving to a student that will last for their entire life. Even though music education benefits students in many ways, many people argue that it is still not required essentially in schools. However, spending time on music classes will definitely not hinder the academic performances. On the other hand, music enhances the academic performance of a student. It is worth mentioning some illustrious people like great scientist Einstein, used to play on the violin, Dr.A.P.J Abdul Kalam, the Missile man and the former President of India, used to play on the *Rudra veena* and Stephen Hawking who used to listen to music for hours. In all these instances, it can be safely assumed that music must have helped them to enhance their professional performance. Such is the unique status of Fine Arts and neglecting them is a peril to

all of us. Hence it may be hoped that we all will wake up to the reality and take advantage of music or any other form of Fine Arts. In this region, schools like Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, Army schools and some other central and state government institutions alone have Music in their curriculum. Teaching of music should be implemented and made mandatory in the curriculum in all the government and private Educational Institutions to help the students to become stress-free and a perfect human being.

MUSIC EDUCATION CURRICULUM

Primary level: Music is available as integrated component. Students at this stage, are expected to learn through different poems and rhymes with melody and rhythm, based on pure notes and on the themes from their immediate environment to develop their sense of sound.

Upper primary level: At this stage, the arts is available as a subject comprising its disciplines i.e. music, drama, dance. Students experience more complex themes and advanced training of contents of music. Students learn to develop their sense of vocal and instrumental music both. It is expected that students do not learn by the conventional ways but should be encouraged to innovate. Documents indicate the use of audio-visual equipment/ material to teach the students.

Secondary, Graduate and Post Graduate level: Students learn to develop their sense of classical music. Secondary education is a link between school and higher education and considered as very important stage. Music practice and theory of music has equal importance at this stage. At graduate and post graduate level, students choose one out of two major areas of Indian classical music i.e. Hindustani and Carnatic. Students also choose if they want to learn instrumental or vocal music in the selected area. Music theory and practice, both are important at this stage to make the students aware of the deep understanding of music.

METHODOLOGY OF MUSIC

1. Literature Review: Research-related documents i.e., National curriculum document, State level curriculum/ school curriculum, Education policies, arts/music education Reports, resource material documents etc., may be reviewed and considered as a base material

to include the relevant information. Apart from the country specific documents, review reports on music/arts education of some other countries are also can be reviewed.

2. Interactions: Interaction with Indian academics and school teachers: Interactive sessions may be conducted with academics and school teachers in India to have their inputs. Their inputs are important to formulate a practical framework before starting the actual research data collection.
3. Email account and Study Tools:
 - a. Exclusive email account: An exclusive email address may create to have all the information and data at one dedicated account.
 - b. Development of study tools: Questionnaire may be sent targeting head of the institution/ school principals, music teachers/ educators and students respectively.
 - c. Piloting the study tools: A schedule for piloting the tools may develop to drawn up.
 - d. Development of an online version of the study tools: Online versions of all questionnaires may be designed to expedite the process of data collection and to gather data from schools, where visits were not.

MUSIC AND OTHER DISCIPLINES

Singing and Psychology

An area worth exploring, its research findings might help in better interaction between teachers and students of music. Knowing the behavior and attitude of students in a classroom, a music teacher would be able to guide the pupils better. The students would find the teacher to be understanding and may come out openly with their learning difficulties and triumphs.

Music and Acoustics/Physics/ Music instrument:

Students taking interest in acoustics can be assets to the music world. There are two possible major careers in this direction. a) Music instruments, their technique, method of playing, even about the repairs to be undertaken can help in designing excellent acoustic quality

instruments. Such students may be in demand whenever performing instrumentalists need contract mikes. A student possessing expert knowledge on the physics of sound and music can find how the mike would amplify the sound without distorting the original timbre. b) Designing halls that would suit concert performances, especially the classical type. In many of the *sabhas*, one finds that bad mikes and unsuitable music system coupled with poor structure halls, spoil music performances. If an expert in this area is available, these issues can be resolved.

Music Therapy

A growing science, which is gaining recognition in many parts of the world, music is used as a healer. For many of psychosomatic diseases, music is being used as a complementary therapy along with the scientific medical system. The West offers a bachelor course in Music Therapy”. The therapy usually required five years, including clinical training, to complete his professional licensing or certification”. Music students opting for this area, should know in detail, how a *raga* or a piece of music can be used according to the context, the person’s taste etc., for therapeutically purposes. They should be prepared to undertake studies on the effect of music on people and find out how sick people could be offered solace through music. For some years, in India one needs to go through many western books and articles to know how they (the west) use their music for this purpose and how far we in India would follow them or differ from them.

Music and Mathematics

Prof. Sambamoorthy in his book “South Indian Music Book” discusses in detail how mathematical principles get applied in music. It is widely known that much time music can be used as a facilitator for learning. He speculates that the enhancement of brain maps that represent the relative pitch of notes may help us to learn about or ‘visualise’ relationships in other sequences, such as numbers.

Music and Geography

In this area, the beneficiary would be the music world. As instances one can state how climatic conditions could be turned to one’s favor; how musical instruments can be manufactured to suit local weather

conditions, how a musician's voice could be kept in good condition even when they are in different weather and climate zones, what kind of ragas would be pleasing for each season etc.

CONCLUSION

In N.E India, music education comes under the arts education with other disciplines i.e., visual arts, theatre and dance in the national curriculum framework-2005. It is indicated in the curriculum that music education, with other disciplines of arts education, should be available as compulsory subject up to class X. The Curriculum document suggests that learning should be emphasized rather than teaching and the approach should be participatory, interactive and experimental. Document indicates the need for awareness about the importance of arts among parents, school authorities and administrators. The NEP 2020 improvises the music education as a co-honorary subject in science, commerce and arts stream in graduate level. It is a ray of hope for music research.

Since North East India is region of many tribes, the impact of South West Asian music has been distinctly fallen in the songs. Apart from the two major music schools of India Hindustani and Carnatic, there is a lot of potentiality to study the music of this region.

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Entrepreneurship as a Subject in the Education System for Career Opportunities

*Kriti Phukan**

ABSTRACT

The youth are indeed the most important and dynamic segment of the population in any country. The young workers are, therefore, exposed to non-standard, informal and less secured forms of job which leads them to face high rates of poverty and unemployment. The population of youth in India is large in number and, therefore, the problem of unemployment is also a serious concern in the society of India which cannot be resolved unless the youth are provided various training and development programmes in entrepreneurship-oriented activities. Hence, a common question that often arises about entrepreneurship subject is that “WHY ENTREPRENEURSHIP EDUCATION IS RELEVANT IN THE PRESENT SCENERIO?” Through this paper an attempt is being taken to understand some basic values of entrepreneurship subject in the education system, thereby, focusing on what it is, why it is relevant, whether it should be applied or not and how to do it in practice. Therefore, to give some guidance, ideas and thoughts on the topic referred here, the entire paper is divided into three parts. The first part “Theoretical Approach” which includes an introduction, meaning of Entrepreneurship, Statement of the problem, Objectives of the study and Methodology. The second part

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provides a comprehensive study in regard to how entrepreneurship as a subject in the present education system can be considered as a key tool for career opportunities. The third part “Conclusion” provides some policies, implications and recommendations in regard to the opportunities and choices that are available with the entrepreneurship subject in the education system.

Keywords: Entrepreneurship, Education System, Career Opportunities etc.

INTRODUCTION

The youth are indeed the most important and dynamic segment of the population in any country. As per the latest ILO report, between 1999 and 2019, the global youth population has been increasing substantially from 1 billion to 1.3 billion, whereas the youth engaged in the labour force (either employed or unemployed) decreases from 568 million to 497 million. The young workers are, therefore, exposed to non-standard, informal and less secured forms of job which leads them to face high rates of poverty and unemployment. According to the ILO, Geneva, the global youth unemployment rate is 13.6 % which is because of the rising number of young people who are currently not in employment, education or any training programmes. The education system has a great impact on the attitudes, competences, abilities, skills and knowledge base of youth towards choosing better career options. The decision to select the best career goal is essential for the future of an individual. Therefore, It is the responsibility of the schools or colleges to create an awareness and expose the students to a wide range of career opportunities in various fields.

STATEMENT OF THE PROBLEM

The youth play a vital role in shaping the society in any country. The population of youth in India is large in number and, therefore, the problem of unemployment is also a serious concern in the society of India which cannot be resolved unless the youth are provided various training and development programmes in Entrepreneurship-oriented activities. In this regard, the Government of India plays an important role for introducing vocational courses in the education system.

OBJECTIVE OF THE STUDY

The general objective of the study is to create awareness and expose the students towards the career opportunities by introducing entrepreneurship as a subject in the course content of schools and colleges.

METHODOLOGY

The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just a teaching n` learning process, rather than it is a process to teach an individual how to create a new business idea and run it smoothly. The main aim of entrepreneurship is to create value which is new, innovative and different from the other similar ones. The study is based on the analytical review and the data collected and interpreted for the paper is secondary in nature.

ENTREPRENEURSHIP AS A SUBJECT IN THE COURSE CURRICULUM

The traditional education is marked only as a transformation of knowledge and abilities, while entrepreneurship education, in contrast, is held up as a model for changing attitudes and motives towards promoting business start-ups and having a wider market potential (Hansemark, 1998). In the present era, Entrepreneurship as a subject has been introduced in the commerce curriculum for the benefits of the students. Teaching entrepreneurship in the schools and colleges lay emphasis and thus, motivate the students towards the career goals available to them. Entrepreneurship education is more person-oriented and behaviour-oriented that primarily aims to develop potential students to take up entrepreneurial careers. The entrepreneurship subject is not only based on information or gaining knowledge but it is a set of skills, abilities, competencies and knowledge that focuses more on learning, training and developing rather than on teaching. Like other subjects, entrepreneurship should not be taught only as subject to students for making good academic records, rather it should be designed in the course content for involving leading entrepreneurship development institutions and organisations. The study aims at clarifying some basic values of entrepreneurship subject in education system, focusing on what it is, why it is relevant to the society, whether it should be applied or not and how to do it in practice.

Entrepreneurship education describes the ability to recognize and encourages creative thinking and a sense of self-worth, motivation and empowerment. The objective of introducing entrepreneurship subject in the education system includes n`

- Identifying and stimulating entrepreneurial abilities, opportunities and skills.
- Focusing on how to be an entrepreneur.
- Enabling creative thinking and fostering innovation towards change.
- Creating action plans to reach all the issues and challenges of entrepreneurship.

Besides developing knowledge, skills and abilities in an individual, entrepreneurship education is mainly about the development of certain beliefs, values and attitudes, with the aim to get students to consider entrepreneurship as an attractive and valid alternative to paid employment and unemployment (Holmgren et al, 2004; Sanchez, 2010a). According to Institute for Entrepreneurship and Career Development (IECD), the educated should become skilled and be self-employed rather than serving under someone; be job creators rather than job seekers; be innovators rather than bid imitators; and be the problem solvers rather than answer givers in classrooms and examination halls (Parthasarathy, 2005).

In the recent times, our society is influenced by knowledge creation and technological advancements. Moreover, competencies affecting innovation and creativity have become an important factor in all walks of life, including business context. This makes entrepreneurship education even more important for earning dignified means of living. Entrepreneurship plays an influential role in the economic growth and development of the country. As the world economy is changing from time to time, the general purpose of introducing this outcome is to instil the spirit of entrepreneurship amongst students that will have a strong impact on how an individual thinks or reacts. The course content of this subject may have the following specific objectives –

- To encourage students to opt for self-employment as a viable option for enhancing quality of life.
- To acquaint the students about the role of entrepreneurship in the growth and economic development of the nation.

- To develop a competent entrepreneur through an accelerated course marked by intensive personal counselling, nurturing achievement, motivation, competencies, inculcating self-confidence, goal-setting, information seeking, problem-solving and planned risk taking in order to bring out the latent entrepreneurial potential to be creative thinker and successful innovators.
- To conduct training programmes for entrepreneurship and career development for trainers drawn from colleges and other institutions, so that they can inculcate entrepreneurship goals among others in the colleges.
- To organize seminars, conferences, workshops, etc related to entrepreneurship and career development in the colleges and universities.
- To equip the students having requisite skills, competencies and knowledge for effective initiation of entrepreneurship development camps in their college campuses.
- To develop self-employment specialists in order to prepare a credible self-employment plan for those who are interested in self-development and self-employment.

The entrepreneurship subject in the course content will introduce certain perspectives and ideas in the education system, thus, focusing on creation of value base of education. It is assumed that this subject will help both the potential students and prospective teachers to take decisions in regard to educational practice with greater awareness of the related theoretical and conceptual aspects of the outcome. This course will generally expose the students to some important entrepreneurship concepts and the similarities and dissimilarities among these concepts like risk-bearing, innovative, managerial skill, creativity, interest, vision and many more. These inputs will help the students to understand and analyse the content to be applied practically. The course will discuss on various important dimensions of the curriculum and their relationship with the aims of education. The main aim should be at making the best use of the inputs and materials introduced in the subject, and, become effective and potential students and teachers in the classrooms thereby, contributing in the field of curriculum construction, at different levels.

Over the last few decades, the idea of introducing entrepreneurship subject into education have witnessed much enthusiasm and innumerable

number of effects, such as economic growth, job creation and increased societal resilience, but also individual growth, increased engagement of colleges and improved equality. Some of the issues and challenges such as lack of time and resources, teachers' fear of commercialism, impeding educational structures and assessment difficulties have encountered by various practitioners while trying to infuse entrepreneurship into the education system.

The relevance of entrepreneurship as a subject in the course curriculum has so far been viewed from economic prospects. This outcome has worked well enough for elective courses on higher education level, but is more challenging when introducing entrepreneurship into primary and secondary levels of education for all students. The impact that entrepreneurship can have on the education system is the excessive level of student motivation and deep learning. The students can become highly motivated and create some values to other people based on the knowledge they acquire, and this can enhance deep learning and illustrate the practical relevancy of the knowledge in question. Those students that pick up strong interest and aptitude for value creation can pursue elective courses and programs focusing on how to organize value creation processes by building new organizations. Such an approach has implications on how to plan, execute and assess entrepreneurship in the education system. When and why we should infuse entrepreneurship into education system is increasingly clear in theory, but in practice much remains to be done. In vocational education and training, entrepreneurial activities are frequent in terms of creating value for other people, but they are seldom connected to the entrepreneurship domain and its tools, methods and processes for value creation. How to make the youth more entrepreneurial is probably the most difficult and important question in this domain. Researchers claim that the only way to make people more entrepreneurial is by applying a learning-by-doing approach. But then the question of learning-by-doing arises what needs to be properly done. There is an increasing consensus among researchers that letting students work in interdisciplinary teams and interact with people outside schools or universities is a prominent way to develop entrepreneurial competencies among students. However, if this kind of experiential learning based activity is to be classified as entrepreneurial, some kind of value needs to be created for the people outside colleges or universities in the process of entrepreneurship. It is not sufficient to

just interact with outside stakeholders without a vision and clear end result. For this purpose, teachers can draw on the entrepreneurship domain which contains many useful value creation tools, methods and processes (Lackeus, 2015).

If we are to answer the question “WHAT IS ENTREPRENEURSHIP IN EDUCATION”, then this can be discussed based on the different terms used for describing entrepreneurship in education. Value creation is a common term uniting different views in the field. Entrepreneurial competencies are discussed and exemplified through some competencies based on different terms and concepts by contrasting different pedagogical approaches and discussions. The two most frequent terms used in this field are enterprise education and entrepreneurship education. The term enterprise education is primarily used in United Kingdom, and has been defined as focusing more broadly on personal development, mindset, skills and abilities, whereas the term entrepreneurship education has been defined to focus more on the specific context of setting up a venture and becoming self-employed (QAA, 2012).

Besides this, a common question that arises about entrepreneurship education is that “WHY IS ENTREPRENEURSHIP EDUCATION RELEVANT?” In the future we can hope for less discrepancy between stated facts of entrepreneurial education and those facts desired and appreciated by most teachers, as well as a corresponding shift in the assessment research towards providing evidence for the facts that teachers are interested in. This will probably entail more focus on qualitative and mixed research methods helping us to better understand how, when and why entrepreneurial education leads to desirable facts rather than merely if they lead to any stated facts or not. Thus, promising avenues for such research are the role of emotions, links to non-cognitive competencies and the use of formative assessment strategies. Further, case studies and good practice studies will probably continue to be produced, and we can hope for increased effort of such initiatives to contrast their experiences to other cases and to the existing theory, generating more knowledge and perhaps even new theory. In the future we might hopefully see more research and practice on primary and secondary levels of education studying and applying embedded approaches where entrepreneurship is integrated into the existing course curriculum. It could help balancing the current focus on voluntary business based courses and programs in higher education, so

that in the future the most common answer to “Why is entrepreneurial education relevant?” will resonate better with all students and teachers on all levels of education than today (Lackeus, 2015).

In the future we can hope for a greater awareness of the need to develop and establish progression models for entrepreneurial education, rather than continuing the quest for a “one size fits all” approach to entrepreneurial education. Moreover, the researchers may identify some unifying characteristics of entrepreneurial education across all levels of education to a higher degree of certainty and with stronger empirical evidence. Also teachers will hopefully have access to classifications, frameworks and other support material allowing them to pick and choose from a large variety of pedagogical tools and methods allowing them to more quickly identify a teaching style and progression strategy appropriate to their own students, contexts and available resources. The future will bring a consciousness that any age is the right age for introducing assignments where students use their competencies to create innovative value to people outside schools and universities. Such a start will more often provide embedded value creation for all students rather than separate venture creation for a few interested students.

CONCLUSION

This paper made an attempt to discuss the opportunities and choices that are available with the entrepreneurship subject in education system, such as its capacity to trigger deep learning and instil engagement, joy, motivation, confidence and feelings of relevancy among students, thus, enhancing job creation, economic success, renewal and innovation for individuals, organizations and society at large. The challenges that are to be faced while infusing entrepreneurship as a subject in education have also been discussed, such as lack of support, time and resources in educational institutions, assessment difficulties for both teachers and researchers, definitional confusion partly due to absence of a progression approach, the considerable challenges any novel educational reform faces and the lack of firm advice to teachers searching for answers to the crucial question of learning-by-doing-what ?

In an attempt to provide relaxation to some of these above mentioned challenges an idea of putting value creation through entrepreneurial education has been discussed in this paper, where certain theoretical foundations, related research and practical implications of this idea

have been put forward. The course content along with some specified objectives have been outlined and stated that are capable of contributing some advice to teachers and students in their attempts to create value to external stakeholders as formal part of the course content. How entrepreneurial education will be perceived in the future, why it will be deemed to be relevant and effective, why it should be applied and what value it can create in teaching-learning process in future are also discussed in this paper. Also, some important areas for future improvement have been put forward, such as a need to increase awareness of entrepreneurial education as a pedagogical approach relevant to all students at all levels of education, a need for more and closer collaboration between researchers and practitioners in the two domains of education and entrepreneurship, a need for closing the gap between stated and desired effects of entrepreneurial education and a need for increased understanding of when, how and why entrepreneurial education can develop entrepreneurial competencies in the education system with an embedded approach. Despite its promising facts on students and society, it is important to keep in view that the field of entrepreneurial education is in an initial stage of development. It can be still regarded as an innovative but marginal pedagogical approach resulting in much interest but also much confusion among various stakeholders. There is tremendous work remaining if we are to succeed in making efficient and effective entrepreneurial education and opportunities available to a majority of in the education system of the world. Hence, the road to achieving such an ambitious goal is still long, winding and risky. Thus, this paper can constitute some guidance to committed drivers on this road.

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A Study on Human Resource Management and its Various Career Opportunities

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ABSTRACT

Human resource management is the planned approach to the management and optimum utilization of people present in any organization to achieve the strategic objectives of the organization. A career in the department of HR has always been very lucrative for everyone out there but comes with a lot of challenges as dealing with people has never been an easy task. With the advent of the new era of “Work from home” the shape of human resource management is changing and there has been a shift of career opportunities in this arena. Through this paper an attempt has been made to understand how the recent changes have opened up new dimensions of this subject. It gives a brief review on the current scenario of the corporate world and how this has led to various career opportunities in this field. The study reached its conclusion by giving an insight to the problems and prospects of pursuing human resource management as a career and how to approach all the related issues on the way.

Keywords: Human Resource Management, Career Opportunities, Work from Home etc.

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INTRODUCTION

Human Resource Management is the process of recruiting, selecting, inducting employees, providing orientation, imparting training and development, appraising the performance of employees, deciding compensation and providing benefits, motivating employees, maintaining proper relations with employees and their trade unions, ensuring employees safety, welfare and healthy measures in compliance with labour laws of the land and finally following the Orders / Judgements of the concern High Court and Supreme Court, if any (www.whatishumanresource.com).

Human Resource Management deals with the management functions like planning, organizing, directing and controlling (www.whatishumanresource.com)-

- It deals with procurement of human resource, training & development and maintenance of human resource.
- It helps to achieve individual, organizational and social objectives

Different scholars have defined HRM in various different ways and with different words but everything sums up as the management of people or employees of the organisation. According to Edwin Flippo, "Human Resource Management as "planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved."

STATEMENT OF THE PROBLEM

Change is the only constant of our life. We have been following traditional methods of HRM along way and now with the pandemic situation we had to take certain steps and change the whole working scenario. Human resource department used to deal with problems relating to people of the organization but with the pandemic there was shift of the problems. People were forced to seat in their homes and carry out their activities and thus this lead to various changes in case of the human resource department. A new dimension of career opportunities popped up with theera of the new work environment.

OBJECTIVE OF THE STUDY

The pandemic has brought a drastic change in the field of HRM and the various jobs related to the subject. This study is carried out to

find the new dawn of different career opportunities in the field of the HRM. With the online mode of communication and work from home situation the field of HRM is continuously changing. The study aims to throw some light into the new aspects of career goals through the process of HRM in the future.

METHODOLOGY

The main aim of the paper is to investigate the impact of this pandemic specially on each HRM function and how there has been a change in the various practices of HRM. Therefore, the study was done as a general literature review, with an informative purpose, that examined recent and relevant work in regard to the impact of COVID-19 on HRM. Thus, the study is based on analytical review and the data collected and analysed for the same is secondary in nature.

HRM AND ITS VARIOUS CAREER OPPORTUNITIES

HRM has been an indispensable part of any organisation and cannot be separated in any situation. From the process of planning to implementing those plans and achieving the goals of the organisation human resources plays one of the most important role. Organisations all over the world have recognised the role played by the HRM in their success and the career opportunities in this field has been a dream job in every aspect of any career.

Career fields are the social context within which individual members of the work force who are equipped with a specific portfolio of field-relevant capital try to maintain or improve their place in the given and unfolding network of work-related positions through a patterned set of practices which are enabled and constrained by the rules of the field and, in turn, contribute to the shaping of these rules (Mayrhofer, Meyer, Iellatchitch, & Schiffinger, 2004)

Career opportunities have been limited in case of HRM in traditional context. Some of the earlier career opportunities of HRM are n` Chief Human Resource Officer, HR Director, Recruiter (Hiring manager), Trainer, Payroll officer, Counsellor, HR Generalist, HR Auditor and HR Analyst.

COVID-19 is an unprecedented health crisis that has strongly shaken the whole world, plunging it into great fear and uncertainty. It has heavily impacted economies, societies, employees, and organizations. This crisis has started first in the city of Wuhan (China), which has witnessed

in December 2019 the outbreak of severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that has known a fast spread propelling its status to a global pandemic on March 11, 2020, by the World Health Organization. Hence, the rapid spread of the COVID-19 virus in many countries have implemented several non-pharmaceutical measures intended to reduce its spread, such as social distancing. Moreover, lockdown measures have been imposed; people were quarantined; schools, universities, nonessential businesses, and non-governmental organizations have been temporarily closed; travels were restricted; flights were cancelled; and mass public gathering as well as social events have been prohibited (Hamouche, 2021)

The Coronavirus has drastically reshaped the economy and the labour force. Since its rapid spread around the globe, we have experienced titanic shifts in how we work, where we work, and the technologies we use to stay connected. Such massive change is escalating the importance of HR's role within organizations. Workers are turning to their managers and their HR leaders for guidance on how to navigate their "new normal" Ñ research indicates that 73% of workers depend on their employer for support in preparing for the future of work. Just as CFOs have greatly increased their scope since the 2008 financial crisis, CHRO's now have that same opportunity to become central C-suite players. This is HR's moment to lead organizations in navigating the future. They have a tremendous opportunity, and responsibility, to provide workers with guidance on the skills and capabilities they will need to be successful over the next decade as new roles continue to emerge. (Meister & Brown, 2020).

But after two years of "work from home" there are various problems and prospects faced by various HR officials. There has been shift of mind set in the past two years. People used to work in offices, have face to face communication and leave the workplace after a fixed period of time. As soon as the pandemic hit, the era of work from home started and that has led to study what are the future prospect of the various career opportunities in the subject of HRM.

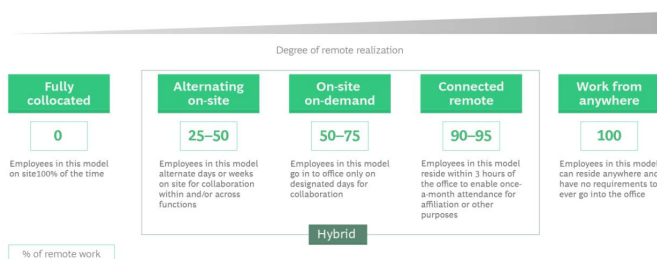
Many leaders are indeed taking a long-term view and asking themselves what's next for remote work within their organization. A study conducted by BCG's "Workplace of the Future" survey reveals that most organizations believe their future workforce will be much more remote than ever before such as:

- Overall companies expect approximately 40% of employees to utilize a remote working model in the future.
- 37% of companies expect that more than 25% of employees will work in hybrid models that combine remote and onsite work. (www.bcg.com)

So in order to facilitate the hybrid model as well as online remote working model of the various organisation HRM needs to understand the essence of various job roles that needs to be created. This will give the organisations ample amount of suggestions, thereby, focus on new line of job roles in the HRM department.

It can be rightly said that people are more inclined towards hybrid model of work where they can set up their office at their home and also visit their offices for matters that cannot be handled online.

Exhibit 2 - Multiple Hybrid Models for the Workplace of the Future



Source: BCG analysis.

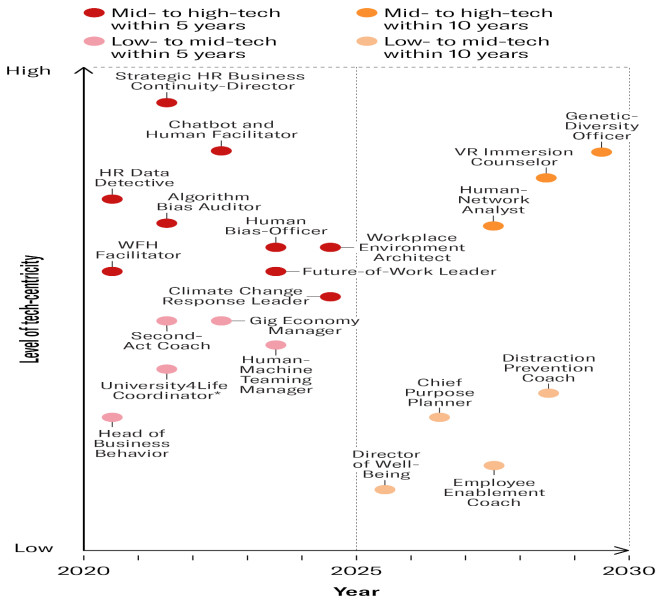
(www.bcg.com)

In the hybrid model of work people are seen to be more productive and efficient and organisations have also found it more profitable for them to let the employees work from home. Therefore, in order to make the hybrid model of work more accessible various other job roles needs to be created which will help the future to carry out the work in unforeseen events. In the field of HRM it is seen that there are a few gaps that needs to be filled which will give rise to a new horizon of career opportunities in this field. Keeping this in view, the study has given us an insight on what are the future jobs that needs or has a clear path in the coming days which will turn itself to full-fledged career options in the HRM department. The future is obviously more

techno based and people will turn their houses into office which in turn will need better infrastructure and other facilities. Hence, various job roles must be created in order to meet the demands of the future way of dealing the HR of the organisations.

21 HR Jobs of the Future

How nearly 100 CHROs, CLOs, and VPs of talent and workforce transformation envision HR's evolution over the next 10 years.



*Using state of the art AI platforms, this role guides lifelong learners toward the best, most relevant programs for their individual needs.
Source: Cognizant Center for the Future of Work and Future Workplace LLC

HBR

Source: Meister & Brown, 2020

HR jobs are arranged on a 2×2 grid; the X-axis depicts time, and the order in which we expect them to appear over the next 10 years, while the y-axis depicts “technology centricity” (i.e., all jobs will utilize innovative technologies, but only the most tech-centric will actually require a grounding in computer science). Furthermore, each job was analysed in the form of a job description (overall requirements, specific responsibilities, skills/qualifications, etc.) similar to those an HR organization will need to write in the coming decade (Meister & Brown, 2020).

Though the advent of Covid -19 hit us with a blow, but in order to find something good in midst of all some of the jobs that were thought

far long are becoming “jobs of the now.” We can now expect worldwide organisations and visionary leaders to come up with the new set of skills and reset the whole HR game and make some dreams come true.

In light of the pandemic it is high time to re-imagine and reboot HR positions and show the world why the human race can adapt to any situation that has been thrown and can come out of it victorious.

The various future roles that can be adopted by HR department are discussed below:

- **Director of Wellbeing:** With the work from home concept people are always on their screen trying to cope up with the work pressure which has resulted in a disruption of work life balance. People are both physically and mentally exhausted and this has put emphasis on importance of well-being of the health of the worker. So for HR professionals, this gives rise to the future of work which includes developing a superior focus and a better holistic view of employee wellbeing, one that covers all the aspects of workers wellness i.e. emotional, mental, physical and spiritual health of workers. We are already expecting some companies hiring for the *Director of Wellbeing* role, and within the decade we are sure to see organisations focusing on this role as the workers’ health will directly affect the quality of work output.
- **Work from facilitator:** This role deals with the people who are working remotely and helps to functionally make sure that they receive the equal amount of importance as onsite workers. This facilitator would ensure that all the processes, policies, and technologies of the organisation are for the best of remote workers. The success of this role will depend on the belongingness of the remote workers and how their presence is a value addition for the organisation
- **Data Privacy Analyst:** One of the important role played by HR professionals in an organisation is that of a guardian of ethics and a responsible workplace. As most of the work done will be on digitized form in the near future here comes the question of data privacy and should establish a data culture where the expectations from the HRM will increase.

In the recent years, joint research conducted on the attitudes toward AI in the workplace by Oracle and Future Workplace found many people were concerned about data-security breaches. Of the 8,370 HR

leaders, hiring managers, and workers surveyed across ten countries, 71% were “at least sometimes concerned” and 38% said that they were “very concerned” about data breaches. In fact, 80% of respondents said their company should ask for permission before using AI to gather data on them (Meister & Brown, 2020).

With the click of a button, all the personal information regarding the employee is shared with AI in all the platforms of the organisation which indirectly affects the employee lifecycle as the information may sometimes negatively impact the image of the employee. So there has been an urgent need of involvement of people on the loop of data sharing to ensure fairness, accountability and many other agendas. This role will make sure employees share only the amount of information they are comfortable with sharing and will keep a check on the data privacy of all the personnel involved in the organisation.

- **VR Immersion Counsellor:** As all the things are going online people need to be completely equipped which leads to another important role that needs to be created is the VR Immersion Counsellor. Everyone should be aware of the training and other skills that can be facilitated virtually and they should be properly educated about everything that will happen in the course of time. This will not only minimise the cost of the company but will also help the employees to learn and complete their work at their own pace.
- **HR data Detective:** Right now there is a scarcity of data scientist in the field of HRM, the new role of data detective will bring a fresh start to building analytical capabilities as to why one team performs better than the others or how to create a more diverse and inclusive work culture in the department. A person on this role will collect and create more data driven accurate insights from employee performance to customer satisfaction and will help solve various business problems. They will give a look at the “big picture” and will synthesize ways to proceed in the right path.
- **Human machine teaming manager:** With the workforce being driven by machines in almost all the departments, the need of the hour is a human machine teaming manager. This role will help to operate the intersection of humans and machines seamlessly

collaborate for dealing with both the “science” (machine) and “art” (humans) of the job.

- **Workplace environment architect:** After the change of whole work culture the workplace will also need a makeover. In order to cope up with the hybrid routine of employees someone will need to make sure all the things are in place in the offices. The role of this employee will be to create the environment which will help in smooth functioning of the day to day practices of the organisation.

These are only a few of the examples that the HR department can follow up in the future to open up a long line of new job roles which will help to start new career opportunities.

CONCLUSION

Change is inevitable and it will be the best for organisation to get a head start in this field. With proper guidance and R&D companies can anticipate what HR roles will be better suited for their organisation to meet the demands of the future. All the existing roles need to be rebooted and new roles needs to be positioned to outperform the coming challenges. If proper steps are taken for the growth of new career opportunities in HRM the future holds a great vastness in this purview. People will venture into a new light with the hybrid models of work which will ultimately give chances to various other fields to cooperate and combine different skills needed to cope up with the demanding rise of change in the work culture. HRM will not only restrict itself to management of employees of the organisation but rather open its arms and take various other aspects into concern and create different job roles that will enhance different type of job skill set in the coming future. After a major setback human race has always managed to find its way back and so does our business world so though the pandemic has changed the traditional 9-5 job era but it's time to accept the new change and find a positive ray in midst of this and change our day to day work environment. If we can take anything good from all this is that we will change the way how people are managed and work in an organisation and in doing so we will find ways to involve various other skill set that will ultimately lead to starting new career opportunities in the field of human resource management.

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Hidden Paradise Under Unreal Clouds: India's North East and Its Obstacles Towards Philanthropy

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ABSTRACT

North east India is a natural treasure of India. It is an association utilized for the portrayal of eight states. From the early days, India's North East has been the congregation point of numerous networks, beliefs and societies. A spot prestigious for its otherworldly excellence and surprising variety, North East India is the home for more than 166 separate tribe talking a wide scope of dialects. This paper will manage the powers and factors which made an impediment towards North east getting public interest. Geographically, the region is encircled by global boundary with part of Nepal, Bhutan, China, Myanmar and Bangladesh. Prevalence of insurgence and psychological warfare is much of the time viewed as significant hindrance for overall advancement of the area. The region is basically grounded in provincial economy, which is most segregated and underdeveloped area of India. The negative development pace of standard business demonstrates low quality of occupation accessibility in the district. Cultural messages, films, media are perceived to have strong impact in the development of public characters yet the scant portrayal of

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North East India become a steady wellspring of consideration. Education, being one of the significant contributions for human asset improvement, expects need. The state governments have been making endeavors to give free, obligatory and all-inclusive essential schooling to kids. Especially after the Sarva Shiksha Abhiyan has been sent off in the year 2001-02, a large number of children have been brought under realm of school education.

Keywords: Northeast India, Culture, Geography, Education, Media, Employment, Etc.

INTRODUCTION

Development has three different goals to fulfill. In the first place, it should ensure availability of resources not only for the current generation but also for the generations to come. This is necessary for the survival of the human species and hence it calls for ecosystem stability. The amiable temperate climate is favourable to agriculture, which is the major occupation of the people of the region. Yet rather than changing over these qualities ideally into potential open doors, the shortcomings compromise the provincial economies, which unfavorably impacted the occupation. North East has been encountering natural exhaustion which was a consequence of provincial strategies, double-dealing of its environmental and mineral assets, large scale trans-line migration and settlement of individuals, foundation of the manor business through deforestation and the reliance of the dairy business on touching and different elements. The major area of concern for quality in education which is common to all the eight states is the presence of large number of untrained teachers, especially at the elementary level. In average, around 60% of the teachers at elementary level are untrained. There are two major factors which have contributed to this. First, teacher recruitment rules of concerned states; and second, lack of sufficient infrastructure for teacher education. In addition, the main problems of teacher education in Northeast India relates to large number of untrained teachers, language, preparedness, governments willingness, communication, lack of information, absence of technology, geographical features, non-availability of resource persons, etc.

Education department need to prepare an idea to identify the main reasons behind the drawbacks and indulge in transformation of the problem. It will boost confidence among the teaching as well as the student community to some extent.

LITERATURE REVIEW

In the paper “Teacher Education in Northeast India—Status, Weaknesses and Alternatives” D. S. Bhattacharjee talk about the various states, borders, geography and the problems to gain education. He emphasized on free education SSA and borders.

In the paper “Status of Development of NE States in India in the National Perspective” Nayak, Purusottam and Mishra, Sudhanshu K North Eastern Hill University represented the position of the North Eastern States vis-à-vis the other states of India in matters of prosperity on the basis of the most recent available as well as comparable data compiled from secondary sources.

Playing With Nature History and Politics of Environment in North-East India by Sajal Nag showcased the nature and North East India represents that the global concern over environment did not seem to have reached North-East India. There was a strange complacency about the deteriorating environmental conditions. environmental history too was an almost unheard-of discipline in the universities of the region.

In the paper “North East India: An Underdeveloped Region with Unbound Potential” Arunava Kar Purkayastha the major causes of the underdevelopment of the North East region and the way forward for the region. He also proposed various ideas and suggestions to improve the condition of this so-called remote region.

In the paper “RURAL EMPLOYMENT DIVERSIFICATION IN NORTH EAST INDIA: AN ANALYSIS” by Dr. Bhagirathi Panda discusses the important identified developmental factors that happen to be household income from agriculture, access to credit and distance from nearest urban centre. Poverty of households has emerged as one of the important distress factors pushing households to go in for non-farm activities as a strategy of survival.

EMPLOYMENT IN NORTH-EAST INDIA: AN INVESTIGATION by Krishna Surjya Das attempts to study the process of employment growth in north-eastern region of India. The structural transformation has

been observed in the secondary sector which is led by the construction industry of the region.

OBJECTIVE OF THE PAPER

In this paper we will attempt to analyse few of the issues of economies in the changing situation and to examine future possibilities and suggest innovative people-centric policy in terms of career development and job opportunities.

METHODOLOGY

The elementary supportive method is the qualitative research and secondary source of data collection. Various literary articles, books, journals, critical notes, and websites are used to access relevant materials to substantiate this paper.

NORTH EAST INDIA AT A GLANCE

North East is an aggregate term which is utilized for the eight States of India, specifically, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. It has a few exceptionally novel highlights like predominance of Mongoloid race of individuals, ancestral culture, 'Problem area of Biodiversity', and huge potential for hydro-power. North East India has no immediate admittance to the ocean. She is associated with the Bay of Bengal at a distance of 476 miles by that international river, the mighty Brahmaputra. North East India is full of hills, streams and rivers. The Hills are covered with dense forests because of the heavy rain fall. In certain spots, the edges rise in a steady progression. The rough physiographic state of this region renders the tribes live in magnificent disconnection. The segregated state of the various tribes prompts them to request political freedom. North East India is decisively significant. No other part of India possesses such an essential situation as the North East. The arrangement of the populace in this space is the subsequent issue. Nowhere in India are there such a large number of tribes as in the North East. And nowhere, in the world is the composition of population so diverse as in this region. The languages and dialects spoken in this region are both Aryan and non- Aryan. In no other region, so many languages are used. The Aryan languages are Assamese, Bengali and Hindi. The Non-Aryan languages are those spoken by the tribal.

IDENTITY CRISIS IN NORTHEAST INDIA

Northeast India has had a verifiable presence in the nation and world as the point of ethnic savagery, extremism, and rebellion. The fear and existential crisis because of mismanaged political undertakings have, when contrasted with prior, expanded in the Northeast area of India and when one discusses about the personality governmental issues in ancestral networks there, it promptly implies the direness of protection of their identity. With eight sister states, each with very unique identities in terms of food, language, culture, the whole of the northeast has been and still remains a politically vital and strategically vulnerable region of India. Increasingly, subsequent to interactions with non-tribal communities and excess immigration, tribal communities have been facing threats and are close to social exclusion in the country. Due to this threat of exclusion, the northeast region has, over the years, witnessed emergence of extremist organisations challenging the sovereignty and integrity of the Indian Constitution.

In northeast India, the fear of exclusion started even before Independence. The Nagas foresaw the possibility of exclusion in postcolonial India in the event of their integration with Indian Union. The sense of social exclusion in the northeast began with the emergence of new social forces including the educated elite, students, youth groups etc. The issue of identity had arisen in northeast India with states in an unequal state of development which definitely resulted in unequal opportunities to take advantage of the resources within the states. The less-developed communities felt threatened in the company of their more developed counterparts and thus started raising concerns over the imminent danger of extinction of their communities due to aggressive use of resources by the latter.

POLITICS OF REPRESENTATION

Freedom of speech and expression has been an important ingredient in our democratic life. Its power in shaping the minds of the public has been recognized prior to the existence of the institution of democracy. With complexity at its extreme the region witnessed several political and cultural conflicts since even after 75 years of independence. These reach from partition to independence, development against unlawful migrants, ethnic battles, and the apparent feeling of confinement from standard India which has brought about savagery and mass

◆ preparation. It additionally shows a variety of socio-political instability and financial backwardness which is accepted to have hindered the course of improvement in the Northeast. Media coverage of northeast has been under constant criticism because the quantum of media coverage on certain issues is not sufficient to keep the people meaningfully informed. Northeast India has been documented as one of the least known regions by mainland Indians. Halfway attributable to the racial and social contrasts it has over mainland Indians, the mongoloid looking individuals of the locale have been constantly seen from the crystal of doubt and uncertainty. The political real factors in north-east India are very perplexing to be diminished to the straightforward issues of identity, advancement, security, 'the rule of law' or basically as cases regardless of anyone else's opinion. It should be understood that distraction with the predominant account of the country building, ethnic conflict/insurgency and security bypasses the inside variety of the North-East and the intricate issues they involve. It additionally dispossesses the chance of drawing in with the complex elements of administration, ethnic contentions, state-society relations, bury and intra-bunch relations, and movement inside and beyond northeast India.

POTENTIALS OF NORTH EAST INDIA

The geology of India is extremely extraordinary and fascinating as it is covered by water on three sides but it winds up in nearness to different adjoining nations which are associated through the land. North East India is the easternmost part of the country with exceptional culture and individuals which adds to the variety of India. The region possesses somewhat less than 8% of the geological area of India and is associated with the remainder of the country through a little hallway of land in Siliguri. North East India is home to different Scheduled tribes/ clans with every clan having their own one-of-a-kind culture. This resource-rich locale has an enormous degree to be essential for the development story of India by adding to its economy through different channels. This region has enormous potential for improvement in the travel and tourism industry which is to a great extent undiscovered. Besides, there is likewise plenty of chances for small-scale industries of various indigenous products. The region also shares its borders with various Asian countries which provides an inherent advantage to establish trade links between this region and

various other countries around that region. The region has a considerably high literacy rate which can be helpful to develop knowledge based and IT based industries. The population in the region is also very less compared to mainland India with a better gender ratio which provides a huge demographic advantage. It, however, the reality stays that regardless of enjoying such countless benefits the area remains to a great extent immature and segregated from the quick development in different pieces of the country.

CONCLUSION

The economic nature and attributes of the North-Eastern region are broadly not quite the same as the remainder of India. The monetary advancement of the not entirely set in stone by the different factors, for example, the thickness of woodland, land accessibility for development, and so on. The assessment of the versatility of work in the district uncovers that the development pace of the area responds positively towards the business creation with the exception of the utility area. Despite the fact that the area is falling behind in the formation of business opportunities and financial advancement than different parts of the country, the accessible existing assets of the district have possibilities to cultivate non-farm area work in the region. opportunity and economic development than the other parts of the nation, the available existing resources of the region have potentials to farm and non-farm sector employment in the region. The NER has the weather and land that is suitable for agriculture as compared to parts of the nation. Moreover, the region is known for using fewer chemical outputs. Hence, NER has the potential to promote the organic products that have a fast-rising demand in the national and international level. The international trading opportunity under “Look East Policy” cannot be denied. The promotion of micro, small and cottage industry would be a better substitute to the big industries in the region. The region has a huge potential to promote the agro-based and food processing industries. The job of the Development of North Eastern Region (DONER) Ministry in the NER should be improved with the North Eastern Development Finance Corporation Ltd. (NEDFi), on the grounds that the DONER Ministry perceives the necessary techniques to foster the district. The North-Eastern Vision Documents, 2020 distributed by the DONER Ministry considered a few subordinate key

parts to promote in the region. The document includes self-governance, promotion off arm and non-farm sector, utilising the potentials of power generation, promotion of agro-based industries, sericulture, skill development of youth, augmenting the transportation system by all means and finally, ensuring public investment in the infrastructure either independently or by the PPP mode. Moreover, the NEDFi is undertaking the core business activities and development activities in the region. The core business activity includes lending activities like project finance, microfinance and finance to micro enterprises. The first-generation entrepreneurs' capacity building up-gradation programmes for entrepreneurs, farmers, artisans, etc. carried out under the development and other activities by NEDFi and DONER ministry. The activities targeted by the NEDFi and DONER a high potential to enhance the development and the in the NER.

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Career Opportunities in Humanities and Social Sciences: With Special Reference to North-East India

*Runumi Das**

ABSTRACT

Humanities and Social Sciences is considered one of the fastest emerging disciplines in an exponentially dynamic national environment. It have become more and more promising career opportunities in modern times. The corporate have now become more and more inclined to hire young graduates from the field of Humanities and Social Sciences.

Earlier specially in North-East India, Humanities and Social Sciences was not considered very promising and it was an option of last resort with the students when they are not able to get admission in Medical, Engineering, Management etc. But in modern era, this concept is totally changed. Because now-a-days people of this region starting to realize that this discipline has caught the attention of recruiters and regulators in a big way and the recruiters prefer the hiring of students from the field of Humanities and Social Sciences.

This paper focuses on various career opportunities in Humanities and Social Sciences and various problems associated with it specially, in case of North-East India.

Keywords: Emerging, Opportunities, Promising etc.

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INTRODUCTION

Humanities and Social Science is becoming more and more promising career opportunities in modern era. The corporate have become more and more inclined to hire young graduates from various fields of Humanities and Social Sciences. It is one of the fastest emerging disciplines in an exponentially dynamic national environment.

The major subjects covered in the area of Humanities and social sciences are not limited to History, Music, Arts, Music, Literature, Political Science, Anthropology, Archaeology, Social Work, Sociology etc.

In earlier times, Humanities and Social Science was not considered very promising and was an option of last resort for the students when they could not secure admission in various discipline such as engineering, medicine, and Management etc. But in modern era this discipline has caught the attention of recruiters and regulators in a big way and the recruiters prefer the hiring of students from the various fields of Humanities and Social Science.

OBJECTIVES

- To discuss various fields of humanities and social sciences and their career opportunities.
- To discuss the importance of careers in humanities and social sciences for the students of North-East India.

ANALYSIS OF THE STUDY

Various fields of humanities and social sciences and their career opportunities:

There are many ways to enter into the field of humanities social sciences. One can find a variety of humanities and social science degrees from numerous colleges and universities. Many careers from humanities and social sciences are both financially and personally fulfilling. The students pursuing Bachelors and Masters Programmes in the domain of Humanities and Social Science get jobs as Assistant Professor or Teacher, Research Analyst, Editor, Geologist, Museum Curator / Manager, Historian, Language Interpreter, Statistician, Oceanographic Manager, Linguistic Anthropologist, Education Counsellor etc. Some of them even earn six-figure salaries. Various career opportunities in the fields of humanities and social sciences are

Political Science

If someone has an interest in politics, then a career as a political scientist might be the right choice for them. It is the highest paid job in the social sciences profession. A political scientist has to investigate how the political systems originated and progressed and how they currently operate. They always follow political trends and develop new political policies and ideas. As scientists, they have to collect and analyze data. Such as, they have to study historical texts, as well as the statistics behind election results and surveys. Based on their results, they predict patterns and trends relating to politics, the economy, and social changes. Political scientists also test new and current ideologies, policies, laws, current events etc.

The number of possible workplaces for these kind of professionals is surprising. About 50 percent of political scientists work within the government. Many of them can work for political lobbying groups. Political Science jobs include working in:

- labor organizations
- think tanks
- academic institutions
- nonprofit organizations
- Specializations in a degree in political science include:
 - studying American politics
 - international relations
 - comparative politics
 - political theory

Economist

At present the job as an economist is growing at a faster rate. Economists have to study how goods, services, and resources are produced and distributed. They create and conduct surveys and compile and analyze the findings. They use spreadsheets, databases and statistical tools, software etc. Economists draw from current data and historical trends to predict future changes and patterns in the economy. They help companies, individuals, and government relating to economic changes. They present their findings and forecasts in many forms, from charts and tables to policies and journal articles.

The economy isn't just about money, but about resources of all kinds. Economists investigate the costs of education, energy, healthcare, and consumer products. They may work in the following fields:

- public finances
- labor economics
- industrial organization economics
- financial economics
- international economics
- macroeconomics and microeconomics

The federal government alone employs close to half of all economists. Economists in government roles:

- predict funding and spending needs
- study the economic ramifications of policies and laws
- gather and evaluate information about the national economy
- Other economists find employment with private corporations. They evaluate the demand for and sales of a product or service. They give advice to business leaders on how the economy can improve their profits. Economists who work in think tanks research economic issues and share their findings and predictions in newspapers and journals.

Industrial-Organizational Psychologist

Industrial-organizational psychology is dedicated to studying human behavior in the workplace. They take the same principles and research methods used in the field and put them to use in the work environment.

Industrial-organizational psychology has a place in a wide range of departments including:

- administration
- marketing
- human resources
- sales

These professionals often work with management to hire and train employees, create company policies, and plan the growth and development of the business. They seek to solve workplace problems, such as improving productivity and increasing morale. Industrial-organizational psychologists may investigate a variety of topics involving workplace behavior, such as:

- team effectiveness
- employee motivation
- occupational stress
- safety risks and job performance

Sociologist

If someone is interested in the way of interaction of the people, a career in sociology would be right for you. Sociologists investigate social interactions in humans. They observe social interactions in:

- cultures
- organizations
- social institutions
- groups and relationships

They develop theories to explain these interactions and social processes. Sociologists present their findings through reports, journal articles, and presentations. Often, the work of sociologists becomes the basis for public policy reforms. Sociologists may work with educators, lawmakers, policymakers, administrators, and social workers. They determine how forces influence behavior such as:

- political
- social
- religious
- economic

They find solutions to these problems.

Sociologists can work in universities and research and development in the social sciences. Some work in government positions or with management and scientific consulting firms. Often, sociologists focus their work on a specialized field, such as:

- population
- poverty
- gender
- families
- health
- education

- crime
- aging

Geographer

They include the physical features of the land. To collect data, geographers study:

- maps
- satellite imagery
- photographs
- census responses
- fieldwork of their own

Geographers visit the region they're studying to make their own observations. Research focuses on numbers and statistics and interviews and surveys of the humans inhabiting the region. During the course of their research, geographers use technologies such as:

- remote sensing
- geographic information systems (GIS)
- global positioning systems (GPS)

They collect and assess geographic data, notice patterns, and visually present their findings. Geographers publiciing their findings in presentations and written reports. Their data is often portrayed in visual modes such as maps, diagrams, and graphs.

Specialists within the field of geography include:

- physical geographers
- human geographers
- cultural geographers
- political geographers
- economic geographers
- medical geographers
- urban geographers
- regional geographers
- environmental geographers.

Each type of specialist must have a thorough background in both geography and their chosen specialty. Geographers may provide

◆ guidance to professionals outside the social sciences. This includes helping governments develop policies and laws and helping businesses create effective marketing strategies.

Psychologist

Psychologists investigate human behavior. They perform research in laboratories to learn about brain function and behavior. They gather and evaluate information gained from their own observations. They use tests, surveys, and interviews with humans. The goal of psychologists is to develop a thorough understanding of behavior patterns. This includes how thoughts, beliefs, and emotions contribute to behavior. Psychologists find work in:

- schools
- healthcare facilities
- social assistance programs
- research centers
- government agencies
- private practices

There is a wide variety of psychologists and each type performs different job roles. Clinical psychologists are healthcare workers who diagnose and treat mental health disorders. They use psychotherapy, behavioral modification, and, in certain states, medication. Counseling with psychologists guide patients in understanding and solving problems in their lives. School psychologists work in academic services. They help students to cope with learning and behavioral problems and reach educational goals. Other types of psychologists focus more on research. Developmental psychologists investigate the psychological process of growing and aging. Social psychologists research the effect of social interactions on human behavior. Forensic psychologists work in the legal system. They testify in court about psychological factors in a criminal,

Urban and Regional Planner

Land is a valuable but finite resource, one that can be used in many ways. Urban and regional planners make plans to best use the land available to:

- establish new communities
- enlarge existing communities to adjust to population increases
- enhance outdated facilities

First, urban and regional planners determine a community's needs. They collect and assess information. To analyze their data, they use systems (GIS) to display data on electronic maps, as well as statistical software programs. They collaborate with land developers and public officials. They make sure plans and proposals to meet all environmental regulations and zoning and building codes. Some urban and regional planners also supervise and coordinate community land-use projects.

Urban and regional planning is a fast-growing job field. Nearly two-thirds of all urban and regional planners work for local government agencies. The rest find employment in industries such as:

- architecture
- engineering
- state government agencies
- consulting services

Urban and regional planners generally focus on identifying and meeting the needs of a community by creating and updating facilities. This ranges from schools to homeless shelters and parks to residential and commercial property developments. Urban and regional planners may specialize in:

- environmental and natural resources planning
- land use and code enforcement
- economic development
- transportation
- urban design planning

Historian

If someone has an interest in the past, a career as a historian could be for you. These professionals study the past. Historians:

- comb through books, government records, photographs, archived articles
- assess documents to learn if they are authentic

- work to preserve historical documents in safe locations (historic sites and museums)
- expand our understanding of the past
- publish scholarly articles or books
- create educational exhibits at museums and historical associations.

Other historians investigate history for current purposes, such as to inform government policies or understand historical factors involved in legal matters.

More than half of all historians work for the government. These professionals also find employment in:

- museums
- historical societies
- nonprofit organizations
- archives
- consulting firms
- research organizations

Many historians focus on particular aspects of the past. This might be government agencies and programs, historic battle sites and the history of certain religious groups.

Survey Researcher

Many social science jobs rely at least in part on information gleaned through survey responses. However, a flawed survey will result in inaccurate data. Survey researchers specialize in creating quality surveys and interpreting the information that results. They begin crafting a survey by performing background research on the subject. They consider the purpose of the survey- and then choose the survey methods most appropriate for that purpose. Before going out, survey researchers test their surveys to make sure that subjects will understand their questions. They also make sure that the questions are unbiased. They identify an appropriate population to whom they will administer surveys. To compile results, survey researchers use their statistics knowledge and statistical software to analyze their information. They create tables and fact sheets to quickly convey their findings.

Survey researchers work in:

- academic institutions
- nonprofit organizations
- corporations
- research firms
- government agencies
- polling organizations

The surveys they create may cover a wide range of topics, from scientific to political and social to economic. They may interact with the public in person, over the phone or Internet or through mail, or they may supervise interviewers.

Importance of careers in humanities and social sciences for the students of North-East India:

Social science degree programs develop analytical, critical thinking, and research skills. Students can pursue many different careers with a social science degree, most of which involve working with others. Consequently, interpersonal communication, presentation, and writing abilities lead to success in the field.

For example, social workers use interview skills and active listening to assess the needs of their clients. They need good organizational skills to track case histories and prepare reports. They need good organizational skills to track case histories and prepare reports. They must understand human behavior to make decisions.

Earlier, especially in case of North-East India, Humanities and Social Sciences was not considered very promising and it was an option of last resort with the students when they are not able to engage in Medical, Engineering, Management etc. But this concept is totally changed in the modern era. Because, now people of this region are starting to realize that this discipline has caught the attention of recruiters and regulators in a big way and the recruiters prefer the hiring of students from these fields.

North-Eastern part of our country is one of the backward region of the country in comparison to the rest of the country. But now-a-days, as union government is shifting its focus more and more on the North-East India, job aspirants can now explore job opportunities in this region with the market wide open. Since, Assam is the largest

state in the region, the career market in Assam is getting bigger and bigger every day. Almost all the leading companies are now opening branches in Guwahati, and they require smart employees especially from the field of humanities and social sciences.

CONCLUSION

There is always a rat race for every job and thus the best candidate is picked up by the recruiters. The biggest challenge for North-East career aspirants is to emerge as the best candidate among many. Study of humanities and social sciences helps them to access many educational and professional jobs. Humanities and social sciences encompass multiple disciplines and topics. It helps people to study human behavior and how people interact with society. Students from this field are able to enhance their domain knowledge, skills and competencies on successful completion of their programme and this helps them to get any kind of jobs relating to their fields. To conclude, it is highly recommended to students and their parents to consider joining a programme in the discipline of Humanities and Social Science to make a successful career in India and abroad at lucrative salaries.

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Expedition for Universal Education: NEP 2020 as the Means

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ABSTRACT

Economic development of a country doesn't merely depend on quantity of population, rather it depends on quality of population. Education is the only means of enriching a country with resource population. It has been the biggest mandate of the current government to reach education to one and all. It had been the effort of the earlier government too to make education inclusive evidenced through the introduction of SarvaShikshAbhiyan (SSA) in 2001-02 with the provision of 'making education for all' by 2010 covering the children 06-14 years of age. However, RTE 2009 was introduced which was an improvement over SSA that made India one of the 135 countries to have made education a fundamental right for every child of corresponding age. It has been the pertinent struggle of the government to success in the same aspect since long in spite of the outcome not up to the mark.

The present BJP led government has been continuing the same since 2014 come in power. To make the policy more innovative and sophisticated, the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable

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Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning and consequently NEP 2020 was conceived.

For succeeding, it should be the humble effort of all the stakeholders including government, teaching communities, societies etc. to embrace the policy to make it a grand success. All should be inclined towards quality education to change the facet of India in order to realize economic development in international standard. Of course, it would be one of the biggest challenges for the government to achieve the goal. Present study is an effort to focus on the various issues and challenges in this aspect.

Keywords: Education, economic development, SSA, RTE-2009, NEP 2020 etc.

INTRODUCTION

Population is the most important factor for the economic development of a country. Of course, economic development of a country doesn't merely depend on quantity of population, rather it depends on quality of population. Education is one and only means of enriching a country with resource population. It has been the biggest mandate of the present world especially of LDCs. India has been struggling in this respect since last more than two decades. Government of India has been trying to reach education to one and all. It had been the effort of the earlier UPA led government too to make education inclusive evidenced through the introduction of certain schemes like *SarvaShikshaAbhiyan* (SSA), RTE-2009 and NEP 2020. *SarvaShikshaAbhiyan* (SSA) in 2001-02 with the provision of 'making education for all' by 2010 covering the children 06-14 years of age.

MAIN FEATURE OF SSA

- Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.

- An opportunity for promoting social justice through basic.
- An expression of political will for universal elementary education across the country.

SSA has failed in achieving its goal in increasing number of enrolment all over the country (CAG: 2015) for the following reasons;

- Ignorance by Parents. Despite the government's efforts to offer free and compulsory education, many people living in remote areas still ignore sending their children to school.
- Lack of Coordination. ...
- The attitude of Indifference. ...
- Lack of Funds. ...
- Poverty.

However, the next best effort was introduction of The Right of Children to Free and Compulsory Education (RTE) Act, 2009 which was an improvement over SSA that made India one of the 135 countries to make education a fundamental right for every child of corresponding age. It has been the pertinent struggle of the government to success in the same aspect since long in spite of the outcome not up to the mark. RTE-2009 Act came into effect on 1st April 2010 which focuses on the initiative by the Government of India to provide free and compulsory education to every child in the age group of 6 to 14. In implementing the RTE 2009, the following barriers worked behind failure of the Act.

- Increasing Population
- Illiteracy of Parents
- Lack of Awareness
- Lack of private participation
- Lack of Resources and financial assistance from the Implementing Agency. (State and Centre Governments)

The present NDA led government has been continuing the same since 2014 after come in power. To make the policy more innovative and sophisticated, the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning and consequently NEP 2020 was conceived.

NATIONAL EDUCATION POLICY (NEP) 2020

NEP 2020 is the latest updated country wide policy on education planned with the motto of drastic change on existing education system. With this policy, the government of India intends to initiate qualitative as well as quantitative change of education in Indian education.

Earlier policies (NEP 1967, NEP 1986) were not able to deal with drawbacks of rote learning or memory based learning that dilutes the essence of education by creating society which is unable to cope with the thinking skills of modern workplaces’ demand.

It should be the humble effort of all the stakeholders including government, teaching communities, societies etc. to embrace the policy to make it a grand success. All should be inclined towards quality education to change the facet of India in order to realize economic development in international standard. Of course, it would be one of the biggest challenges for the government to achieve the goal. Present study is an effort to focus on the various issues and challenges in this aspect.

SALIENT FEATURES OF NEP, 2020

The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows-

1. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
2. Ensuring quality early childhood care and education for all children between 3-6 years;
3. New Curricular and Pedagogical Structure (5+3+3+4);

4. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
5. Establishing National Mission on Foundational Literacy and Numeracy;
6. Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/ local language/regional language.
7. Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
8. Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
9. Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
10. A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
11. Robust and transparent processes for recruitment of teachers and merit based performance;
12. Ensuring availability of all resources through school complexes and clusters;
13. Setting up of State School Standards Authority (SSSA);
14. Exposure of vocational education in school and higher education system;
15. Increasing GER in higher education to 50%;
16. Holistic and Multidisciplinary Education with multiple entry/exit options;
17. NTA to offer Common Entrance Exam for Admission to HEIs;
18. Establishment of Academic Bank of Credit;
19. Setting up of Multidisciplinary Education and Research Universities (MERUs);
20. Setting up of National Research Foundation (NRF);

21. 'Light but Tight' regulation;
22. Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
23. Expansion of open and distance learning to increase Gross Enrolment Ratio (GER).
24. Internationalization of Education
25. Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
26. Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education
27. Establishing a National Mission for Mentoring.
28. Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
29. Achieving 100% youth and adult literacy.
30. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
31. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity.
32. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
33. Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

In **conclusion** part, it can be remarked that NEP 2020 is a new vision in Indian education system. NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035. It will be a challenge for the nation as a whole if proper implementation doesn't occur. We all should embrace it from the soft corner of heart which will be better for self as well as for the nation as a whole.

A Reflective Discussion on Literature as Career: It's Choices, Chances and Challenges

*Lukesh Kalita**

ABSTRACT

In today's first growing world, each individual is in a so called race called *competition* to emerge as a winner. This competition is for achieving the desired goal or to build a sound and secure career. In the process of career building, many of the people indulge in a tussle between their self made dream and society set dream. Consequently, they suffer from job dissatisfaction, depression. Literature is not only medium of entertainment or preserver of ideas rather it is a field to make one's career established. Chetan Bhagat, Shashi Tharoor, and from the purview of Assam Aruni Kashyap, Jahnu Baruah, Mrinal Saikia, Abhijit Bora are some of the famous face who all are established and budding writers. They all set their professional life in different field, but they made their identity before the world with the help of literature. Literature encompasses various genres of writing. Besides these literature can be considered as a big project which starts from writer, publisher to seller and reader. Many of the aspiring writers are writing in order to reveal their personal thoughts, but no one dare to take it as a profession though this field itself is an opportunity to set one's career. This paper aims at discussing the field of literature as

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career building field. It will study the possible choices and chances for a budding writer and concerned agencies. Career identity has become a parameter for measuring the personality and life standard of a person. But still many of the times, literature is not counted as a safe and secure career. This paper will look at the challenges for and limitation of this possible field lurking at different level.

Keywords: *Literature, career, challenges, writer, profession, Etc.*

INTRODUCTION

It is the age of rapid change and tough competition. In this fast growing world, to emerge as a winner, one needs to have a definite ambition. Ambition in a wider sense implicates the notion of career. According to Merriam-Webster dictionary the term career means a profession for which one trains and which is undertaken as a permanent calling. It is said that '*An individual without goal is like a ship without radar*'. They are aimless. The ship without radar too is not sure, where to go. The same happens in a human life also. After completion of desired degree and diploma, the stage of earning arrives. He or she goes for earning bread and butter for self and family. At this point of time, many of the people become successful while others can't. This uncertainty raises the question of unsafe career. In order to face the expected shortcomings in future, one needs to be ready with their knowledge, skill and with a pre-designed mindset. Here lies the importance of career planning. Career planning is basically a process of exploring oneself in a better way. It deals with a set of planned ways through which one can go ahead in life. Planning does not mean mere supposition; rather it should be based on the interest of the person. This process of career designing makes one ready to work on their interest, likeness so that they can build their personality merging the personal as well as professional choice.

Quest of career opportunities has become a crucial concern in the field of education. Students undertake a course of study with an aim to set their career in that field itself. Nobody longs to be jobless after the completion of a course. In the developing countries like India, unemployment is major problem. According to the data of Centre for

Monitoring Indian Economy (CMIE) the unemployment rate grew to 7.83 percent in April from 7.60 percent in March. With the purview of unemployment, job dissatisfactory, it is important to select one's career wisely and willingly. The advancement of science and globalization has the way of the world. In the context of job and employment also, there are numerous new ways that are presently unfolding. The traditional jobs are also changed and have taken a better place. Those unexplored fields may be the greatest possibility for career designing. One such field which is yet to be explored is literature. The root of literature as a subject of study is rooted in ancient education system. In the time of monarchy, the writers received royal privileges. People write and read to acquire knowledge and to entertain themselves. The scope of literature was limited in the earlier time. Literature was used as a royal subject set to be read in the leisure time during the rule of king. The uses of literature were confined.

Literature can be a means of livelihood also. It can be looked at from two dimensions. One is Personal while the other is professional level. Literature is primarily an artistic form. Literature liberates one's soul. They find pleasure while they release their thoughts through the medium of words. It is an expressing art. In the age of adolescence, most of the adolescent feel to write something in their own. Especially, they prefer to read to write poetry. It is the stage where one starts to write and gradually with perseverance he or she develops his/her skill of writing. A piece of writing should carry several elements to be considered as literature. Suggestive nature, permanent quality and universal appeal, stylistic, thought provoking are some of the major tenants of literature. Literature is most of the time misunderstood considering it as only imaginary field of study. Instead it is the reflection of social, cultural, political and economical happenings. Though one takes the help of literature to please their mind, but nobody dared to make it their profession. The implication of literature as a personal practice is different from that of its professional aspect.

LITERATURE AS A CAREER

Time has changed with the grace of technological availabilities and spread of education. It can be seen in the modified behavior of the people. They have developed scientific temperament so that they can meet the daily challenges in their lives. The wave of change

rolled over the heart of avid reader and writer. Literature as a career refers to a profession from where one can earn daily bread after pursuing or completing a degree in literature. Every job requires a set of skills for the accomplishment of a work. It is the same case with literature as a career as well. Dealing with literature means dealing with some skills. Literature encompasses both reader and writer. Seeking job stability in literature may be in any one of these two spheres, as it develops certain qualities among the readers and writers. Literature lover has used their love for literature to be used for their career in different fields. The basic features of literature are taken professionally. A degree in literature grows in one certain specialized skill of reading, writing, communication, comprehension, critical thinking, research handling, community organization, public speaking, mass addressing. Besides, literature implants the seed of studying the society, economics, political, history in one. Literature as career professes to work in these fields with the acquired set of sophisticated skills so that they can address the smaller or larger audience (coming out of their personal realm) understanding the psychology of different type of people. The psychological function of human mind and human emotion are the two grounds where the literature writers are supposed to think on critically and creatively. The lay people couldn't find the exact answer what is going on around them and why is this happening. They cannot realize their mind easily. But literature can give its best answer to this sort of question. Taking literature professionally means using the personal soft skills for the people and consequently earning a livelihood with those skills. The acquired knowledge of literature and personal interest fuelled the people to work professionally in the field of literature. Literature as a career is an emerging field. It needs to be studied in order to explore the future of this growing job.

LITERATURE AND ITS CAREER CHOICES

Literature is an interdisciplinary subject. It is not confined to one subject rather it encapsulates others subjects also. Therefore, it carries a number of choices which can be taken as career. Due to change in work culture especially work from home, changing taste in readership literature is unfolding various opportunities. The job opportunities in the field of literature can be discussed from traditional to modern

Teaching Literature in Educational Institute

A literature graduate can teach the lesson of literary works from elementary level to university level. Literature teachers are hired by the secondary level institution so that the literature teacher take steps for the development of pupil's four language skills- listening, speaking, reading and writing. Both the literature of native and foreign land (mostly English) is in demand as the having literature and language knowledge in many of the competitive examinations is must. Therefore, there are many numbers of coaching institutions which are opened to train the learner grammar and speaking English.

Mass Media and Journalism

Mass media covers the print and digital media. Televisions, newspaper, radio, news blogs, news application, are all covered in this field. Reporter, News reader, moderator, panelist, radio journalist are some of the jobs which provide a safe and secure employment opportunity. People who are master in speaking, reading, and writing are welcomed by the mass media industry. All these fields require graduates in literature. They are hired to work from ground level to high level. It is pre supposed that literature degree holder has a great writing skills and speaking ability. Now-a-days media study is also a demanding course. This course leads the people with acquired knowledge of the literature into a professional direction. It is the where people can get the news happening around him in one click. A number of news portal, TV Channels are growing up in a fact pace. Mass media corroborates career opportunity to the literature lover specially

Career in Advertisement, Promotion and Public Relation

A business, a company can't run without advertisement. Advertisement and promotion are the two basic conditions for business management. Advertising means what the company tells about its product. Advertising helps in developing the company's relation with the public. This job can be well accomplished by the people who have clear idea about the public interest and who can speak better on the behalf of the company. A writer or a literature degree holder is the best choice for this work. As they study the sheer reality of the society, it becomes convenient for them to understand the interest of the people. Understanding the mind of the people advertiser projects a product in

different way. Advertiser talks everything within a short clip or with few words. It is a job for the one who can play with words realizing the psychic nature of the audience. Advertiser, Company promoter and Public relation manager are exciting job of today's time that is selected preferably from the literature degree holder.

Blogging and Vlogging

People have started living in a different world which is beyond the reality. The artificial world has grasped the mindset of the people. It is seen that social media as platform is a melting point of ideas. People are opting various ways to release their thoughts and earn money with the help of that. Blogging works as like website. A blogger writes and develops content on any topic in a written format. Images may be used in blogging. Vlogging is also a platform which is consists of video content. A vlogger makes a vlog on any topic with video format. These two are recently grown job fields. It is not fully explored. People like to read and watch on different topics. Food, travel, cultural taste, wonderful inventions, happenings, sports, political story, historical facts are the major contents that are mostly used by the blogger and vlogger. Their job is to either create content in their own or collaborate with other content creator to create high standard, entertaining content. There are numbers of content writing agency who hire the blogger and vlogger. Their job is to conceptualize content and then bring that close into the audience. It may the reader or the viewer. They should generate ideas so that they can reach the targeted audience. As literature lover is imaginative, creative and thoughtful, it is a possibility for them to get hired in this field.

Writer as a job

This is one of the growing fields of employment. Writer creates literary composition on different content. It may be article, story, poem, prose piece or any literary narrative. The job of writer is to convey something to the reader through the words. It needs to have suggestive and creative power. Therefore, a writer should be excellent in communication skill as well as imaginative power. It is a passionate practice. A writer is always determined to reach his target audience and ready take criticism. Content writer, editor, columnist,

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freelancer, translator are some of the reliable career where one can enjoy their works and be a self-employed person. People for these jobs are hired by the various organizations like Publisher Company, newspaper and magazine groups, computer games developer, film studios, and radio and television stations. What all require for these jobs is to have perseverance, excellent writing and communication skill and the power of understanding the choice and interest of the people. Literature lovers are the reliable persons who can dilute the personal and the professional experiences in a better way. In present times, Multi-tasking agencies are working for the writer and reader. They have provided a ground where the professional writers produce content on different topic. The writing of a writer works as puissant medicine to remove the illness of the self and society. Creative writing has emerged as an academic course of study too which helps one to increase the power of writing skills. Some of the universities are providing this course. Technological advancement has brought the career of writing into home. During the time of Covid-19 pandemic, work from home policy was adopted by the private and non-private organizations. Similarly writers did not stop to write during the harsh time also. In that way, it can be said that writing is a stable and secured job. In India, the major cities like Delhi, Bangalore, Hyderabad, Noida there are writing has become a reliable and suitable profession for the literature degree holder. A number of companies are working as content developer and designer hiring the interested people.

Job in Publishing and Film Industry

Making a career in the publishing industry refers to the jobs which are strictly associated with the writing materials. The levels may be different from the ground level entry maker to chief editor. The people in publishing industry deal with writing, editing, proofreading, researching and developing contacts.

Besides these, people with adequate interest in literature can step into the film industry. Acting, editing, directing, screen writing are some of the intellectual, imaginary and creative practices where one can enjoy one can work with satisfaction. Films study is also an academic film where the learners are made enable to express their literary power in different way through different medium.

CAREER IN LITERATURE AND ITS CHALLENGES

Though literature has ushered the reader, writer and other people concerned with this subject into another world where they can think of earning sufficiently and doing the job passionately at the same time, but these possibilities are not free of complexities. Challenges are pulling opportunities to reverse direction. The set back that literature as a subject and literature lover faces, it stands as a resistant in flourishing and nourishing this career ground. Building career in literature is not easier in this progressive world also. People of India especially North-Eastern India in compare to Delhi based area are lagging behind to adopt a professional attitude for their interested works. It stops them from moving ahead in the phase of career building. The main challenges are discussed below:

Lack of Awareness

Though people are living in a modern society where mobile, television, internet gripped everybody but still they are not aware of the new possibilities of the new world. Mass media, social media has reduced the distance of the world undoubtedly. People are receiving information with one click. But they are not even aware to look for the new opportunities that are emerging in the field of literature. Nobody or no satellites agency is playing pivotal role to bring out these opportunities to the job seeker. As a result, people are heading for employment with a traditional way. The educational institutions also don't talk the pupils about the possible careers. Consequently they can't make ready themselves for adopting a new job though they are eligible.

Cliché Mindset and Lack of Recognition

The pace of progress of a society is stopped due to the traditional mindset of the people. They follow and practice various customs and believe which are outdated in today's time. So far career is concerned, people's mindsets can't think of limited career fields. People headed towards career building only with a view of fixed jobs. They are unable to accept the new fields of study. It is the case with the writers also. A person who aspires to be a writer or who writes is not recognized in the society. They are not even motivated to lead a life for achieving their goal. Societal support for a person is must for reaching the success point. To a large extend, people in literature oriented jobs are taken

into consideration. For others, it is an insecure job. They are not valued or recognized. It is a challenge in front of the job seeker to overcome this sort of shortcomings.

Financial Challenges

There are various jobs especially for budding writers where earning is not handsome. They are not treated financially well by the employer though the writers are soul workers of those organizers. They are deprived of their deserving money. If one is not free economically in their professions, they can't work in their passionately. In order to establish this new field of career, the hirer should relook at the financial figure of the writers. It should match to their job pressure. Writing, printing, publishing, selling, distributing and reading is process. Each element of this chain is interdependent. The agents connected with these elements should work together to bring financial success.

Lack of field of Study

Literature is a diverse area of study. It deals with not only with prose and poems, rather it highlights the subjective constructive of one's creative power. Many fields like cultural study, film study, creative writing is emerging in the developed countries where they are trained to work professionally and passionately simultaneously. These fields are not explored much in India. Studying this professional course will help the learner to learn the tactics to channelize their strength. Dr. Bhupen Hazarika Regional Government Film & Television Institute is an institute where one can study acting and concerned cinematography.

Advancement of Technology

Technology has brought in the life circle of human beings. It has changed the way of life. Similarly technological advancement overshadowed the readership and publishing nature of publishing house. In the digital age people prefers every piece of writing to be digitalized. E- Learning, E-Textbook, E-Book, E-Schooling are the new terms of a technology run society. The readers like to read in electronic medium. But the traditional writers who don't have technological knowledge are unable to cope up with the new world. They can't convey their messages utilizing the digital platforms. But it is a good time for the technologically expert people that they can make use of time and space

utilizing the chances that science has provided. Electronic medium gives the people space to entertain, to work virtually. It is a challenge for the job seeker to be expert in technology as the whole world is moving towards digitalization.

CONCLUSION

Albert Einstein said that education is not only learning the facts, instead it is the training of human mind. From the beginning of school, students should be encouraged to do the work they like. They should be trained how to think creatively and critically. People are running after marks and high salaried jobs to make an identity in the high class. It is a sheer reality of present time that they are not intelligent and confident enough for choosing the career according to their wish. Most of the time, student falls in a trap of peer pressure and societal pressure which make them insecure. Career counseling, mentorship are two major ways through which challenges can be met. Literature is the mirror of society. It reflects everything and anything that take place in the society. The way of reading, writing of literature has changed. Meme cultures, online streaming of content are new medium of expression of the new time. With the changes of time, this field of study is unfolding various new possibilities. It is the time for students to make them ready, for society to accept the new normalcy, for the teacher and media to promote opportunities.

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Quest for Career Opportunities in Humanities and Social-Science Study: Problems and Prospects of North-East India

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ABSTRACT

Humanities and social science degree can be vastly different, but all have one thing in common; they are focused on human life. While humanities subjects are mostly analytical or philosophical and social sciences subjects are more scientific and experimental. Reasons to study humanities and social sciences-

- (a) Become an adaptable graduate,
- (b) Flexible degree options,
- (c) Important for future societies.

The various disciplines of humanities and social sciences which are helpful for students- Anthropology, Communication and Media Studies, Criminology, Education, Film-Studies, International Development, Law Politics, Psychology, Sociology etc.

Career in humanities and social- sciences: - career as a/an--- Assistant administrative Officer, Agricultural Journalism, Content writers/ editors, Development programme Officer, Club Disc Jockey, Sociology, Geography, NGO, Liberal Arts, Lectureship, Anthropology, Archaeology, Law, Library Science, Psychology, Research Assistant, Teaching , Fine arts etc.

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This paper highlights the crucial role that study in the humanities and social sciences can and should lay in policy making, business, innovation etc. This paper also identifies the challenges faced by students, researchers in the humanities and social sciences and these include the continued marginalization of such research compared with research in the natural sciences discipline, the relegation of humanities and social sciences theory and methodology, the lack of funding of research, the lack of time for researchers due to increased teaching loads and the lack of time for students due to increased study loads and administration.

Opportunities have been identified that can be seized to make study visible by ensuring that it answers the needs of society and policy makers and that there is more collaboration, partnership and inter disciplinary study.

Every generation faces some challenges, problems and prospects to engage with the past and to cope with the present, while building its future. However the questions and problems inherent in human life remain the same.

Keywords: Humanities, Social-Sciences, Career Opportunities, Human resource, Etc.

INTRODUCTION

The major subjects covered in the area of humanities include -History, Music, Arts, Literature etc. and Social-Science includes Political-Science, Anthropology, Archaeology, Social-Work, Sociology etc. Earlier humanities and social science was not considered very promising and was an option of last resort with the students when they could not get admission in Engineering, Medical and Management etc. But now it's changed and the recruiters have attention for this discipline and recruiters prefer to hire students from this discipline.

ELIGIBILITY FOR ADMISSION

The students are expected to have around 50% marks in the 10+2 or equivalent for admission in the undergraduate programmes in humanities and social science.

SKILLS

Students to enhance their domain knowledge skills and competences on successful completion of their programme. Students to focus on communication skills, research skills, reading skills, decision making skills, critical thinking skills, problem solving skills, leading skills, organizing skills, presentation skills, creativity and innovation skills etc.

PLACEMENT OPPORTUNITIES

After completion of bachelor degree students who also completes master degree in the field of humanities and social sciences get the jobs as Assistant Professor or Teacher, Research Analyst, Editor, Geologist, Museum Curator/ Manager, Historian, Language Interpreter, Statistician, Oceanographic Manager, Linguistic Anthropologist, Education Counselor etc.

The corporate world is hiring the students of humanities and social science at attractive salary packages. Lucrative salary is provided to students and therefore students and parents must consider joining the discipline of humanities and social science.

POSSIBLE CAREER PATHS

A career path is a sequence of jobs that leads to our short and long term career goals. Some follow a linear career path within one field, while others change fields periodically to achieve career or personal goals.

Adult Education and other Pedagogical Fields of Employment

This sector includes a wide range of different occupations and potential employees. Alongside the traditional career path of School Teaching, Careers are also possible in Adult Education as well as in Educational counseling and on the job training. Another option is working in the education administration.

Furthermore Education Related Employment Opportunities Also Exist in the Cultural Sector

Business: Humanities and Social-Science graduates are more often find employment in the private sector. There is high demand in HR, Marketing, Advertising and Sales. Get jobs also in corporate consulting and corporate communication.

Civil services and Administration: Students of humanities and social science often get jobs state governments and in municipality. Graduate students often complete with juniors of public administration colleges and Master degree holders often with lawyer. Moreover there are occasional job opportunity also exist.

Consulting and coaching: Graduates with a degree in the humanities and social science often work in consulting and coaching centres. There are many types of counseling such as- Students Counseling, Organizational Consulting, Corporate Consulting, Personal Consulting, Social Consulting and Policy Advice etc.

Culture: In the cultural sector also there are a variety of opportunities for students of Humanities and Social Science. For example- Museums, Theaters, Galleries, Foundations, Culture Management, Organizing Exhibitions, Event Management etc.

International: There are international dimensions of employment due to globalization and inter connectedness of the different countries. Various option of employment exists in international organization, the diplomatic corporation, multinational corporations, tourism sector etc.

Libraries and Archives: In university or company achieves historians potentially get employment as because the work with historian sources proficiently. Often graduates of humanities and social science employed in academic library, public library as well as special libraries of companies or public authorities. To be employed as a Librarian or Archivist it is generally necessary to complete a post study internship and an additional study program. In most of the cases a doctoral degree is desirable.

Media: The media industry is a very popular choice for the students of humanities and social science. One has to complete the necessary training after finishing the university studies. Unpaid positions are very often in this industry. Now a days media industry is very popular among youths. Several web portals are being developed. Employers can also add some other activities such as publishers, radio stations, films and televisions, print media etc.

Politics: Now a day's too many students of humanities and social sciences politics means to be a broader sphere of world.

Press and Public Relations: Press and Public Relations sector often becomes a logical choice for students of humanities and social sciences as it deals with public relations, their language, texts etc. Press

and public relations department (in some cases it is termed as information cell) almost exist in every public and private enterprises, offices etc. companies such as Facebook, Instagram shows us to how companies need to make relations with public.

Science and Research: An academic career is always open to students of addition to work in college, universities. Students can also work in private and public research stations or institutes. A potential field of employment for students of humanities and social science is market analysis and opinion polls.

Problems in Career Opportunities of Humanities and Social Science Study

A student must have confidence. The key to service is to be confident. In most of the cases this discipline students are good communicators and public speakers and thus allow students to prepare themselves for future job opportunities.

Best in every aspect of fields. A student of humanities and social science needs to be good at everything such as in writing, public speaking, statistics and all other subjects. In short you have to know all everything, from Law, Culture, Religion, Science, Language and everything in humanity.

Need to challenge one's own beliefs. Being a humanity and social science student one has to challenge one's beliefs. In the middle of discussions there may be occur a lot of debate.

Students need lots of activities of writing and presentations. This is quite expected. Some people have already become aspiring writers. Even though one has already taken psychology or criminology in college. Lots of presentations have to be submitted. Programmes such as Stage-Play, Short-Film, Monologue, Extemporaneous speech, impromptu speech, speech choir etc.

Expectations of the teachers are high when it comes to Short-Film, Film Productions. The students of this discipline are seems to be future writers, producers, director, video editors. There are always high expectations.

Challenges Encountered in Practical Research

Everything that we apply today is brought by research. Students are doing careful study to preserve and improve the quality of life. While

doing research activity researcher must be cautious. Each activity of the stage i.e. there must be sufficient time to complete. The researcher should add more hours or weeks before the scheduled deadline because some things are more difficult than the researcher expected. Research is tedious activity. However students and teachers cannot accept the work as because this is often used as an academic requirement. By using descriptive research method.

The researchers found out that students face problem in terms of financial support in making research and collecting all the data coming from the mind. Topic of research as per choice of the students. The researchers realized that many difficulties are present regarding the construction of a research study and the problems are inevitable. One must know their goal and the reasons to study the topic.

Required Skills for Humanities and Social Sciences

Humanities and social science workers will be tasked to probe events, developments, problems and more both historical and modern. 78% of employees believe that an applicant's ability to think critically communicate effectively and solve difficult problems is more significant than his or her degree.

Essential Skills for Humanities and Social Science Professionals

Questioning: Questioning skills are essential to criminal investigator or psychological roles. These skills are fruitful for asking about key events, developments, concerns and occurrence that would lead to new discoveries.

Analysis, Researching and Evaluating: Workers in the field will always be ordered to gather information or data and study them. They must identify and figure out the accuracy and reliability of such items before making a conclusion.

Civic Engagement, Global Learning and Intercultural knowledge

These skills are needed when exploring issues, phenomena and historical artifacts to identify problems, analysis of evidence to form an opinion, helping communities to enrich their livelihood, to study regional, national, global systems. Promoting effective interactions in different cultural settings.

General Skills for Humanities and Social Science Professionals

Communication: Humanities and social science professional must be able to present findings appropriately for various audience and goals.

Creative Thinking: It allows humanities and social science experts to do their job smoothly. It is useful in personal development too and understandings human nature and experiences.

Critical Thinking: Critical thinking is necessary for almost any kind of field as it helps in analysis of any situation and to make proper and right decisions.

How to Start Your Career in Humanities and Social Sciences

For entry level humanities and social sciences positions an associate degree is usually anecessity. However most job in the field require a bachelor's degree. Earning a graduate degree is also beneficial as master's degree and doctoral degree programme are specialized and concentrated on certain areas. Advance and higher degree can help you to higher degree can help you to achieve the career goals in humanities and social science quicker.

Alternative Career Options in Humanities and Social Sciences

Not all humanities and social science graduates know what to do right after graduation such as-

Intelligence Officer/Operational Officer

Intelligence officer/Operational officers protect the country from any threats such as cyber-attacks and terrorism. These roles, despite being data driven and requiring more technical backgrounds.

Foreign Correspondent

Being tasked to report on international affairs you would be working for print, radio or television. The social science and humanities courses share a common object of study-human beings and their world. Using methods of empirical data collection and scientific analysis, the social science humanities study human behaviour and society within such fields as sociology, psychology and anthropology. Through the examination of the structures, process and relationship on which these fields shed light, students learn about the wide range of factors that have influenced peoples, culture and societies.

The humanities courses explore the basic nature and purpose of human existence. Through the study of human expression of self through philosophy and theology, students become aware of humanity's ongoing attempts to understand and articulate the meaning and purpose of life. In humanities courses, students will learn some of the different world views, historical and cultural theories, philosophies and social trends that have shaped our world. Both social science and humanities courses teach students fundamental skills, such as how to formulate appropriate questions, differentiate between evidence and opinion, recognize bias and organize and communicate results effectively. Students are required to research information from a variety of sources, to think critically and make connections between the ideas and facts they gather and touse that information to solve problems through both independent effort and collaborative work.

The humanities and social science courses give students essential knowledge and transferable skills that are applicable in various areas of their lives. In their personal and family life as well as in their postsecondary studies and in the workplace. They provide students with a foundation for a rage of possible destinations. For position in retail and service industry, for community college programs in such areas as early childhood educations, fashion design and human resources and for university programs in field such as anthropology, consumer studies, family studies, food and nutrition, sciences, human resources, psychology, philosophy, religious studies and sociology.

The discipline of socialsciences and the humanities has connections with many other disciplines taught in secondary school, on the level of both knowledge and skills. Studies in social science and humanities course will allow students to bring a broader perspective to their learning in subjects such as history, geography and English. Students will be able to build on previous learning, integrated related knowledge and apply learning skills across subject areas. Subject matter from any course in social science and humanities can be combined with subject matter from one or more courses in other discipline to create an interdisciplinary course. The policies and procedure regarding the development of interdisciplinary course are outlined in the interdisciplinary studies curriculum policy document.

The topics and issues covered in the social science and humanities curriculum are designed both to develop practical skills and to promote

reflective learning. The curriculum provides opportunities for students to undertake hands-on, practical activities, as well as to conduct research and analysis. The diversity of material devised to support the curriculum enables teachers to adopt a variety of teaching approaches, including direct instruction, demonstration and activity based learning.

Family studies are an interdisciplinary subject integrating social and physical sciences in the study of topics arising from daily life. It includes the study of individual family development, relationship, parenting, decision making, resource management, food and nutrition, clothing and textiles, health services. In every course, the overall and specific expectations are organized into strands. As noted above, the humanities and social science program comprises four subject areas that are linked by the shared goal of having students explore and examine their lives as they relate to family, community and society.

To emphasize the connections between the subject areas, five common strands have been developed to provide students and teachers with an overall framework and a focus for instruction. Although these courses are not cumulative, the common strands allow students who take several of these courses to understand the connections among different aspects of the discipline. Individual courses incorporate those common strands that are appropriate to their subject matter; in addition they include subject specific strands.

TYPES OF SECONDARY SCHOOL COURSES

Education for exceptional students—because they incorporate practical applications, often drawing on real life situation and involve experiential learning, family studies courses may be of particular interest to some exceptional students. Topics of interest include exploring educational and career opportunities, making healthy nutritional choices and investigating housing opportunities. Certain accommodation, such as ensuring barrier free access to kitchen appliances in the preparation of food, will enable students with physical impairments to experience and become skilled in various activities that are part of living. In planning family studies courses, teachers should consider the kind of specialized equipment and the types of learning aids that would meet the needs of exceptional students as set out in their individual.

THE ROLE OF TECHNOLOGY IN THE CURRICULUM

English as a Second Language (ESL) and English Literacy Development (ELD)

Humanities and social science courses are well suited to students in ESL/ELD programs because, in their focus on the topic of diversity and interdependence, they allow all students, including new-comers. These courses also give students an opportunity to use English in their context of practical situations.

Career Education

Opportunities to work with experts in fields related to the course material can help to increase student's awareness of current issues and approach in career areas that interest them. Students have encouraged learning about careers in early childhood education, food and nutrition sciences, health sciences, social services and family studies.

Cooperative Education and Other Workplace Experiences

Work experience in the community allows students to apply and enhance the skills and knowledge they acquire in their social science and humanities courses. Social science courses lend themselves to a broad range of placements, both in service industries and in professions.

Health and Safety

In family course study, when students are preparing foods or are involved in other practical activities, teachers must take particular care to ensure that safety requirements are met and that safety procedures are followed. Students must be made aware of any health or safety hazards that might be connected with the activities in which they are engaged and must be coached in the proper use of safety equipment, such as fire extinguishers.

CONCLUSION

Critics have argued that humanities and social sciences studies are a total waste of time as nontechnical degrees tend to have higher unemployment rates. But, as historian and professor Dr. Elwood Watson puts it, minimizing the value of the humanities or other areas of pedagogic questioning for that reason, to one's misinterpret the objective.

Humanities and social science subjects provide everyone with opportunities to appreciate the planet that we live in, as well as show we, as humans, can contribute skills needed to adapt to the contemporary era. These disciplines teach and educate us about an ever-changing world, improve our quality of living, answer the most difficult questions of life, foster creativity and diversity for all of us, help us to understand humanity as a whole.

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An Analysis of the Impact of Covid-19 on Education and Job Opportunities in India

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ABSTRACT

The COVID-19 health crisis is an unprecedented shock that is transforming the lives and livelihoods of individuals around the globe. Its effects are likely to extend beyond the short term into the medium and long term as well. Educational institutes across the world have closed due to the COVID-19 pandemic jeopardizing the academic calendars. Reopening of schools after relaxation of restriction is a challenge with many new standard operating procedures put in place. Most educational institutes have shifted to online learning platforms to keep the academic activities going. However, the questions about the preparedness, designing and effectiveness of e-learning is still not clearly understood, particularly for a developing country like India, where the technical constraints like suitability of devices and bandwidth availability poses a serious challenge. At a time when Corona virus pandemic has disrupted many businesses and decimated some, others are being redefined. Education is among one of them. It's one sector that was the fastest to respond and adapted so quickly to stay relevant in the fast-changing times. It has made a smooth transition from teaching in a brick and mortar set up to a completely virtual

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arrangement. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The Covid-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. This article attempts to explore the impact of the Covid-19 pandemic on education system and online teaching, points out the challenges of online teaching, discusses the job opportunities in the post COVID era and indicates the way forward.

Keywords: Covid-19, Education, Digital Learning, Etc.

INTRODUCTION

Covid-19 Pandemic is basically a health crisis. However, the effects of Covid-19 around the globe have been both unanticipated and significant. No one would have guessed that a virus-like Covid-19 would come and without differentiating, it will alter the lifestyle of people. Due to Covid-19, many changes came to our world and it took some time for everyone to adopt the new normal. India is the second most impacted country in the world after the United States. The sudden lockdown had a severe impact on millions of low-income migrant workers and daily-wage earners. It is estimated that between 2 million and 10 million migrants were impacted by Covid-19 (**UNICEF, 2021**). It considers the direct effects of school closures and reopening, and identifies the initial impacts on learners, their families and on the education system as a whole.

IMPACT OF COVID 19 ON EDUCATION SYSTEM IN INDIA

All education institutions in India were temporarily closed in March 2020 as most schools were wrapping up the 2019n`20 academic year. The new school year would have started in May but, amid the upsurge in Covid-19 cases across the country, it was not possible to resume in-school teaching. In April 2020, the Ministry of Human Resource Development (renamed the Ministry of Education from July 2020 after the National Education Policy (NEP) 2020 was published) presented **Alternative Academic Calendar (AAC)** guidelines on continuing formal education online in the 2020n`21 academic year. As of January 2021, many states were yet to reopen their schools.

Closures have affected millions of learners from pre-primary to secondary levels of schooling. The transition from face-to-face to distance learning has shown a spotlight on the vast inequalities within the education system between and within states. Inequalities are seen in the capacity of teachers, learning outcomes, digital infrastructure provided by the government and access to technology. Although a lot of digital content has been generated and transmitted to help children continue to learn from home, there is limited evidence on the extent to which this content reaches children; whether they are engaging with it; and the impact it is having. The AAC assumes that Indian states have established digital ecosystems where all teachers and students enjoy seamless access to the internet and smart phones. However, a 2019 report found that only 32 per cent of the rural population of 12+ years and 54 per cent of urban population had internet access, and that only 11 per cent of Indian households have computers such as desktops, laptops and tablets (excluding smart phones), (*IAMAI, Digital in India*). A status report on schools during COVID-19 indicated that children studying in government schools were hit particularly hard, with more than 80 per cent of government school students in Odisha, Bihar, Jharkhand, Chhattisgarh and Uttar Pradesh not receiving any educational materials during the lockdown. This failure was mostly because families did not have access to digital devices and e-learning tools. In homes that had digital access, What's App was the primary mode (75 per cent) for delivering education in both public and private schools, followed by phone calls between teachers and students (38 per cent). But more than 75 per cent of parents had trouble ensuring What's App lessons because of the lack of an internet connection or the inability to afford it, or because of poor internet speed/signal. The COVID-19 crisis has meant limited or no education, or falling further behind their peers, for many who already experienced barriers in accessing education-children with disabilities, students in remote locations, children of migrant workers, refugees and asylum seekers or those whose families have lost their source of livelihood and incomes. This could force many children to discontinue their studies even after 'normality' is restored (*'The Wire' Dec 2020*). For children, school is far more than just attending classes. With the lockdown, children miss out on the joy of play and interactions, sports and talking with friends. A school also provides

essential basic services (such as midday meals, immunization and health checks) that are difficult to substitute. Time will reveal the non-academic impacts a year-long closure of schools will have on the growth and development of a generation of students.

CAREER OPTIONS IN POST-COVID TIMES

- i. **Digital Marketing:** With more people making use of e-information, digital marketing has become a lifeline for companies as they seek to reduce marketing spends, drive greater ROI from it, and follow their customers online.
- ii. **Online Teaching:** Among several other jobs, online teaching seems to have flourished the most during the Covid-19 pandemic. With every educational institution closed down, students need teachers to help them with their studies. During this uncertainty, online teaching seems to be the only option and due to the nationwide lockdown, there is a huge demand for online teachers. So, if you are passionate about teaching, online teaching can be a lucrative career choice.
- iii. **Cyber security Professionals:** Even as most sectors continue their struggle to cling to life, the cyber security industry seems to be booming and recorded a job growth of over 5% in the past few months which is a promising rate in times like these. With companies shifting to remote working, it has become crucial to secure the networks, confidential data, and employee operations against the many security threats. Sectors like healthcare, education, retail, financial institutions, and even government organizations rely on cyber security experts to secure their enormous data and online payments. So, there is definitely a rise in employment opportunities for cyber security professionals.
- iv. **Beauty Influencers/Make-Up Artist:** The pandemic has proved how beauty influencers play an important role in flourishing the beauty and fashion industry. Most people have begun avoiding the salons due to the pandemic situation, which has given rise to the careers of beauty influencers and bloggers. Their beauty tips and tricks are useful for a lot of individuals as well as brands as they collaborate with these influencers to do the massive outreach they have.

- v. ***Freelancing options:*** This one opens up a door to several opportunities like content writing, fashion designing, graphic designing, photography, public relations, coder/programmer, translator or marketing. Obviously, all of these fields require a specific skill set but not one that's hard to develop. When the future seems uncertain, it is wise to pursue a diverse portfolio of options instead of just sticking single-mindedly to one. Even in better times, career change is never a perfectly straightforward process.

Despite the skyrocketing unemployment rate, the comforting prospect is that new job roles are on the rise too, thanks to digitalization. Companies now prefer candidates with digital literacy, soft skills, and agility to adapt to the evolving work environment.

CHALLENGES OF ONLINE LEARNING AND TEACHING

The sudden shift to online education has presented more challenges for the socially and economically marginalized groups, including Scheduled Caste, Scheduled Tribes, Other Backward class, females and students in rural areas, due to factors like the price of high-speed Internet, insufficient infrastructure, poor Internet connectivity, etc. (*Goswami et al.2021*) In a recent survey, 60% of the students who have recently shifted into an online n` learning system thought of the experience as boring and struggled with motivating themselves to pay attention in class. In another survey, 77% of 800 college students prefer in-person learning in class better than online methods. These statistics point to the fact that there is a need to understand the various shortcomings in the online education field to address them. Therefore, in the following, we shall explore the biggest challenges facing online education today.

- i. ***Lack of Motivation in Students:*** It was thought that online learning would be the new interactive and immersive method to teach the new generation of students. Though, the results speak on the contrary. Endless oceans of texts, quizzes, frequent learning assignments and MCQ's have led to students losing motivation to keep revisiting the learning portal. Students complain of lacking motivation due to a lack of interpersonal touch between the students and the teacher in the online classes. The need for physical interaction between the students is also a necessity for maintaining engagement which the online learning methodology has no answers for yet.

- ii. ***Infrastructural Problems:*** Though online learning doesn't require huge buildings, big classrooms, chairs, tables, blackboards, chalk doesn't mean there are no infrastructural requirements. The need for a computer, adequate software, constant electricity and high-bandwidth internet is quite a big demand. In most developed nations, this infrastructure is available to the public through public libraries if they cannot personally afford it. But for developing countries such as India, Pakistan, Bangladesh and many others, this quality of infrastructure is only available to a select few percent of the population.
- iii. ***Digital Literacy and Technical Issues:*** Though the new generation is proficient in working with computers doesn't necessarily translate to Digital Literacy. To proficiently learn through an online system requires understanding the workings of multiple software, which presents a huge learning curve. Also, students need to understand online communication etiquette and know student rights and responsibilities in an online learning environment. A bigger problem is with constant technical issues faced by both teachers and students on these platforms. These problems often require technical support to rectify, causing frequent disruption in the learning flow.
- iv. ***Lack of In-person Interaction:*** Humans are social animals. The growth of the internet hinged on the principle that humans will always be curious to interact and know more about one another. That said, on a psychological level, virtual interaction cannot mimic that of a physical one. The physical presence inside a classroom with a teacher and fellow peers often leads to an atmosphere that can't be replicated through virtual means. The physical model also ensures discipline as students cannot switch off webcams and doze off. Physical classrooms also allow for teachers to provide more personal attention to each student's needs.
- v. ***Abundant Distractions, Lack of Discipline:*** With recurrent technical issues, bandwidth problems and monotonous lectures, online attendance has seen a drastic dip. Most students find learning online boring and often complain of lacking the motivation to make it through a class. Even teachers often complain of a lack of tools to make the classes engaging, leading to a loss of interest from both parties. With the lack of any accountability in the online

teaching method, education quality often becomes compromised. Coupled with the free use of laptops and mobile phones during classes, distractions have become countless, often coming at the cost of focusing during class.

CONCLUSION

Where there is a problem, there is always a solution. The current Edu Tech system in the online learning segment has many shortcomings not limited to the list above. That said, the segment is relatively young and even so has improved leaps and bounds. The system is changing and evolving rapidly and is soon to become the norm in the education industry. The online education world has multiple upsides and will make education cheaper and more widely available. Gone are the days of fixed curriculums and rigid subject choices as the new generation of students demands greater freedom in their education. As insufficient infrastructure is a major challenge of online education, the government should invest a sizeable amount of money in the development of infrastructure and to frame national policy to overcome challenges faced during the stop-gap arrangement of the teaching-learning process and continue it as an additional mode of teaching and learning even after the pandemic ends. Yet, the biggest hurdle that Edu Tech has to overcome is replicating the charm of in-person learning and making the experience more immersive as technical difficulties often get smoothened out over time.

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The Unstoppable Journey of Students Surpassing the Hegemony of COVID-19

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*and Palash Medhi***

ABSTRACT

The pandemic induced a significant student freedoms emergency- all support areas were significantly influenced, with the most impeded being excessively impacted. Coronavirus potentially the biggest pandemic that the world has at any point seen - prompted a financial emergency as well as disturbance of learning on an exceptional scale which also impacted the job prospects to some extent. The errand of gaining from the emergency and how to relieve its impacts in training is ongoing. More than one academic year has now been lost for students. To guarantee continuity of learning while schools are shut, the conveyance of training is fundamentally changing today through distance education: computerized, mixed, or hybrid learning has become part of the new learning reality to which all governments, instructors, and students should acclimate. Virtual education moved from truth-based instructive strategies to ability-based approaches, which are more adaptable, better answer the all-encompassing necessities and yearnings, everything being equal, and put on potential open doors to long-lasting advancement according to the Sustainable Development Goals (SDG) plan. The Northeast States of India is not an exemption from experiencing

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misfortunes because of the Lockdown. Every one of the inns, eateries, shopping centers, numerous commercial centers, and so forth are shut. In India including the North East States, 12.2 Crore individuals lost their positions, and 27 million adolescents between the ages bunch 20-30 years lost their positions in April 2020 because of the Lockdown. As every one of the instructive institutes is likewise shut, going according to the academic schedule is a serious test. To handle what is happening North East India has dismantled numerous drives from observing the rules of UGC and Govt. of India. The benefits included remote learning, solace, and openness, while the restrictions included failure and trouble in keeping up with scholastic honesty. Positive aspects can be seen in certain factors like online learning, IOT, expansion of data connectivity, virtual classes, seminars, etc.

Keywords: COVID-19, challenges, transition, education, employment, North East.

INTRODUCTION

As the globe becomes increasingly linked, so are the threats we confront. On public lines, the COVID-19 epidemic has not slowed. It has impacted people of all nationalities, educational levels, economic levels, and genders. The epidemic led to the closure of schools and institutions throughout the world. The government is instructed to maintain social isolation, which might help to level the contamination curve and reduce total deaths from the disease. The impact on both higher and lower education has been significantly altered. A common tendency in educational systems throughout the world has been to respond to the epidemic by implementing “eLearning” norms, which refers to the rapid transition from face-to-face courses to web-based learning frameworks. Educational foundations confront a variety of challenges as they strive to respond to this transformation and select the best ideas and tactics for educating and engaging their students. The unexpected transition from face-to-face and personal education to online guidelines is simply the first stage in a lengthy path to give web schooling, which includes robust understudy commitment tools and educator preparation. The end of the school year has a significant

impact on underprivileged pupils. The necessity for a coordinated approach to deal with online learning, as well as an increase in interest in the revamping of instructional organizations' innovative base, is one of the basic patterns that could be pursued. All higher education institutions are now aware of the importance of technology and are at great measures to lead technology-driven training. This epidemic demonstrates that technology and training will continue to be organized till the end of time.

LITERATURE REVIEW

T. Herman and S. Banister conducted a study on the expense of traditional and online education, as well as the learning results. Their findings suggest that taking an online course engages students in the learning process, promotes high student learning outcomes, and saves money for the institution.

According to Elaine Allen and Jeff Seaman (2011), online courses are those in which at least 80% of the course material is offered online, whereas face-to-face teaching is defined as courses in which less than 30% of the content is supplied online.

Online education has grown in popularity during the previous decade, according to Stack, Steven Dr. (2015). His research indicated no significant differences in student performance between online and face-to-face classes.

Khan (1997) defines online learning as “the transmission of teaching to a remote audience through the use of the internet as a medium.”

According to a survey by Google and KPMG, India's online education sector was worth \$247 million at the end of 2016 and is expected to grow to \$1.96 billion by 2021. In addition, behind the United States, India's online education market is the second largest. According to the report's estimates, the paid user base for online education services would rise at least sixfold by 2021, to around 9.6 million consumers.

OBJECTIVES

The general target of this study is to examine the Impact of COVID-19 on the Indian Education System. Specifically, this study will look at:

1. How the Indian education system is confronting the Impact of COVID-19 and continues the teaching-learning process through internet-based training.
2. How is the positive effect supportive to students and the drawbacks managed by guardians and teachers in the situation of the web-based training.
3. How to lessen the adverse consequences of COVID-19 on students for their smooth education.

METHODOLOGY

This study is constructed on an exploratory and descriptive analysis of the topic. The study is grounded on secondary resources and is collected from different journals, magazines, and authentic web sources.

PURPOSE OF THE STUDY

All frameworks have qualities and shortcomings. Augmenting qualities and limiting shortcomings altogether not to botch the chance to push ahead ought to be the objective. The fundamental motivation behind the review is to investigate the effect of COVID-19 on the Indian Education system. It covers the effect of COVID-19 on rustic and metropolitan students, Higher training Institutions.

TRANSITIONAL PHASE: REALITY TO VIRTUAL

The epidemic has revealed the shortcomings and weaknesses of contemporary educational institutions, as well as the necessity for digital literacy growth in both developed and poor countries, especially in these complicated times. Post-pandemic, more digitization of educational services and communication may become the norm. Deep-seated beliefs about the role of both higher and lower education institutions in delivering quality education, method of delivery, accessibility, the necessity of lifelong learning, and educators' conceptions of the types of learners have all been challenged by the current circumstances. In terms of education, this quick change is problematic, and "has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space but also become sufficiently adept in navigating the requisite software" (Allen, Rowan, & Singh, 2020, p. 233)

Similarly, students had difficulty adjusting to the sudden and unexpected move to online schooling. We know very little about students' preparation for real-time online learning, which is understandable. Transitions are normally voluntary or planned, according to previous online teaching and learning; but, emergency transitions, such as the one caused by the COVID-19 epidemic, have a comparatively little body of knowledge. In this scenario, it's critical to comprehend student views to build effective treatments and address learning impairments. Examining students' impressions of online learning during the transition allows us to better understand the limitations and promise of this style of distant learning, as well as predict and adjust to the impacts of this abrupt shift to online learning.

IMPRESSION OF VIRTUAL EDUCATION IN THIS NEW ERA

Education is no different. Students from wealthy circumstances, with the backing of their parents and a craving to study, may be able to make their way through closed school doors to other learning options. When schools closed, those from low-income families were oftentimes left out. This problem has brought to light several flaws and injustices in our educational institutions, ranging from a lack of access to the bandwidth and computers required for online learning, to the supportive surroundings needed to concentrate on learning, to a mismatch of resources and requirements. While educators have made significant efforts to ensure learning continuity throughout this time, children and students have been forced to rely more on their resources to continue studying remotely via the Internet, television, or radio. Teachers have to adjust to new pedagogical concepts and techniques of delivery that they may not have been educated for. Learners from the most disadvantaged groups, who lack access to digital learning tools or the resilience and engagement to study on their own, are more vulnerable to falling behind. Due to the closure of educational institutions as a result of the COVID-19 epidemic, the government has pushed for online education to ensure academic continuity. Using online platforms such as Zoom, Google Classrooms, Microsoft Teams, and others, the majority of high-end corporate and governmental institutions have made the transition seamlessly. Many people still consider it a tremendous job. The difficulties of online schooling are numerous. It is past time for us, as a community, to grasp the complexities of

online education in India, for Indians. “Online education allows for learning something beyond the norm. A learner has access to unlimited topics and global experts in niche subjects n` something otherwise not affordable or imaginable for many. Online programs allow people of a wide age group to learn at their own pace, without inhibitions, and without compromising on their other responsibilities.” (karyala and kamat, 2020). Students, on the other hand, are finding it a refreshing departure from rigorous timetables and long trips to attend school. Others may find this to be a less stressful choice if they find studying in big groups frightening. Many teachers are taking advantage of the circumstance by experimenting with novel teaching and evaluation approaches. “This is encouraging. But the moment online education moves from an optional to the only form of learning, and too long term, the bad and the ugly slowly become evident. India is beginning to get a taste of this now.”(karyala and kamat, 2020).

GOOD ASPECTS OF E-LEARNING

Since Prime Minister Modi launched the ‘Digital India’ project, online schooling has exploded in India. The effort strives to utilize the strength and diversity of digital technology to address flaws in a variety of sectors. This has prompted schools and universities to offer courses online, to make education more accessible to all. Online education is far more economical than on-campus education and offers students the same degree of information and expertise. “You can also find an enormous amount of study resources online for free. Not only that, many institutions of repute such as Harvard have made many resources and courses available for free” (*theclasssofone*, July 7, 2021). Many Indian firms and employers accept online degrees as long as they are certified and approved by the Distance Education Council (DEC). Many of them are urging their staff to take advantage of online learning opportunities as well. Graduating from eLearning is far less expensive than a traditional on-campus degree. It enables those students who cannot afford a traditional college education to pursue their goals without having to spend a fortune. It also encourages saving time because one can study on their personal suitable schedule. Traditional teaching has relied on static text materials such as books and black/whiteboards, with pupils being restrained from carrying laptops or cell phones to class for any educational purpose also. Students committed to online

education have the freedom to browse the internet and take benefit from a variety of study resources like films and interactive activities that make studying interesting and engaging.

BAD ASPECTS OF E-LEARNING

Technology possesses the capacity to improve learning outcomes and provide universal quality education. However, in order to fully realize its potential, the digital gap, as well as the gender difference that it entails, must be addressed. The most remote and poorest areas must have access to digital capabilities, infrastructure, and connections. In this information era, having access to technology and the internet is a must. Access to proper Internet should no longer be considered an extravagance.

“It is easy to fall into the trap of phishing websites claiming to be authentic but only aim to extract sensitive information from you. Be sure to check that the website has an “http” or “https” prefix before its URL, nevertheless, it is always better to find the right website through a trusted source or a government portal” (*theclasssofone*, July 7, 2021). Students’ social skills are harmed when they are unable to interact with others in a classroom context, and their ability to comfortably communicate with others in the real world may be harmed as well. The anonymity of the internet environment, on the other hand, allows students to openly express their concerns. Online learning necessitates plenty of screen time, which can lead to long-term eye damage and other health issues like back pain. It is essential to take breaks to allow the eyes to rest and to remember to blink from time to time. The detrimental effects of blue light generated by computer screens can be mitigated using special eyewear. In many respects, online education is a tremendous alternative to traditional schooling, but it has apparent flaws that make it unsuitable for specific fields of study that need lab work or hands-on instruction. However, online study under the supervision of parents can compensate for the majority of the aforementioned disadvantages, making online learning a victory.

OPPORTUNITIES IN THE VIRTUAL WORLD’S NEW ERA

Working professionals who are unable to quit their employment to seek higher education might aid greatly from online education. They may pick from a range of courses through online education,

◆ which can help them find new professional opportunities. “This is also supported by the report from Google and KPMG which states that reskilling and online certification is the biggest sector in online education. Another online platform ‘upgrad’ is offering online courses on Big Data and are also providing jobs in this area.” (Chahal, p 101) India’s government is also taking steps to boost online education. They’ve launched Swayam, a platform that provides free education and certification courses to everyone. This initiative’s major goal is to give high-quality education, for which they have partnered with IITs, IIMs, and NPTEL. They’re also forming partnerships with colleges so that students may get college credit by taking online courses. The government of India has also created the National Optical Fiber Network to develop digital infrastructure throughout the country. The initiative’s major goal is to enhance broadband access and build a fast network. “Government has started online National Digital Library in which 17 million digital books & journals are available. There are 32 lakhs registered users are accessing NDL free of cost.” (Chahal, p 101)

CONCLUSION

COVID-19 has had critical leverage in India’s educational sector. Although it has induced several hurdles, it has also resulted in numerous constructive possibilities. To deal with the current COVID-19 dilemma, the Indian government and several stakeholders in education have looked into the idea of Open and Distance Learning by implementing various digital technologies. India isn’t yet ready to use digital platforms to bring education to every corner of the country. Because of the current nomination of digital platforms, pupils who aren’t as fortunate as others may suffer. The objective should be to use digital technology to put millions of young Indian students in a better position. Even if the COVID-19 situation lasts longer, measures to optimize the use of internet platforms must be made immediately. During the COVID-19 epidemic, India should devise innovative measures to guarantee that all children must acquire perpetual access to education. As online practice is extremely beneficial to pupils, it should be kept going after the lockdown. And a more in-depth statistical analysis of COVID-19 influence on India’s educational system could be conducted to comprehend and analyze the educational predicament better.

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Digital Initiatives of the UGC and MHRD For E-learning During Covid Crisis in India: An Overview

*Rudrani Choudhury**

ABSTRACT

The spread of pandemic Covid-19 has drastically disrupted every aspects of human life including education. The pandemic has required teachers and students to adapt to an unprecedented challenge and rapidly transition from traditional face-to-face instruction to distance learning formats through virtual classrooms all over the world. Likewise, in India on 25th March 2020 around 1043 Universities, 42,000 colleges, 14,94,052 schools went under complete lockdown. About 40 million learners stopped to move schools/colleges and all educational activities brought to an end. In these circumstances E-learning and the use of Information and Communications Technology (ICT) tools came in handy. It helped the learners in the dissemination of ideas, conducting online classes, making online discussion forums, and taking online examinations. In this regard University Grants Commission (UGC) and the Ministry of Human Resource Development (MHRD), Govt. of India jointly released a list of digital initiatives which can be freely accessed by teachers, students and researchers for broadening their horizon of learning. The initiatives include **SWAYAM**, **MOOCs**, **e-PG Pathshala**, **Swayamprabha**, **Shodhganga**, **Vidwan**, etc. which

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cover a broad range of subjects and courses and have been prepared by experts and provide an excellent learning experience to the knowledge community of the country. This paper emphasizes on the system approach of the digital platforms adopted by the UGC and MHRD and its impact on the entire scholarly community of the country.

Keywords: COVID-19, E-learning, Information and Communications Technology (ICT), MHRD, UGC, etc.

INTRODUCTION

Recently, the whole world has faced the deadliest and dangerous consequences due to the transmission of infectious novel coronavirus. The pandemic has spread over whole world and compelled the human society to maintain social distancing. It has significantly disrupted the education sector which is a critical determinant of a country's economic future. Most Governments around the world have temporarily closed educational institutions to control the spread of the Covid-19 pandemic. To prevent spread of pandemic COVID-19, the Government of India has taken number of preventive measures. The union government declared a countrywide lock-down of all educational institutions on 16 March 2020. Almost all state government ministries have taken measures to ensure that the academic activities of schools and colleges do not hamper during the lockdown period. They have instructed the educational institutions to hold all their classes online. In this regard University Grants Commission (UGC) and the Ministry of Human Resource Development (MHRD), Govt. of India jointly released a list of digital initiatives which can be freely accessed by teachers, students and researchers for broadening their horizon of learning.

Following is the list of some of the digital initiatives of MHRD & UGC along for school students as well as UG and PG level education:

SWAYAM

The full form of SWAYAM is 'Study Webs of Active Learning for Young Aspiring Minds'. The SWAYAM is a digital platform developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE), Government of India with

the help of Microsoft. SWAYAM is designed to accomplish the three most primary principles of Education policy like access, equity and quality (All India Council for Technical Education, 2017). The objective of creating SWAYAM is to take the best teaching learning resources to all including the most disadvantaged group. This platform is intended to host about 2000 courses 80000 hours of learning materials within 2 to 3 years on SWAYAM: covering maximum numbers of courses like school, under-graduate, post-graduate, engineering, law and other professional courses. The courses hosted on SWAYAM are displayed in 4 quadrant which is described in the following table.

Table 1: Four Quadrants of SWAYAM

SWAYAM (Quadrants)	Quadrant-I: e-Tutorial: lecture by video (using audio-video, multi-media, animation).
	Quadrant-II: e-Text: Specially prepared reading materials (PDF, Text, e-Books illustrations, presentation, related links, research papers, articles) that is downloaded.
	Quadrant n`III: Discussion forum: Arranged for raising doubts and clarifying them by Course Coordinator or his/her team.
	Quadrant n`IV: Self-assessment Tests: It contains problems and solutions that is in the form of Multiple-Choice Questions, Fill in the blanks, Matching Questions, Short Questions, Long Questions, Quizzes, Assignments and solutions, Frequently Asked Questions (FAQs) and providing clarifications on misconception of any topic.

Table 2: SWAYAM Coordinators

School Education	(I) National Institute of Open Schooling (NIOS) (II) National Council of Educational Research and Training (NCERT)
Out-of- school education	(III) Indira Gandhi National Open University (IGNOU)

Under-graduate education	(IV) Engineering education (National Programme on Technology Enhanced Learning) (V) Management education (Indian Institute of Management, Bangalore) (VI) Consortium for Educational Communication (CEC)
Post graduate education	IV) Engineering education (National Programme on Technology Enhanced Learning) (V) Management education (Indian Institute of Management, Bangalore) (VII) University Grants Commission (UGC)
Teacher Training Programme	VIII) NITTTR (National Institute of Technical Teachers Training and Research)
Self-paced And International courses	IX) All India Council for Technical Education (AICTE)

One can download SWAYAM app and can install in his/her device by going to google play store and Apple store.

UG/PG MOOCS

A vertical of Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) portal, UGC has launched MOOC initiated by the Government of India with an aim to enable access, equity and quality in the domain of education for the aspirants. It has announced 83 undergraduate and 40 postgraduate, Online Courses.

E-PG PATHSHALA

e-PG Pathshala is an online content devoted portal accessible in an open access. This portal is an MHRD Project that is being developed by a team of NME-ICT department under the guidelines of UGC. e-PG Pathshala is an online course work of the graduate students studying in the various institutions, organizations, and universities. Form the working in the different guidelines in the country, e-PG Pathshala is developed by the variety of experts. This initiative started by the National Mission of Education through ICT (NME-ICT) developed by UGC under the Ministry of Human Resource Development. The Ministry

has supported to the UGC for the development of the online course work for the post graduate students. It includes course content for the 77 subjects based on their curriculum. It consists of high excellence, interactive course materials for the special subjects in all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics, and languages, etc. All these contents can be accessed by any one from anywhere without paying anything.

Following are the points denote the e-PG Pathshala are useful for the learners which are as follows:

- All the learners can access digital course book for all classes
- Learners can contribute to periodicals & journals to the users
- Learners can also access online resources like audios, videos lecture, images, question booklet, notes etc,
- It can help children accomplish predictable learning result
- All the learners can also access teaching information and source books
- It can access Committees Report, Policy Documents Policy, Syllabus, NCFs to support user learning.

CONSORTIUM FOR EDUCATIONAL COMMUNICATION (CEC)

The Consortium for Educational Communication, popularly known as CEC, is one of the Inter University Centres set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the powerful medium of Television along with appropriate use of emerging Information Communication Technology (ICT).

CEC DIGITAL CONTENT

CEC has one of the largest repositories of digital educational content in the country. Today, CEC's repository includes more than 40,000 video programs, 24,000 e-content modules and as a National Coordinator CEC has developed around 322 Undergraduate MOOCs covering Arts, Literature, Language, Social Sciences, Natural and Applied Sciences and Management and Professional courses. CEC provides electronic content in video form in 49 subjects and full courseware in eleven subjects. Total Video programmes are nearly 15,000 i.e., 7000Hrs of content. Presently, CEC is adding 1000 programmes annually as compared 500 programmes

per annum in the past. Nearly 400Hrs of content is developed annually during the last two years as compared to 150Hrs of content per year during the last one decade. The Educational programmes are telecast on Vyas-24Hrs Higher Channel and for 1½ Hrs on DD1, DD Bharti pertaining to health line & culture and for 4Hrs on GyanDarshan. ONE can get detailed information about the e-education, e-courses, media centers, Vyas higher education channel, e-knowledge resources etc. Information about the CEC EDUSAT Network, educational programmes etc are also available here.

CEC-UGC YOUTUBE CHANNEL

It provides access to unlimited educational curriculum-based lectures absolutely free. Link <http://www.youtube.com/user/cecedusat>

SWAYAM PRABHA

The SWAYAM PRABHA is conceived as a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite. Every day, there is new content for at least (4) hours which has repeated 5 more times in a day, allowing the students to choose the time of their convenience. The channels are uplinked from BISAG, Gandhinagar. The contents are provided by NPTEL, IITs, UGC, CEC, IGNOU, NCERT and NIOS. The INFLIBNET Centre maintains the web portal.

The DTH Channels cover the following-

- Higher Education: Curriculum-based course contents at post-graduate and under-graduate level covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture, etc. All courses would be certification-ready in their detailed offering through SWAYAM, the platform for offering MOOCs courses.
- School education (9-12 levels): modules for teacher's training as well as teaching and learning aids for children of India to help them understand the subjects better and also help them in preparing for competitive examinations for admissions to professional degree programmes.
- Curriculum-based courses that can meet the needs of life-long learners of Indian citizens in India and abroad.
- Assist students (class 11th & 12th) prepare for competitive exams.

NATIONAL DIGITAL LIBRARY OF INDIA

The Ministry of Education has initiated the National Digital Library of India (NDLI) under its National Mission of Education through Information and Communication Technology. The NDLI project is a virtual repository of learning resources with a single-window search facility. The same is being developed and maintained by IIT, Kharagpur. The NDLI project was initiated in 2015 and was launched to the country on June 19, 2018. It is a repository of resources from national and international digital libraries that is accessible in English and Indian languages as well. Multiple filter options offer the ease of filtering the database. The books are available in Indian languages. As the books are being scanned, it has provided an opportunity for developing the Optical Character Recognition (OCR) software of Indian languages.

Features of National Digital Library of India-

- Educational materials are available for all levels of learning from primary to post graduation.
- The usability of the NDLI is for all learners n` students, teachers, researchers, librarians, professionals, differently-abled users and all lifelong learners.
- The information needed can be filtered based on the different criteria like education level, language, level of difficulty, media of content, and other factors.
- It is a customized service that is available round the clock (24*7) where learners can find the right resources without too much effort and time.
- The repository has content from multiple domains like Technology, Humanities, Science, Agriculture, and others.
- The content available is in more than 60 formats n` books, manuscripts, articles, thesis, video lectures, etc.
- The content is available in more than 70 languages.
- The repository integrates content from different Indian Institutional Repositories.
- Through the huge database of resources, NDLI offers learning opportunities to all across the country.

NDLI became a game changer during the pandemic when the whole world was numbed by the corona virus and educational institutions had to be shut down because of lockdown. It responded to the attack of virus through its "Study from Home model". A collection service that allowed students to access learning resources of their domain in a single click.

Study from home model contains-

- Video lectures
- JEE preparation materials
- Simulation, Activity, Assessment and various study materials
- Books, question papers, solution from CBSE, NCERT and other state board
- Books and videos for general interest

SHODHGANGA: A RESERVOIR OF INDIAN THESES

Shodhganga is a reservoir of Indian theses is a digital repository of theses and dissertations submitted to Indian universities. "Shodhganga" is the name coined to denote digital repository of Indian Electronic Theses and Dissertations set-up by the INFLIBNET Centre. The word "Shodh" originates from Sanskrit and stands for research and discovery. The "Ganga" is the holiest, largest and longest of all rivers in Indian subcontinent Shodhganga stands for the reservoir of Indian intellectual output stored in a repository hosted and maintained by the INFLIBNET Centre which is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India. It was initially located in the campus of Gujarat University, Ahmedabad. As of January 2013, INFLIBNET Centre has moved to its new institutional building at Infocity, Gandhinagar,^[1] capital of Gujarat. By 2022, as many as 544 universities in India have signed MoUs with the INFLIBNET Centre to participate in the Shodhganga project. The full text of all the documents submitted to Shodhganga are available to read and to download in open access to the academic community worldwide. The repository has a collection of over 3 lakh theses and 8000 synopses. The Shodhganga repository was created consequent on the University Grants Commission making it mandatory through regulations issued in June 2009 for all universities to submit soft copies of PhD theses and MPhil dissertations to the UGC for hosting in the INFLIBNET.

E-SHODHSINDHU

Based on the recommendation of an Expert Committee, the Ministry of HRD (now renamed as Ministry of Education) has formed e-ShodhSindhu merging three consortia initiatives, namely UGC-INFONET Digital Library Consortium, NLIST and INDEST-AICTE Consortium. The e-ShodhSindhu will continue to provide current as well as archival access to more than 10,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions, universities and colleges that are covered under 12(B) and 2(f) Sections of the UGC Act.

OBJECTIVES

- Setting-up e-ShodhSindhu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three MHRD-funded Consortia;
- Develop a formidable collection of e-journals, e-journal archives and e-books on perpetual access basis;
- Monitor and promote usage of e-resources in member universities, colleges and technical institutions in India through awareness and training programmes;
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions;
- Provide access to scholarly content available in open access through subject portals and subject gateways;
- Bridge digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MHRD-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

VIDWAN

VIDWAN is the premier database of profiles of scientists / researchers and other faculty members working at leading academic institutions and other R & D organisation involved in teaching and research in India. It provides important information about expert's background, contact address, experience, scholarly publications, skills and accomplishments, researcher identity, etc. The database developed and maintained by Information and Library Network Centre (INFLIBNET) with financial support from the National Mission on Education through ICT (NME-ICT). The database would be instrumental in selection of panels of experts for various committees, taskforce, established by the Ministries / Govt. establishments for monitoring and evaluation purposes.

OBJECTIVES

- Quickly and conveniently provide information about expert to peers, prospective collaborators, funding agencies policy makers and research scholar in the country
- Identify peer reviewers for articles and research proposal
- Discover prospective collaborators for on-going research projects
- Establish communication directly with the experts who possess the expertise needed by users
- To create information exchanges and networking opportunities among scientists

ADVANTAGES OF DIGITAL INITIATIVES OF MHRD AND UGC

During 2019-20 when India and the entire world were fighting the COVID-19 pandemic, Digital Education in India was the sole source of learning for the students in the country. E-Learning is encouraged due to following reasons during lockdown period for Covid-19.

- This initiative has made students not just gain bookish information but also gain practical and technical knowledge
- No limitation as to the place of learning or studying. With digital learning, a student can engage in online classes or learning anywhere, at any time
- With study material available online, students can take their time to understand any topic

- Through the mode of digital education, learning can be made more engaging and interactive between the students and teachers
- One can acquire knowledge staying at home and can maintain social distancing.

CHALLENGES WITH E-LEARNING IN INDIA

A lot of technology-based adaptations will have to be encountered by the Government to ensure that digital education can be reached out to students across the country. Given below are a few major challenges with E-learning in India:

- Availability of internet connection to all is one of the biggest requirements for digital education. This will have to be achieved by the Government for easy access to information
- Providing the devices and technology to the people belonging from socio-economically weak sections so that they are not deprived of education
- Training teachers is another challenge. Only when the teachers are technically sound, they can conduct the digital classes
- Making digital cost-effective should be a key motive of the Government
- To ensure that Government schools and colleges are provided with proper facilities for digital classrooms

With multiple initiatives taken up in the year 2020 for the improvisation and accessibility of Digital Education in India, the Government aims to acknowledge online or e-learning for students broadly.

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Career Opportunities Through Livestock and Poultry Farm in Rural Assam

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ABSTRACT

Livestock plays a crucial economic role for around 6% of rural households in Developing Countries (DC). It contributes to the livelihood of about 1.7 billion poor people and 70% to those employed in the sector are women. Livestock, including dairy and animal products creates cash and in-kind incomes and enables savings for future needs. It can also provide transport to produce fuel and as well as inputs for crop production (Traction power and manure). As a result, the sector plays a major part in reducing poverty, improving resilience as well as combating food insecurity and malnutrition. Demand for livestock product is expected to rise as a result of projected growth rates in world population, growing incomes and urbanization. Livestock production is indeed one of the fastest-growing sectors in agriculture and it offers employment opportunities along numerous animal production value chains. It also generates jobs in related sectors including transport, trade, feed and input provision as well as veterinary services. Gainful and productive employment opportunities can also be derived from value enhancing activities in livestock. Due to limited requirements in capital investment and land ownership, particularly short cycle

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species production (small ruminants, poultry, dairy etc.) present unique prospects for the rural poor, particularly women and youth to benefit from surging demands for animal product. There are various career opportunities in animal production system management, some of them are: Farm Manager, Animal Husbandry Technician, Research Assistant, Dairy Plant Manager etc.

Keywords: Career, Livestock, Employment, Income, Malnutrition.

INTRODUCTION

“Livestock” refers to all animals that are kept on a farm for use and profit. The animals, we find on a farm collectively called livestock. The word came from the sense of stock that means “Supply of future use” or “sum of money”. On the other hand, poultry farming means raising of birds domestically or commercially, primarily for meat and eggs and also for feathers. There is a huge market for livestock and poultry in rural Assam as well as urban areas.

Livestock plays crucial economic role for around 6 percent of rural households in developing countries. It contributes to the livelihood of about 1.7 billion poor people while 70 percent to those employed in this sector are women. Livestock including dairy and animal products create cash and in-kind incomes and enables savings for future needs. It can also provide transport to produce fuel and as well as inputs for crop production. As a result, the sector plays a major part in reducing poverty, improving resilience as well as combating food insecurity and malnutrition.

Demand for livestock product is expected to rise as a result of projected growth rates in the world population, growing incomes and urbanisation. Livestock production is indeed one of the fastest-growing sectors in agriculture and it offers employment opportunities along numerous animal production value chains. It also generates jobs in related sectors including transport, trade, feed and input provisions as well as veterinary services. Gainful productive employment opportunities can also be derived value enhancing activities in livestock and poultry farming. Due to limited requirements in capital investment and land ownership, particularly short cycle species production (small

ruminants, dairy etc.) present unique prospects for the rural poor, particularly women and youth to benefit from surging demands for animal products.

In an agrarian economy like Assam, the importance of livestock resources should be improved for employment and income generation. Therefore, special attention should be given for its development. Certain developmental efforts in Livestock and Poultry Farming are breeding, feeding, disease control and dairy development continued to be undertaken in the state under the various Government schemes. Another important objective of the states' livestock development programmes is creation of employment opportunities through adoption of dairy, poultry and piggery schemes. Gainful and productive employment opportunities can also be derived from value exchanging activities in livestock and poultry farming.

Assam's economy is fundamentally based on agriculture. Over 70 percent of the state population relies on agriculture as farmers for their livelihood. In terms of the State Domestic Product (SDP), the agriculture sector contributed over 25.98 percent of the state income in 2013-14. In 2004-05 and 2013-14, the sectoral contribution of state income in Assam at 2004-05 prices shows that the agricultural sector is still maintaining its dominating position. Hence, it is very important to increase employment and income of farming community through livestock and poultry farming.

REVIEW OF LITERATURE

A thorough review and survey of literature forms and important part of research. It deals with the critical examination of various published and unpublished works related to present study. Knowledge of related research enables the researcher to define the frontiers of their field, it helps in comparing the efficiency of various procedures and instrument used. Further review of literature avoids unintentional replication of previous studies and also places the researcher in a better position to interpret the significance result.

Gibon *et al*, in 1999 carried out a survey on the livestock farming system in Europe and also its potential contribution towards the sustainability in livestock farming. The Livestock Farming System (LFS) researchers have developed certain concepts, methods and tools to address the livestock farming activity. From this survey they have

concluded that the LFS research can contribute support for improving the sustainability of livestock system.

Iqbal and Zahoor in 2008 carried out a survey in Kashmir and they concluded that the substantial increase in egg and chicken meat production can be attained through improved management and disease control to reduce the large number of chicken losses. So, for this proper management is must be done to increase the output from the village chicken flocks.

Moyo and Swanepoel in 2010 carried out a survey on the multifunctionality of livestock in developed communities. From their survey they have highlighted that the livestock sectors are a critical component of developed communities and it plays a crucial role in the livelihood of people in developing countries. It also increases the income of the people who derive their livelihood from the livestock while sustaining the environment.

Carlo *et al.*, in 2015 did a survey on livestock ownership and their effects on animal source of food consumption. As in many developing countries consumption of animal source foods among the poor is still present.

Mahendra in 2016 made a report on the importance of indigenous breeds of chicken for rural economy. In his report he has mentioned that the indigenous/native breeds of chicken play an important role in the rural economies in both developing and underdeveloped countries and it is very high in Asia and Africa.

OBJECTIVE OF THE STUDY

1. To discuss the career opportunities through livestock and poultry farm in rural Assam.
2. To analyse the economic enhancement through livestock and poultry farming.

METHODOLOGY

The study is based on secondary sources of data. The secondary data were gathered from various published sources such as economic surveys of the central and the state government, various number of Statistical Hand books Of Assam, agricultural reports, books journals and periodicals. recent publication official statistics of Assam and are

complemented by the invaluable field experience and knowledge of the authors. The performed analysis was essentially descriptive and qualitative, highlighting the functions that livestock and poultry best performs in rural communities of Assam. Internet scanning was also undertaken to collect relevant data.

DISCUSSION AND ANALYSIS

Assam's economy continues to be predominantly an agrarian economy as more than 85 percent of the population is living in the rural areas and more than 52 percent of the total labour force are found to be engaged in agriculture and allied activities as per population census 2001. Animal Husbandry sector has significant impact on employment generation in the state and plays a vital role in income generation of both the rural and semi urban economy. A significant proportion of landless labourers, small and marginal farmers have access to livestock resources and the acceleration in the growth of livestock sector in Assam offers significant opportunities for household income augmentation and employment generation.

Livestock is an important component of mixed farming system and dependence on livestock as an alternative source of income is significant. Further because of social and religious acceptance, the consumption of meat is relatively higher in this region but that of milk and milk product is lower. Coupled with the traditional meat eating having increasing per capita income, urbanisation and changes in life style, the region is deficit in production of livestock and poultry products. Assam being a state where majority of the population are non-vegetarian, there is a huge demand for eggs and poultry in the form of meat. We know that in Assam total population is around 312 lakhs according to 2011 census. As per ICMR recommendation of 180 eggs per head per year, total egg requirement for the state is around 560 crore per year. Whereas, ICMR recommendation of meat consumption 10.8 kg per head per person, total meat requirement for the state is 3370 lakh kgs annually. Considering 40 percent of total meat requirement to be poultry meat, annual poultry meat requirement for the state is 1348 lakh kgs.

Against the annual requirement of 560 crore of eggs, the state produces around 47.50 crore (Integrated Sample Survey Report) of eggs annually. According to the above data there is a shortage of about 512.5 crore eggs annually. This shortfall can be mitigated to a great

extent through establishment of commercial layer farms in private sector as well as promoting backyard poultry farming. In case of meat, annual requirement for the state is 3370 lakh kgs considering entire state population as non-vegetarian. Considering about 40 percent to be chicken meat production for the state is around 1350 lakh kgs. Therefore, the deficit chicken meat that is 2020 lakh kgs are imported from other states of India or establishment of commercial broiler farms in private sector as well as promoting backyard poultry farming. Therefore, there is a vast scope for career opportunities in poultry farming.

The livestock population of Assam mainly belongs to the indigenous non-descriptive type as a result of which the average production of livestock in Assam is low as compared to many other states of India. However, the production of three main livestock products of the state viz. milk, egg and meat are gradually increasing in the state. Despite having sizable numbers of cattle, milk production in the state at present is not up to the satisfactory level as major percentage of cattle population in the state are non-descriptive type. However, the implementation of the World Bank Funded Scheme although assisted the state to increase of milk production to a considerable extent achievement, but it was not very satisfactory till 2014-15. Although, Assam produces huge number of chicken and pork but the production is found to be too little to meet the demand of the state.

Although Assam produces highest quality of pork in the country but the production is found to be too little to meet the demand of the state. In order to boost production of pork, the state department has planned to upgrade all the departmental pig farms to produce pure high yielding piglets for sale to the rural pig farmers. The department also took steps to encourage pig rearing through individual farmers, SHGs, CIGs etc. and establish “pig villages” to create organised network for more production of meat also to meat also to create gainful employment.

The production of three main livestock products of the state viz. milk, egg and meat are gradually increasing in the state. According to the data available from the State Directorate of Animal Husbandry and Veterinary, the estimated production of milk, egg and meat in the state during the period from 1992-93 to 2013-14 may be observed from the table:

Table: Production

Item(production)	1992-93	2005-06	2013-14
Milk (in million litres)	658	826	857
Egg (in million numbers)	434	536	472
Meat (in thousand tonnes)	13.1	26.06	38.34

Sources: Directorate of Animal Husbandry and Veterinary

The livestock industry and related fields are a major component of the state's economy and career opportunities are excellent for both men and women training in animal science. It not only involves livestock production but also encompasses marketing, public affairs, transportation, processing, research, companion animal management and myriad of allied specialities etc. Thus, Animal science is a challenging field with many employment opportunities. Some career opportunities are as follows:

CAREER OPPORTUNITIES IN ANIMAL PRODUCTION AND MANAGEMENT

Livestock producers are concerned with production of cattle, sheep, goats, pigs, horses, swine and poultry. Livestock producers must be superb business people and be manageable in meats, nutrition, genetics, behaviour and psychology. In addition, they must know how to manage livestock and have marketing expertise. Some representative career of animal production system and management are-

Animal shelter manager, animal waste management, animal husbandry technician, research Assistant, animal husbandry officers, post graduate teachers, farm manager, veterinary field assistant, breeding manager, broiler manager, poultry worker, dairy plant, mammal conservation manager, farm general manager, manage livestock- sales/ distribution/marketing system, zoo animal care manager, zoo assistant manager, etc.

CAREER OPPORTUNITIES IN FOOD PROCESSING INDUSTRY

The food processing industry is a major employer of animal science graduates. This segment of industry is not only concerned with marketing meat, milk and eggs in the usual sense, but it is also

involved in fabrication of new products. Some representative careers in food processing industry are- food scientist, consumer safety inspector, distribution manager, meat process operation manager, meat sales manager, quality assurance inspector, marketing specialist etc.

The state Animal Husbandry and Veterinary Department render health care, breeding and extension services to livestock owners through a total 2400 plus numbers of institutions, sub-centres, disease clinics, dispensaries, first aid and AI centres, frozen semen banks, bull rearing farms etc. There are 8 growth/extension centres with hatcheries, breeding demonstration farm under State Institute of Rural Development (SIRD) in Assam for imparting training on livestock rearing to farmers.

ASSAM PROJECT ON AGRI-BUSINESS AND RURAL TRANSFORMATION (APART)

Government of Assam through government of India has applied for a credit of US Dollar 200 million from International Development Association (IDA) (a wing of the World Bank Group), for implementation of the Assam project on Agri-Business and Rural Development Transformation (APART) which is currently under preparatory stage.

PROJECT DEVELOPMENT OBJECTIVE

To add value and improve resilience of selected agriculture value chains, focusing on smallholder farmers and agro-entrepreneurs in targeted districts of Assam.

Project Beneficiaries: Farmers, farmer product organisations and entrepreneurs especially in Micro Small and Medium Enterprise (MSME) segment in the targeted districts. Targeted districts are: Dhubri, Kokrajhar, Goalpara, Barpeta, Nalbari, Kamrup, Nogaon, Morigaon, Karbi-Anglong, Cachar, Darrang, Sonitpur, Lakhimpur, Golaghat, Jorhat and Sivsagar.

CONCLUSION

State of Assam is characterised by land fragmentation, mass of small and marginal farmers and large unemployment in the rural areas. Livestock and poultry sector in the state has immense potentiality for employment and income generation, alleviation of poverty and attaining nutritional security in the rural areas particularly for small and marginal resource poor farmers. Assam has enough resources to

develop the livestock and poultry in the agriculture sector. For this, the state needs positive attitude of the people in general, changing the mindset of the local youth along with sincere efforts from the concerned Government, NGOs, SHGs etc. The local youth should come forward with full determination and dedication to work hard. The state at this present hour needs a thriving, vibrant and strong enterprise in the livestock and poultry sector for employment, economic enhancement and all-round development of the state. Therefore, all SHGs, NGOs, and also general public along with Government department schemes to take initiative to expansion and development of livestock and poultry farming for gainful employment and increase income of rural communities of Assam.

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Humanities and Social Sciences in National Education Policy 2020

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ABSTRACT

The National Education Policy alternatively known as New Education Policy is the first education policy of the 21st century. Prior to this, the education policy had been being implemented in our country entitled The National Policy on Education, 1986 that the Government of India formulated to promote and regulate education in India. After long period of 34 years of the National Policy on Education, 1986, the Government of India approves the National Education Policy, 2020. Since its approval, the new policy is going to be implemented state after state in the country. During last 34 years, many thematic changes happen in the country. In the field of education too, it is an urgent need to reshuffle learning themes, teaching learning styles and its evaluation from sorting individual to humanitarian society.

India is a long history in education that is its own potential in the context of language, literature, culture, philosophy, history, geography, economics and politics. India is a composite one in many things represented by different ideologies in the path of life. Science and technology develops in no doubt, but humanitarian issues can never be denied. Equality, fraternity and philanthropy are inseparable to maintain peace in society. For this kind of

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action, humanities and social sciences are unavoidable to respect for diversity in our country. In this paper, we see how these social subjects are treated in New Education Policy 2020.

Keywords: Humanity, society, Indian education and policy etc.

INTRODUCTION

Humanities is the realm of knowledge where aspects of human society and its culture are studied. It includes the subjects of study that concern ancient as well as modern languages, literature, philosophy, history, archaeology, anthropology, human geography, law, religion, and art. In the Advanced English Dictionary, humanities are defined as ‘subjects of study concerned with human culture, esp. literature, language, history, and philosophy.’¹ In Britannica, the humanities are those branches of knowledge that concern themselves with human beings and their culture. The humanities include the study of all languages and literature, the arts, history, and philosophy.²

The modern concept of humanities goes back to its roots in the classical Greek *paideia* which was the course of general education that started in the 5th century BC. The course was designed to prepare young men for citizenship. In addition to this, we may also remember the *Humanitas* introduced by Marcus Tullius Cicero, and as a training program for the orators set forth in 55 BC. The concept of humanities finds its soft distinction from that of divinity during the period of the Renaissance. Then by the 19th century, the variety was drawn between humanities and sciences.

Social science, on the other hand, is the area of knowledge where societies and their individual relationships are studied. Social science is ‘any discipline or branch of science that deals with the socio-cultural aspects of human behaviour’.³ The social sciences cover the subjects of study that are history, economics, geography, and political science. All these subjects have thematic Intra and inter-connectivity to study.

- 1 Hornby, A. S., Oxford Advanced Learner’s Dictionary, p. 608, fourth edition, Calcutta Oxford University Press, Delhi Bombay Madras.
- 2 Britannica.com. <http://www.britannica.com/browse>, *Humanities portal I Britannica*.
- 3 Branches of social sciences - Encyclopedia Britannica [https://www.britannica.com/>...>social science](https://www.britannica.com/>...>social%20science)

Humanities and social sciences are now studied academically worldwide in the stream of Arts. Various countries are concerned differently in time, and among these countries, India stands out. These disciplines in India were instituted in the remote past. World-class universities were set in ancient India to study multi-disciplinary learning and research. Humanities and social sciences possessed more faculties in these higher education institutions where the main force of education was not only just acquiring knowledge for life, but also complete realization and liberation of the self. Numerous scholars came from these universities who later in life, shared their knowledge in politics, economics, arts, and culture. At present, a large number of colleges and universities are established across the country where these Arts subjects are taught among the native students and abroad. Not only at a higher level but also in school, humanities and social sciences are taught. In school education, humanities and social sciences are entitled as subjects while in university, are denominated as departments or disciplines. Here in this paper, humanities and social sciences will be discussed in terms of the materials available in education.

MATERIALS OF THE STUDY

To assess humanities and social sciences in India, educational institutions, subjects and disciplines introduced, medium of learning, contents of learning, and teaching faculties are taken into account. Ancient universities in India, universities, and colleges in British political India, and present scenario universities and colleges in 2020, major languages, and New Education Policy 2020 are brought into the purview of the present study.

METHODS OF THE STUDY

To study the topic of my study, I have followed both primary and secondary sources of materials. The primary source of study materials especially is the first handwriting of the writers and various biographies. A secondary source of information is the books that are written following others. Even, I have followed contemporary arts and architecture to prepare this article. Survey methods especially are various kinds of educational institutions as a sample to generalise education policy and their human power and appointments.

Materials available in the field of Indian education are collected from various sources related to historical, theological, cultural, political, geographical, economic as well as contemporary books availed with corresponding information. The collected data are accessed in the descriptive of the present study.

THE OBJECTIVE OF THE STUDIES

1. To study the humanities and social sciences in Indian educational institutions.
2. To study professional opportunities in placement from humanities and social sciences.
3. To study Education Policies taken by the Indian Government from time to time.

DISCUSSION OF THE STUDY

The first and foremost discussion is about Indian Education Institutions availed across the country. Not only in the present but also in the past, India is world known for education. World-class institutions in ancient India such as Takshashila, Nalanda, Vikramshila, and Vallabi were established. All these institutions set the highest standard of teaching and research on traditional elements of Indian religions, Indian mathematics, and Indian logic. Even scholars from foreign countries came to India to earn Indian philosophical as well as religious education. Chinese scholars, for example, Fa-hien, Hien-Tsang, Sung-Yang, It-Shing, etc. arrived in India to study in Indian contexts. These institutions hosted scholars and students for the progress of the country. The ever-known great scholars in the Arts and Science came out of these institutions. Aryabhatta-1, Varahmihira, Brahmagupta, Aryabhatta-2, Charaka, Bhaskaracharya, Aryabhatta, Chakrapani Datta, Pingala, Chanakya, Madhava, Panini, Patanjali, Gautama, Sankaradeva are among numerous, who shared their knowledge not only in the home country but also in worldwide in diverse disciplines. These scholars contributed uniqueness to Indian literature, art, culture, and philosophy and accordingly, could strongly influence the globe. Maharishi Patanjali, for example, systematised and codified yoga practices in ancient India, and now international observation as 'Yoga Day' every year on June 21. Chanakya, the brilliant philosopher, teacher, and royal adviser was a professor at Takshashila University where he taught Economics and

Political Science. He was a good humanist who emphasised equality for all. He wanted security for all citizens. For this, he wished good governance in the state.

In ancient Indian literature, *Raj dharma*⁴ was an important issue to lead good governance in the state. The foundation of good governance is *Dharma*.⁵ *The Mahabharata Shanti Parva*, Kautilya's *Arthashastra*, and *The Smritis* give emphasis on *raj dharma*.

During the British rule in India, schools, colleges and universities were established to provide modern education in humanities and social sciences. 21 universities and 496 colleges were set and among these, the Calcutta University, Bombay University, and Madras Universities are the three oldest universities of the British in India. The British Government in parallel established colleges and also religious institutions like Sanskrit college and Madrassa. From time to time, the Government framed rules and acts to circulate education in the country. The English language is introduced in Indian Education (as a medium of instruction in higher education) when Wood's Despatch recommends it along with the native language in primary schools and Anglo native language in high schools. Simultaneously, English literature is introduced as a subject and discipline in Indian educational institutions. This is a drastic change in Indian tradition.

In post-independent India, educational institutions have been growing in number from lower to higher in both private and public attempts in the country. Now there are 1043 universities, 42000 colleges, and more than 20 lakhs schools in 2020. The breaking number for Arts colleges in India is over 15000.

PLACEMENT OPPORTUNITIES IN HUMANITIES AND SOCIAL SCIENCES

The history of employment in Indian humanities and social sciences is as old as its introduction in human society. Different types of employment opportunities in these disciplines are concerned with clerical, teaching, preaching, singing, dancing, civil serving, governing, and ruling departments. In ancient India, the scholars in humanities and social sciences were engaged in Gurukulam, a system of education in India to date is running here and there doing some reformation, and in

4 Rajdharm: code of conduct or Rule of Law.

5 Kamat, Pradeep V.&KamatNeela. *Good Governance in Indian Statecraft, Diplomacy and Polity through Prism of Ancient Indian Literature*, finsindia.org October 29, 2021, p.

universities. Chanakya whose profession and qualifications are already mentioned above is a concrete example of such reason.

In past India, education was limited to high and aristocratic classes, and the educated peoples were created from the Brahmin and Kshatriya castes, where low castes of the country found no chances to earn an education and had to adhere to fieldwork to satisfy the upper classes. The employment opportunities were enjoyed by them in diverse fields of governing administration. Later in gradual paces of time, the concept was changed and started to be liberal for all, which is more accelerated in the post-independent India. Departmental appointments are open for all subject to the condition laid down by the Indian constitution.

SIGNIFICANCE OF THE STUDY

Although humanism began in Italy after 1453, the concept reached numerous countries, among which India is exceptional in the field. In the early Vedic period, there was no caste system in a society where every male and female equally could participate in education. At that time, education was monitored by spiritual preceptors. In the later Vedic period, society faced discrimination in caste and communities. Such division restricted education for the lower caste. This process continued in Indian society for the next two millenniums before the British rule in India.

During the British rule, the liberal British Governor Warren Hastings established some liberal institutions in India. In the later period, Lord William Bentinck, Lord Dalhousie, etc. governors reformed Indian socio-economic, political as well as educational systems. With the help of Indian liberal peoples such as Raja Ram Mohan Roy and Ishwar Chandra Vidyasagar, the British governors moved against contemporary Indian superstitions like *Sati pratha*, child marriage, untouchability, and so others. They established schools, colleges, and a few universities in various parts of India where no discrimination was followed for teaching on the caste and sex. The lowest caste representatives like Dr. B. R. Ambedkar, the father of the Indian Constitution, could learn and achieve success in life. This liberal process continued in India from that time to the present day granting some modifications. In the recent past of National Policy on Education, 1986, the liberal concept was enlarged granting access and equity. This policy was modified in 1992 and its highest development was the creation of the Right to Education Act, 2009. With this policy, the right of children to free and compulsory education was enacted.

◆ The National Policy on Education, 1986 emphasised training human resources who contributed to the value chain of development but the National Education Policy 2020 yearns to create human resources who will generate value propositions. This is the significant core of the policy. This, after 34 years of the National Policy on Education, 1986, is the first education policy of the 21st century aiming to provide equitable access to the highest quality of education for all learners regardless of social or economic background. For this quality education, changing is compulsory core to succeed goal of the 21st century. How to learn is more important than learning. Students should go forward thinking critically. Therefore the content is less serious than critical thinking that must open ways to solve problems. To provide quality education on baseline Indian tradition and its values, curriculums are proposed to include the form of inter-discipline and multi-discipline. The humanity-related aspects like human character, language, arts, culture, literature, and values should gain importance. Further, this new policy lays particular emphasis on the development of the creative potential of each individual that will fit them for cognitive capacities and socio-ethical and emotional capacities and dispositions.

The National Education Policy 2020 aims to restructure school education from 10+2 to 5+3+3+4 under the age group of 3-18. The new structural numeric figures indicate the foundational period (3 years in Anganawadi +2 years in classes 1 & 2), preparatory period (3 years of class 3 to 5), Middle period (3 years of class 6 to 8), and secondary (4 years of class 9 to 12).

At the level of higher education, multi-disciplinary learning is a key point in NEP 2020. For this, every institution is bound to introduce human-relevant subjects to provide holistic learning. Pages from 53 to 56 under the headline “Promotion of Indian Languages, Arts, and Culture” concern human faculties where it considers the wealth of Indian art and culture as a high priority and therefore, it needs promotion and preservation which will recognise national identity. Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education. With arts, Indian languages are brought into consideration to provide an educational programme at all levels and at least bilingually. India is a country of rich diversity which the students should know in their own way. For this, simple activities like touring different parts of the country are hinted at in the

new policy. Such will boost tourism and also understanding power to appreciate diverse traditions and cultures of others. Such traveling will strengthen the thread of national integration.

In the New Education Policy 2020, students will have increased flexibility and choice of subjects. There will be no rigid separation between Arts and Science, between curricular and extracurricular, and between vocational and academic streams. Vocational education will start in schools from the 6th grade that will include internship

FINDINGS OF THE STUDY

1. The National Education Policy 2020 is full of new concepts in learning which is more critical and potential than mere content.
2. The School curriculum is restructured from 10+2 to 5+3+3+4 wherein multilingualism is considered a cognitive benefit for students, especially in age groups 2 and 8.
3. In higher education too, the mother tongue is suggested to apply as the medium of instruction.
4. All kinds of educational institutions in India are suggested to provide multi-disciplinary education among students at all levels.

CONCLUSION

Humanities are subjective approaches and social science is an objective one. Both are inter-relevant. These disciplines are concerned with the legacy of the remote past. Science and technology develops in the recent past. Technology helps to improve the educational process and outcomes. Every institution applies present technology at ease. There is connectivity between arts, culture, literature, and technology. Indian humanities and social sciences are full of diversity and at the same time unity. This is a unique feature of our country. To strengthen this ideology of unity out of diversity, students need to earn knowledge from Indian humanities in the context of its arts, culture, literature, languages, philosophy, etc. All these elements of humanities and social sciences are taken in National Education Policy 2020. “The rich heritage of ancient and eternal Indian knowledge and thought has been the guiding light for this policy”.⁶

6 Ministry of Human Resource Development, Government of India. *National Education Policy 2020*, p. 4.

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Economics and It's Future Career Opportunities

*Mrs. Rashmi Sonowal**

ABSTRACT

Economics is a discipline concerned with the production, distribution, and consumption of goods and services. It studies how individuals businesses, governments, and nations make choices about how to allocate resources. Economics focuses on the actions of human beings, based on assumptions that humans act with rational behaviour, seeking the most optimal level of benefit or utility. The building blocks of economics are the studies of labour and trade. Since there are many possible applications of human labour and many different ways to acquire resources, it is the task of economics to determine which methods yield the best results. The study of economics helps students to understand the world around them. It enables them to understand people, businesses, markets and governments and therefore better respond to the treats and opportunities that emerge when things change. Students who study economics not only gain the skills needed to understand complex markets but come away with strong analytical and problem- solving skills that allow them to succeed in variety of career options- law, risk management, actuary, finance, foreign affairs, public administration, politics, policy analysis, entrepreneurship, market analysis and other careers of the future.

Keywords: Economics, Career, Opportunity, Etc.

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INTRODUCTION

Economics is basically a social science which deals with the study of economic activities of human beings. It deals with decisions regarding the use of scarce resources in the production of various goods and services. As a social science, economics is not only dealt with the studies of production of goods and services but also dealt with the studies of distribution and consumption of goods and services. Economics focuses on the behaviour and interactions of economic agents and how economies work. It studies how individuals, businesses, governments and nations make choices on allocating resources to satisfy their wants and needs and tries to determine how these groups should organise and coordinate efforts to achieve maximum output. Economic analysis often progresses through deductive processes, including mathematical logic, where the implications of specific human activities are considered in a “means-ends” framework.

One of the earliest recorded economic thinkers was 8th century BC Greek farmer/poet Hesiod who wrote that labour, materials and time needed to be allocated efficiently to overcome scarcity. But the founding of modern western economics occurred much later, generally credited to the publication of Scottish philosopher Adam Smith’s 1776 book “An Enquiry into the Nature and Causes of the Wealth of Nations”. The principle of economics is that human beings have unlimited wants and occupy a world of limited means.

The word ‘economics’ comes from two Greek words namely ‘eco’ and ‘nomos’ where ‘eco’ means home and ‘nomos’ means accounts. Thus the subject has developed from being about how to keep the family accounts into the wide-ranging subject of today. The subject matter of economics has been divided into two board categories which are micro-economics and macro-economics.

OBJECTIVES

The objective of this paper is to examine the importance of economics as a branch of social science and its future career opportunities.

METHODOLOGY

This paper is based on secondary sources of data and descriptive in nature.

IMPORTANCE OF ECONOMICS AS A BRANCH OF SOCIAL SCIENCE

Economics is a phenomenon taking place under our eye everywhere. Therefore, with economics having its firm roots in every walk of life, it becomes fairly important to explore the field of study. Before we know why we study economics, we must have an idea about an economy. An economy is basically defined as a system where every individual performs some activities to meet their basic needs. All the individual units like factories, institutions, organizations etc. collectively comprise of the entity termed as an economy. These building blocks of an economy provide people with ample opportunities to earn a livelihood to sustain themselves and also produce goods and services for the requirements of other individuals. Therefore the economy is a system that provides opportunities to the people and means to sustain them earn a livelihood and make use of the available resources to produce goods and services which in turn help in sustaining. An economy always provides the opportunity to the individual to satisfy their wants in the best possible way even by mobilising various available resources.

We can say that economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among different sections of people in the society. Thus the study of economics relates to scarcity of goods and efficient use of resources in the society. If we want to buy a product then we must have to allocate our funds to satisfy this wants. But as soon as that want is satisfied, a new want will emerges and then would wish to satisfy that new want now and so on. If people have not worried about their limited incomes then they could have everything than they wanted. It implies that when there is no question of scarcity which shows that human can meet their needs fully then no one would be concerned about the distribution of income among different classes of people. In this situation, all goods would be free because of which the role of market is restricted. Indeed, economics would be no longer would be a useful subject. But in real practice, this does not so happen as the people have limited resources which should be used for meeting limited quantities of every produces good.

Given unlimited human wants, an economy should make the best use of its limited resources which arises the concept of efficiency. Efficiency is the most effective use of resources in the society that can satisfy needs of the people. When there does not any restriction on the monopolies then less output can be produced that may leave the

consumer's worse off. In this context, there may inefficient allocation of resources. Therefore in economics there should efficient production mechanism so that it can make anyone economically better off without making someone else worse off. Thus the study of economics basically relates to scarcity and efficiency of resources in the economy. The study of economics has got due importance which is become clear from the following points-

- The study of economics helps for analysing the effects of prices on society's institutions and technology. It can provide an idea regarding distribution of available resources among different uses.
- Examines the distribution of income among different factors of production. It always in favour of equal distribution of income and wealth by ensuring the uplift men of poor people without creating any adverse impact on other people of the society.
- It can explore the behaviour of the financial markets including the money and capital market which can efficiently determine the rate of interest and prices of stock.
- The study of economics is highly significant as it analyses the trend of business cycle. It examines the effectiveness of monetary policy which can be used to moderate the fluctuations in unemployment as well as inflation.
- Economics studies the patterns of trade among nations and analyses the impact of trade restrictions. It can be applied to show the gains from international trade and to explain the factors that determine the distribution of such gains among the participant countries. Besides, it finds application in the various problems of international economics like correcting adverse balance of payments, determining equilibrium foreign exchange rate etc.
- Helps for determining effective government policies to achieve rapid economic growth. Without efficient use of resources, full employment, price stability and equal distribution of income and wealth difficult to achieve.

FUTURE CAREER OPPORTUNITIES IN ECONOMICS

An economics degree will boost student's employability in many areas, regardless of the industry you work in. There is strong demand for highly numerate graduates throughout the global labour market and

widely transferable analytical and problem solving skills developed by the economics students means that careers in economics are extremely wide ranging and diverse. Some Career Scope in Economics in India as follows:

ECONOMICS CAREER OPTIONS: TEACHING PROFESSION

It is one of the best Career Scope in Economics after completion of the degree. As an Economics Graduate, one can appear for CTET or other state-level teaching exams and become a teacher. After completing M.A in Economics with at least 55% marks a candidate can either pursue Ph.D. in any University or appear for University Grant Commission's National Eligibility Test currently conducted by National Testing Agency. By qualifying in this test, a candidate can become eligible for the post of Assistant Professor in Indian Universities and Colleges or can get a Junior Research Fellowship in a Research Institution. The Ph.D. degree holders are likely to get more job opportunities in every sector.

ECONOMICS CAREER OPTIONS: INDIAN ECONOMIC SERVICES (IES)

Another best career scope in Economics is IES. After M.Sc. or M.A. in Economics with at least 55% marks one can appear in the Indian Economic Service exam. The age range should 21-30 years. UPSC conducts the IES exam. After selection, one has to perform tasks like economic planning and analysis in Planning Commissions for the country. They can also be placed in Planning Board, Ministry of Economic Affairs, National Sample Survey, and other departments that need knowledgeable persons in economics.

ECONOMICS CAREERS OPTIONS: PROFESSIONAL ECONOMIST

As a professional economist you will be involved in researching and analyzing economic data, issues and trends. For the majority of economist careers, you will need to study economics at postgraduate level to gain the specialist skills required. To be professional economist you will also need confident in producing economic forecasts and reports to present to clients (individuals, companies, financial organizations and public bodies) and to advice on policy and or business strategy accordingly. Possible employers include local and national government, public and private banks, insurance companies, think-thanks, large

◆ multinational companies, financial consultancies, accountancy firms and local authority. A sound awareness of current affairs and economic contexts is essential in these roles.

ECONOMICS CAREER OPTIONS: BANKING SERVICES WITHIN THE PUBLIC SECTOR

It is the most common and popular career scope in Economics. Reserve Bank of India recruits economists in the banking sector through their own different recruiting examinations. You should have an age limit of 21-28 years. One can also find jobs in research institutes like the National Council of Applied Economic Research, New Delhi; Indian Council of Social Science Research, Institute of Economic Growth, New Delhi, etc. One can appear in IBPS and State Bank recruitment exam to get absorbed in the banking sector.

ECONOMICS CAREER OPTIONS: PRIVATE AND FOREIGN BANKS

An Economics degree holder can try for private and foreign banks. The banking job profiles available are branch managers, clerks, economic advisers, development officers, etc.

ECONOMICS CAREER OPTIONS: INTERNATIONAL AGENCIES

Experienced and famous Economists can get employment opportunities in a well-known international organization like the World Bank and the International Labor Organization.

ECONOMICS CAREER OPTIONS: BUSINESS AND FINANCIAL CONSULTANCY

Economists and economics experts are at the heart of the business world and financial consulting. Economics graduates may find positions in large and medium-sized organizations where economic research is required. The role of an economic researcher requires in-depth knowledge of economic theories and models, thorough analytical and problem-solving skills and mathematical ability. Financial consultants in the area of economics would fill similar roles but may work for multiple clients instead of just one organization, producing reports and advising on business strategy. Up-to-date industry knowledge and awareness of corporate finance is essential in these roles.

ECONOMICS CAREER OPTIONS: ENTREPRENEURSHIP

Economists will have a depth of market knowledge. They will quickly understand the market trends and profitable sectors of business. Hence by creating their own business, they can soon achieve exponential growth. So a large number of job opportunities can be created this way. It will also be helpful to reduce the unemployment issue in the country.

ALTERNATIVE ECONOMICS DEGREE JOBS AND CAREERS

With a background in economics it seems anything is possible. Other common economics careers and roles include auditor, stockbroker, insurer, business manager, and retail merchandize, pricing analyst, statistician, financial consultant and salesperson. But what can you do with an economics degree if none of the above appeals to you? Well, you may want to also consider these broader options: business intelligence, international development, human resource management, IT, journalism, law, management, market research, politics, public relations, social research and taxation

CONCLUSION

Economics is the Evergreen Subject which has high demand at both the national and universal levels because of its utility in our day-to-day life. The economics field is very much interesting which offers a variety of subjects in it. Career options in Economics include jobs like Economist, financial risk analyst, Accountant, Investment Analyst, Financial consultant, Data Analyst, and more.

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Challenges and Opportunities of Higher Education in North-East India Under Knowledge Economy Perspective

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ABSTRACT

Higher education is an important tool of transformation, growth and prosperity of a nation all over the globe. The development of higher educational institution as per excellence is essential to transform our society to a desired level. In today's competitive world quality education of Higher Educational Institutions (HEIs) also helps in boosting the economy by producing human capital those who are skilled in nature. Higher Educational Institutions (HEIs) essentially empower human being with requisite skills and knowledge. But, to produce skilled man power the Indian higher education system is facing many issues and challenges such as low Gross Enrollment Ratio (GER), gender disparity, quality education, employability and low student teacher ratio. With this backdrop, an attempt has been made in this paper to identify the leading issues and challenges of higher education in North-East India in general. This paper also highlights the possible ways which can be incorporated in the strategies to enhance the quality of higher education in India and also to gauge the market potential of higher education in North-East India under knowledge economy perspective in global context.

Keywords: Knowledge economy, quality education, human capital, higher education etc.

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INTRODUCTION

The legacy of education system of ancient India was evolved from Vedic era. The education system of Vedic era was based on the Vedas with unique characteristics and qualities which is popularly known as Vedic Educational System. In 6th century B.C. and in 5th century A.D. to 12th century A.D. the culture of higher education was started respectively at Takshashila and Nalanda. The modern form of higher education in India was nurtured from British rule. The East India Company's Charter (1698), was the pre-colonial initiative to lay the foundation of school education by establishing St. Mary's Charity school in Madras (1715), seventeen schools for the children of the heretics (Hindus) and Muslims and four missionary schools for the Christians (1804). Establishments of these primary schools led towards the demand for the establishment of institution like Sanskrit college in Calcutta (1824) and Delhi (1825) which was the step towards higher education in India. The Woods Despatch (1854), Indian Education Commission (1882), under the chairmanship of William Hunter also known as Hunter Commission, the Indian University Commission (1902) by Lord Curzon, Indian University Act (1904), Calcutta University Commission (1917) also known as Sadlar Commission, the Government of India Act (1935) and Indian Educational Committee (1944) were the number of initiatives to establish colleges and universities and recommendations to develop school education and higher education in India.

During the post-colonial period, the University Education Commission (1948) under the chairmanship of Dr. S. Radhakrishnan, the Indian Education Commission (1964-66) and National Policy on Education (1986) were constituted to gear up higher education in India. Through different stakeholder consultations such as educationists, representatives of state governments and members of parliament by using bottom up approach in democratic way National Education Policy-2020 has come after 34 years. The NEP is timely and futuristic in its approach and has the potential to transform the Indian educational system into a "new normal". The emphasis in NEP on promoting critical thinking, encouraging competency and making learning experiential will make the students ready to be active contributors to the fourth industrial revolution (Kumar, M.J. 2020).

GROWTH OF HIGHER EDUCATION IN INDIA

Since independence India's higher education sector has witnessed huge increase in the number of universities, university level institutions and colleges. There were only 20 universities and 500 colleges in the country with 2.1 lakh students in higher education system at the time of independence. As on 31st March, 2020 there are a total of 1043 degree awarding universities or institutions including IIMs, out of which 42343 were affiliated, constituent, PG-off campus centers, recognized institutions colleges with the numbers of student enrollment of 385 lakhs in higher education.

There has also been an increase of 53 times in the number of degree awarding universities or institutes, 85 times in the number of colleges, and 180 times in student enrollment in higher education system as compared to the figures of Indian independence year. Regarding other categories, there were 522 general, 177 technical, 63 agriculture and allied, 66 medical, 23 law, 12 sanskrit, 11 language universities and 145 universities are of other categories. In terms of management 396 universities are privately managed. Total 420 universities are located in rural areas in the different parts of the country.

HIGHER EDUCATION AND THE ECONOMY

Among all the centuries, the 21st century is regarded as the century of knowledge and the knowledge is the capital of a country. The development of human society is dependent on the expansion of quality of knowledge. The knowledge generates innovation and competitive environment and helps to boost the economy of a country in rapid changing interconnected world.

The transition to a knowledge economy has increased importance of knowledge for economic development. Use of knowledge has always been a critical ingredient of economic success; however, its importance has increased in recent times to point that knowledge has become the key driver of economic competitiveness and success (Carl Dahlman & Anuja Utz, 2005). Joseph Stiglitz & Bruce C. Greenwald (2014) argue that the differences in the growth performance of countries can be explained to a significant extent by their ability of learning and not just from the accumulation of capital. They point out that the transformation to "learning societies" taking place around 1800 in

the western economies had a deep impact on the welfare of people compared to other factors affecting economic growth.

Leftwich R. H. & Sharp (1984) considered higher education as an industry and evaluates higher education in that framework. Today, higher education is an emerging concept all over the world. So, in India it is need of the hour to evaluate higher education in global context under knowledge economy perspective.

Johnson (1964) observed that education is an investment and increased investment in education will accelerate economic growth. So, Meier (1964) assumes that, while investment in human beings has been a major source of growth in advanced countries, the negligible amount of human investment in UDCs has done little to extend the capacity of the people to meet the challenges of accelerated development.

Kenneth J. Arrow (1962) significantly pointed out that the process of knowledge production laid foundation for innovation and technological growth. Technological innovation is a key factor in a firm's competitiveness and it is unavoidable for firms which want to develop and maintain a competitive advantage or gain entry into new markets (Becheikh, et. al. 2006). Technological innovation is a means to productivity growth and higher living standards (Zemplinerova & Hromadkova, 2012). People all over the world have high hopes that new technologies will lead to healthier lives; greater social freedom, increased knowledge and more productive livelihood (UNDP, 2001).

In connection to innovation and technological improvement, India is in tremendous position to explore its unutilized and underutilized potentialities of human resources. For that, a number of policy initiatives are initiated to explore unveil potentialities. It is pleasure for us that the National Knowledge Commission (2005) and MHRD has taken note of 'Quality' as the defining element of higher education institution by proposing certain reforms and initiating the process of accreditation of higher education institutions by independent bodies like NAAC (1994) and NBA (1994). These policy initiatives (India as Knowledge Superpower: Strategy for Transformation (2001), India Vision 2020 (2002) and High-Level Strategic Group's India's New Opportunity, 2020 (AIMA 2003) with the intent to advancing human development

through quality assessment, promote 'Quality Culture' in globalised competitive world which has attracted more investors to investment in education especially in research and development. With the advent of knowledge economy, investment in relevant education is the need of the hour to create skilled labour which is the driving force of economic development.

There is no doubt regarding prospects of higher education in India. The vision of the New Education Policy 2020, emphasise on sustainability, equitability and vibrant knowledge society by providing high-quality education to all, and thereby making our Bharat a global knowledge superpower. So, in this paper attempt has been made to identify and evaluate contemporary issues and the challenges of higher education in India in knowledge economy context to achieve excellence in human capital, physical infrastructure and governance.

OBJECTIVES OF THE STUDY

The prime objective of the study is

- (i) To know about the leading issues and challenges of higher education in the state of Assam; and
- (ii) To examine the appropriate measures to be incorporated in the strategy of higher education in global economy perspective.

DATA SOURCE AND METHODOLOGY

This paper is based on secondary data. All India Survey on Higher Education of Ministry of Government in India and other national and international reports, published sources are incorporated for this study purposes.

CURRENT SCENARIO OF HIGHER EDUCATION IN NORTH EAST

As per All India Survey of Higher Education in India 2019-20, there are 74 universities in the North East India. Out of them, 11 are 'Central Universities', 13 Institutions of National Importance, 17 State Public Universities, and 29 State Private Universities with a couple of Deemed Universities. An IIT has also been setup in Guwahati along with IIM in Shillong.

Table-1: Types of Universities in North East

	Central University	Central Open University	Institute Of National Importance	State Public University	Ins. Established Under State Legislature Act	State Open University	State Private University	State Private Open University	Deemed University Government	Deemed University Government Aided	Deemed University Private	Grand Total
Arunachal Pradesh	1		1				6	1	1			10
Assam	2		4	12		1	6		1			26
Manipur	3		2	3								8
Meghalaya	1		2				7					10
Mizoram	1		1				1					3
Nagaland	1		1				3					5
Sikkim	1		1	1			5					8
Tripura	1		1	1			1					4
All India	48	1	135	386	5	14	327	1	36	10	80	1043

Source: AISHE, 2019-20

Table-2 Enrollment in Private and Government Colleges

State	Private Un-aided	Private Aided	Private Total	Government	Total
Arunachal Pradesh	4265	673	4938	16075	21013
Assam	20235	5834	26069	437650	63719

State	Private Un-aided	Private Aided	Private Total	Government	Total
Manipur	8719	19515	28234	78464	106698
Meghalaya	9440	18539	27979	35028	63007
Mizoram	446	37	483	19097	19580
Sikkim	1216		1216	108281	12044
Tripura	2917	1835	4752	57505	62257
All India	12199079	5817325	18016404	9137335	27153739

Source: AISHE, 2019-20

ISSUES RELATED TO HIGHER EDUCATION

However, there are several issues with higher education sector in the North East. First among these is the basic problem of demand and supply gap. As per AISHE, 2019-20 data there are 5449550 persons in the college going students in the age group of 18-23 years in the North East India with about 23.5 colleges per lakh population. This is below the national average of 30 colleges per lakh population. Manipur with 31 colleges per lakh population is the single state above national average followed by Sikkim. Tripura is the lowest among North East states in terms colleges per lakh population.

Table-3: Population (18-23 Years)

State	Total Population (18-23 Years)		
	Male	Female	Total
Arunachal Pradesh	78884	78875	157759
Assam	1819013	1940915	3759928
Manipur	161373	163590	324963
Meghalaya	164917	170324	335241
Mizoram	63109	63994	127103
Nagaland	122569	118451	241020
Sikkim	39534	37037	76571
Tripura	208976	217989	426965
All India	73042922	69285782	142328704

Source: AISHE, 2019-20

However, the average enrolment per college is about 807 which is above the national average of 680 students per college. The highest in average enrollment of student is 1175 of state Meghalaya followed by Manipur with 1056, which are above national average. The lowest in average enrollment state is Nagaland with 507 followed by Arunachal Pradesh with an average of 553. Therefore it can be well observed that the North East Region is affected with inadequate supply of higher education seats. Because of such situation, an increasing number of bright students from the region have been found taking admission in institutes and colleges in different metro cities of the country. Such a phenomena is leading to a regional brain drain due to which the region has a short supply of skilled manpower in many key sectors like infrastructure, management etc.

**Table-4: Number of Colleges Per Lakh Population (18-23 years)
Average Enrollment Per College**

State	No. of Colleges	Number of Colleges per Lakh Population	Average enrollment per college
Arunachal Pradesh	39	25	553
Assam	558	15	870
Manipur	102	31	1056
Meghalaya	67	20	1105
Mizoram	35	28	559
Nagaland	67	28	507
Sikkim	22	29	634
Tripura	53	12	1175
All India	42343	30	680

Source: AISHE, 2019-20

Table-5: GER in North East India

State	GER	
	Male/Female	Female
Arunachal Pradesh	35.4	34.3
Assam	17.3	17.2

State	GER	
Manipur	38.3	38.9
Meghalaya	26.1	28
Mizoram	26.1	25.1
Sikkim	75.5	67.6
Tripura	20.2	18
All India	27.1	27.3

Source: AISHE, 2019-20

Gross Enrollment Ratio (GER) in India is calculated within the age group of 18-23 years. The all India GER is 27.1%. States like Assam, Tripura, Meghalaya and Mizoram are performing below national average. State-wise variation is observed among North Eastern states in GER where Sikkim has 75.5% followed by Manipur with 38.3%. It is noted that the GER of all India average is below far from international comparison. For example the GER of United States of America is 88% followed by 70%, 69% and 60% in Germany, Canada and United Kingdom.

Table-6: Student Teacher Ratio (Regular Mode)

State	Pupil Teacher Ratio
Arunachal Pradesh	45
Assam	31
Manipur	25
Meghalaya	37
Mizoram	18
Nagaland	22
Sikkim	44
Tripura	36
All India	29

Source: AISHE, 2019-20

In North East India there is low student teacher ratio (32.25). Mizoram, Nagaland, and Manipur are the states which are less than

national average 29. Arunachal Pradesh is the highest among the North-East states 45 followed by Sikkim 44. The ratio of India 29:1 is already far behind country like Canada (9:1), Russia (10:1), Sweden (12:1), and China (19:1) respectively.

THE GLOBAL PERSPECTIVE AND NORTH EAST INDIA

The knowledge economy resulted in internationalization of education and the concept of education hub in global economy where private partner plays a vital role as a stakeholder. According to OECD (2006), the number of students engaged in cross-border higher education was 1.9 million in 2000 and 2.7 million in 2004; this figure is slated to jump to 7.2 million in 2025 (as cited in Varghese, 2008). So, India as one of the top six promising investor countries (World Investment Prospects Survey, 2010-12) has to take onus to give greater priority to transform higher education.

In India from 164 different countries across the globe 47,427 students enrolled in different institutions of our country. Highest numbers of students come from neighbouring country Nepal which contributes 26.88% of the total followed by Afghanistan 9.8%, Bangladesh 4.38%, Sudan 4.02%, Bhutan 3.82%, Nigeria 3.4%, United States of America 3.2%, Sri Lanka 2.64% and Iran 2.38%.

Table-7 State-Wise and Level-Wise Foreign Students in North East India at Post Graduate and above

State	Ph.D			M. Phil			Post-Graduate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Arunachal Pradesh							3		3
Assam	48	5	53				29	22	51
Manipur	7	2	9				13	2	15
Meghalaya	5	2	7				6	4	10
Mizoram	1		1						
Nagaland									
Sikkim							5	15	20
Tripura								8	8
All India	1,282	356	1,638	28	17	45	5,561	2,638	8,199

Source: AISHE, 2019-20

Except Siliguri chicken neck corner of India, the entire North-East India is surrounded by international borders. But the level wise international students enrolled in to the North-East states are not encouraging one. The data given in the Table-7 reveals that the entire North-East share only 4.27% in Ph.D. courses out of which Assam share 3.24% alone. The scenario is similar in post graduate courses where the entire North-East contributes only 1.31% again the lion share in post graduate course contributes by Assam with 0.62%.

Table-8 State-Wise and Level-Wise Foreign Students at UG and Diploma Level

State	Under Graduate			P.G. Diploma			Diploma		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Arunachal Pradesh	2		2						
Assam	55	22	77						
Manipur									
Meghalaya	60	30	90						
Mizoram									
Nagaland	2	2	4						
Sikkim	120	123	243				1	3	4
Tripura	6	3	9					1	1
All India	24,213	12,441	36,654	41	33	74	1376	370	1,746

Source: AISHE, 2019-20

In undergraduate and diploma courses the scenario is more discouraging in global perspectives. All the states of North-East contributed only 1.56% to national total in undergraduate courses. The Table-90 reveals that Sikkim is the highest destination of undergraduate course students (0.66%) to the national total followed by Meghalaya (0.25%).

SUB OPTIMAL ACCREDITATION

According HRD Ministry at present there are unaccredited 600 universities and 25,000 colleges in the country. The reasons behind non-participation in accreditation process of NAAC are lack of faculty members 26% followed by possibility of poor grading 22%.

Table-9 Reasons behind Non-Participation in Accreditation

Reason	No. of institution (%)
Possibility of Poor Grade	22
Lack of Permanent Faculty	26%
Lack of Head of the Institutions	5.5%

Source: Times of India, May, 2020

LACK OF RESEARCH

Lack of research is one of the major issue of higher education system of India. If we compare the numbers of patent, research publications between China and India we can understand the status of India in this regard. According to Brookings India report the research publications published by India is 148,832 while China published 483,595. In patent application India filed 14,961 in 2017 and China filed 1.24 million.

LACK OF INFRASTRUCTURE

Adequate physical infrastructure is seen as one of the major issues of the region due to hilly terrain. Lack of skilled manpower, a crunch of adequate classrooms, laboratories and other necessities required for provision of quality education are the problems faced mainly by universities. This handicap also explains the demand supply mismatch of college seats in the region which leads to outmigration of North Eastern students to pursue higher education.

On the other hand, lack of quality teaching personnel is also the biggest cause of this brain drain in the region. Although the average teacher pupil ratio in the region is more or less equal to the national average of 29:1, the quality of the teaching staff has been a big cause for concern. As most bright minds move out of the region because of better opportunities, the students suffer the most.

WAY FORWARD

Need of Job Oriented Courses

As India grows into a knowledge based economy with an increase in the use of technology in manufacturing and service industries, the emerging gaps at the level of tertiary education are seen as a major constraint (Jeemol Unni, 2016). The demand for labour in India is likely to remain high and robust in the coming years, be in national or

international which in turn would recommend both skilled and qualified labour. The employability of Indian youth has emerged as a major concern in recent years. Ironically, it is not just the uneducated and untrained that lack skills but it is also the educated that consistently lie below the required standards (Mona Khare, 2014). Higher education in northeast India also suffers the problem of unavailability of job oriented courses. As mentioned above most of the institutions offer basic and generic courses which have little value in the job market today. Specialization is the need of the hour and institutions, both existing and upcoming need to realize the same. Such courses will lead to speedier job creation in the region which will hasten the development in the same.

NEED OF PARADIGM SHIFT IN INSTITUTIONAL GOVERNANCE

Dr. M.K. Surappa, former director, IIT-Ropar, expressed the need for a paradigm shift in institutional governance by all stakeholders, stating that infusing huge funds would not transform Indian universities in research and innovation and put them in the league of world-class universities. He argued that higher education institutions should strictly be insulated against political and bureaucratic interference, while periodic rigorous reviews should be brought in to their functioning. If these measures were not implemented, the institutions were unlikely to move into the club of world-class universities (The Hindu, July 2019).

CONCLUSION

There are numbers of macro driving forces in higher education especially in the arrival of the knowledge economy in globalised world. Commercialization of education resulted competition in education system which helps in evolving of corporate universities and franchise universities. Benchmarking, accreditation and ranking with enhanced parameters are needs of the evolving global education canvas. Thus, to explore the potentialities of North East India in higher education it is need of the hour to reform and accredited the higher education institutions in world class universities parameters.

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New Education Policy 2020: Challenges and Opportunities

*Mrs. Mousumi Borah**

ABSTRACT

After 34 years gap, there is change in the education policy in India, with the introduction of the New Education Policy (NEP) 2020. This new policy aims at universalisation of education in India, with a hundred percent gross enrollment ratio by the year 2030 for school education and 50% by 2025 for higher education. The NEP is based on five pillars which are access, equity, quality, accountability and affordability.

The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace its implementation depends to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

Firstly, as per the AISHE 2019 report India's higher education sector consists of 3.74 crore students in nearly 1000 universities, 39931 colleges and 10725 stand alone institutions. Thus a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, block level.

Secondly National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back in to the

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school system. Accomplishing this over 15 years requires the setting up of around 50 schools every week. This requires a substantial amount of investment in classroom and campuses.

Thirdly funding is a big challenge Covid era. This policy comes in to being at a time when the economy has been battered by Covid-19 related lockdown, government tax collection are abysmally low, and the fiscal deficit was high even Pre-Covid.

Fourthly current emphasis on health care and economic recovery lowers the speed of implementation Fifthly another challenge of New Education Policy is need to create a large pool of trained teacher.

In school e+ducation, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But to deliver the curriculum effectively, we need teacher who are trained in and understand the pedagogical needs.

Lastly interdisciplinary higher education demands for a cultural shift. In higher education, the NEP 2020 focus on inter-disciplinary learning is a very welcoming step. In India, education has for decades been isolated and monotonous. For the entire higher education system to be composed of “exceptions” professors who are curious about respect and learnt in to other discipline while being experts in their own is not an easy task. This requires a cultural shift in the entire education system, over the next 15-20 years.

Keywords: New Education Policy, Challenges, Higher Education, NEP, Education etc.

INTRODUCTION

Education is a fundamental requirement for the development of a society and for achieving the full human potential for promoting national development. The whole world is passing through a rapid change in the knowledge landscape. In the context, the New Education policy 2020 was approved by the government of India on July 29, 2020. After a 34 years gap, there is a change in the education policy in India, with the introduction of the New Education Policy (NEP) 2020. This new policy aims at universalisation of education in India, with a 100%

gross enrolment ratio by the year 2030 for School education and 50% by 2025 for higher education. The NEP is based on five pillars which are access, equity, quality accountability and affordability.

The Policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of New Education policy (NEP), 2020 and the pace of its implementation depends to a large extent on how successfully the Government, universities and school can tide over the practical challenges facing it.

OBJECTIVES OF THE STUDY

The main objectives of the study are:

- To find out the challenges of NEP: 2020
- To focus on the main features of NEP: 2020
- To study about the opportunities of New Education policy.

METHODOLOGY OF THE STUDY

The methodology which is used in this study is descriptive and analytical method. The preparation of this paper is based on secondary sources such as books and journals, publications, Government records and the like.

CHALLENGES RELATED TO EDUCATION POLICY

- **Co-operation:** Education of states is a concurrent subject. This is why most states have their school boards. Therefore the state Governments have to come forward for the actual implementation of this decision. Also, the idea of bringing a National Higher Education Regulatory campus as the top controlling organization can be opposed by the states.
- **Expensive Education:** The new education policy paves the way for admission to foreign universities. Various academics believe that admission to foreign universities is likely to be expensive for Indian educational system. As a result, it can be challenging for lower class students to pursue higher education.
- **Sanskritisation of education:** South Indian states charge that the government is trying to sanskritise education the tri-language formula.

Many problems can arise in front of states even if the medium of education for children is in mother tongue or regional language. For example, people from different states live in a union territory like Delhi. In such a school there will be children who know different mother tongues. In which medium all these children will be educated, whether or not English medium schools are in agreement with the vernacular concept. In primary school, in which medium they will be able to get an education if the state changes.

- **Feeding-related inadequate in investigation:** Fees exist in some states. Regulation exists but these regulatory processes are unable to curb profiteering as unlimited donations.
- **Financing:** Ensuring funding will depend on how strong the will power is to spend the proposed 6 percent of GDP as public expenditure on education.
- **Opening universities every week is a strenuous task:** India today has around 1,000 universities across the country. Doubling the gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week on an ongoing basis. This is an undeniably massive challenge.
- **The numbers are no less intimidating in reforms to our school system:** The National Education Policy 2020 intends to bring 2 crore children who are currently not in school, back into the school system, whichever way we look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week.
- **Funding is a big challenge in the covid era:** From a funding standpoint, this is not a challenge for the faint hearted. The National Education Policy 2020 envisages an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year.

This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by covid-19 related lockdowns, government collections are abysmally low, and the fiscal deficit was high even pre-covid.

- **Current focus on healthcare and economic recovery to lower the execution speed:** Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer.
- **Need to create a large pool of trained teachers:** In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical need. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents.
- **Inter-disciplinary higher education demands for a cultural shift:** In higher education, the NEP 2020's focus on inter-disciplinary learning is a very welcoming step. In India, education has for decades been very isolated and monotonous. For the entire higher education system to be composed of "exceptions" professors who are curious about, respect and lean in to other disciplines while being experts in their own is not an easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

Opportunities of New Education Policy 2020 (NEP 2020)

- **Every child in school by 2030:** Upon implementation of this policy, every child of the age group 3 to 18 will have permanent access to education, through either public or private schooling options. Over 3.22 crores of out-of-school children will have access to the formal education system.
- **Ample opportunities for students to develop their skills:** Children will now have ample opportunities during their schooling to pursue their areas of interest. NEP will promote skill-based learning and enhance the practical skill of students.
- **The new curriculum includes music, art and literature:** All the higher education courses will introduce departments in art, dance, literature, language, mathematics, statistics, pure and applied sciences, economics, sports, sociology, translation, and interpretation, etc. to help the overall development of students in all spheres.

- **Generating new employment opportunities:** B.Ed. is a four-year course. This policy will focus on the holistic development of teachers, encouraging more educated people to pursue teaching as their career which will help in re-shaping the future of India's youth. This step will most probably increase the number of opportunities for teachers. They will have growth-oriented and success full careers. Additionally, by allowing teachers autonomy over teaching methodology and giving them the ability to collaborate with others through school complexes, the new policy will remove isolation and lack of choice for teachers and this will automatically increase their effectiveness.

NEP has recommended a change in curriculum and pedagogy to ensure the development of higher order cognitive skills in students, 21st century skills, mathematical and computational thinking, critical thinking, and problem solving skills. The development of these skills will result in a future ready workforce, with an enhanced ability to meet the changing needs required for future technical and non- technical jobs.

- **India is the next foreign study destination:** Every government and private college will have an international students office to host foreign students. Colleges will provide premium education at an affordable cost. Students will get a new learning environment. They will have the opportunity to interact with students from other countries. Exchange of knowledge, culture and tradition will become easier.
- **Foreign colleges will be welcomed to set up their institutes in India:** Parents have had to spend a huge amount of their lifetime earnings to get their children admitted to prestigious international universities with world-class facilities. This policy will act as a boon for parents as it will save their hard-earned money and make admissions affordable. It will allow the top 100 international universities to set-up their campuses in India. These universities will be eligible for special dispensation and regulations.
- **Offering variety of online courses:** The new policy has given the option of attending online courses over the digital platform. This enables students to learn from across the globe. It gives the op 100 universities to offer courses and training sessions that would improve the accessibility and remote learning. Online platform

have made up the bridge to partnership with various institutions to have access over the teachers, trainers and courses. E-degree courses like BBA, MBA with Jamia Hamdard in New Delhi.

- **Change in exam pattern:** Apart from this, the load from class 10th and 12th will be reduced. Instead of focusing on subjective exam pattern, central board of secondary education (CBSE) would now declare the revised policy framework that would include multiple choice questions, objective pattern and analytical structure by 2022. The replacement of 10+2 method by 5+3+3+4 would enable the students to move at their own pace rather than focusing all the crucial attention on board examination.
- **Making Education a Basic Right:** At present, the Government ensures that children from the age of 6 to 14 years may get compulsory education for which numerous programs were successfully carried out, including the one such as “Sarva Shiksha Abhiyan”. But it left out several children from the education system. Therefore, the updated NEP promises to universalise education to include the children from 3 years of age till 18 to provide them with free education at government run establishments.
- **Internships will be included from class VI:** From 6th grade, candidates will have to do internship of 10 days with local trades or crafts. In this way, students will easily get hands on experience as well. They will do well in both academic and non- academic areas.

CONCLUSION

Education is an essential and indispensable element for all round development of any society and country and comprehensive national education policy is formulated by a nation to fulfil this requirement. The New Education policy, 2020, approved by the Government of India, is an important initiative in this direction. The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India’s future will depend on providing high- quality educational opportunities to these youth.

It is an exemplary policy as it targets at making the education system flexible, multidisciplinary, aggregate and aligned to the needs of the

21st century and the 2030 sustainable development goals. The intent of the policy seems to be ideal in many ways but it is the implementation process where the key to success ultimately lies.

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New National Education Policy 2020 (NEP) and Future of Private Institute in India

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ABSTRACT

National Education Policy (NEP) 2020 is one of the massive policy was announced by the Ministry of Human Resource Development .The policy is aimed at transforming the Indian education system to meet the needs of the 21st Century. The new policy seeks rectification of poor literacy and numeracy outcomes associated with primary schools, reduction in dropout levels in middle and secondary schools and adoption of the multi-disciplinary approach in the higher education system. Apart from this, the policy also focuses on early childhood care, restructuring curriculum and pedagogy; reforming assessments and exams, and investing in teacher training and broad-basing their appraisal. Though the NEP 2020 seeks to bring a holistic change in the education system of India. But according to the report of India Today 47.01 percent student go to private institute most of them prefer to go Lower and Upper Primary Section even Secondary and Higher Secondary level of institute. Flexibility to read at a same time Science ,Arts and Commerce would be possible for all private institute is a big question mark along with other subject matter.

Keywords: Education ,School , Institute, Reform, Etc.

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INTRODUCTION

MHRD released the New Education Policy 2020 on July 29th. This 66-page revolutionary document seeks to undo the damage caused to our education system over the years through disastrous policies. From 1968 first NEP to NEP 2020 various major changes occurred in Indian education system. Like Indian society categories of institutes are miscellaneous in nature. There are roughly two types of private schools in India- (central, state or local), private aided and private unaided. Private aided schools are low in number as per report of The Ministry of Statistics and Programme Implementation. In lower Primary level 43 percent, in Upper Primary level 46 percent, in Secondary level 56 percent in Higher Secondary level 64 percent students refer to go private school. Story of private colleges and universities are not different 66 percent students study in private colleges. More than 55 percent students of Indian prefer to go private institute. But NEP 2020 discuss less about the massive issue I mean on private institute. Where education system of India mostly covered.

PERSPECTIVE OF NEP 2020

The National Education Policy (NEP), 2020 is the first education policy built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

The Union Cabinet has approved the new NEP 2020 with an aim to introduce changes in the Indian education system so as to meet the needs of 21st Century India. The Cabinet has also approved the renaming of the MHRD to the Ministry of Education. The current policy is based on the report filed by the committee headed by eminent space scientist K. Kasturirangan. NEP 2020 policy envisages 100% Gross Enrolment Ratio (GER) in school education by 2030.

First major Change of NEP-2020 was it ended 10+2 +3 on of the very old pattern education system in India was recommended by the Kothari Commission. But NEP-2020 it changed to 5+3+3+4. It also

talk about pre school where children will take admission from three years within 5 years 3 consecutive years will be refer as playing age . And also and policy said that instrument and playground will be provided. The All-India School Education Survey (2016) investigated how many schools have a playground on their premises. This survey, last conducted in 2016, revealed that only 39% of government schools in the country have a playground. Which leaves well over half of all government schools, 62%, without one. Though in Private schools fared slightly better with 48% including a playground within the campus but it will be a biggest challenge to fulfill requirement. The stage is refer Foundation Stage where no exam will be conducted.

In Preparatory Stage exam will be conducted. Where student studying up to class v(Five. But at Middle stage from class vi (Six) to vii (Seven) coding and vocational teaching will be given. Nearly 78 per cent of schools in India still don't have internet facilities and more than 61 per cent do not have computers, the latest data of Unified District Information System for Education, data released by the central government for 2019-20 shows. The UDISE data covers both government and private schools.

In the perspective of Vocational Education -According to Planning Commission's Report in 2008, only 10 percent of the workforce in India received skill training as opposed to 80 percent in Japan and 90 percent in Korea. The Economic Forum (WEF) quite recently stated that only 25 per cent of Indian professionals are considered employable by organized sector, demonstrating the need for higher quality vocational education to prepare today's youth for jobs. But according to the report of Ministry of Statistics and Programme Implementation less than 45.5 Percent students of India in School level pay less than 500 rupee in town areas and in village area its almost 250 rupees. It may be a reason of barrier to provide vocational education in low coast private institute in preparatory stage. India language prefer as compulsory but the situation somewhere different .

Perspective of Indian Language 2016 report from the Education Commission, a global initiative for inclusive and quality education. Parents prefer to send their children to 'English-medium' schools regardless of the quality of education they offer because of the perception that mastery of the English language ensures success in later life. For example, in 2017-18, about 14% of those who were enrolled in private

schools in India's rural areas and 19.3% in urban areas chose a private school because English was the medium of instruction.

Third Stage refer as secondary stage where one foreign language is compulsory stream system (Science Arts , Commerce) is ended. Where a student can obtain any subject without any barrier. In educational system in India teacher deficiency is a major problem .A report published by World Bank about managing teacher workforce in India, it was highlighted that approximately there are 1,30,000 single teacher schools in India. according to a recent UNESCO report. In fifteen years, the report found that about 30 per cent of the current teaching workforce will need to be replaced. Around 1.1 lakh schools in India are single-teacher entities. A total of 19%, or 11.16 lakh teaching positions in schools, lie vacant in the country. In rural areas, the number is as high as 69%.

In Secondary Stage another compulsory rule was foreign language as a compulsory subject.2011 Census listed 270 mother tongues; of these, as per a 2017 study, 47 languages were used as mediums of instruction in Indian classrooms.Only English language use a foreign language in India in public and private sector. Fulfillment of foreign language teacher would be biggest challenge in public and private sector as well as.

NEP 2020 also declared period for Graduation - four year only. Where many positive decisions were taken n`If a student study for 1 year its refer as certificate course. Where 2 years a diploma, 3 years refer as degree and 4 years diploma. Re entry of drop out student is considered course from discontinued.Besides, there are 388 private universities and 88 private deemed to be universities functioning in the country, the ministry said. According to AISHE data, overall there are 1,043 Universities and 42,343 colleges in the country as of 2019-20. It means more than 70% of the colleges are managed by private players.

In 2019-20, 2,71,53,739 students enrolled in these colleges altogether. However, only 66.3 per cent of them went to private colleges. Perspective of higher education ratio in India nowalmost 3 percent. Within very limited sits makes a huge problem for a private college in terms of dropout students.

New Education Policy (NEP)2020 approved by the Union Cabinet of India on 29 July 2020 opened the way for foreign universities to establish their International Branch Campuses (IBCs) in India. This is one of the major announcements of the new education policy. IBCs

represent the concept of transnational education (TNE). With the beginning of the twenty-first century, IBCs are likely to boost higher education standards and may help gradually decrease the outflow of about amount 50,000 crores due to the migration of nearly 200,000 students for higher education abroad every year.

Privatization is a mostly vogue perspective of Indian System from health to education. According to reports of HMRD substantial number of students are already enrolled in private schools; 43.18% of students attended private schools in 2016-17 in India, around 80 million students out of India's school-going population of around 185 million. Increase in the number of private schools is four-five times the increase in the number of government schools for the period 2010-11 to 2014-15. total enrolment in government schools decreased by 11.1 million in that period, while enrolment in private schools increased by 16 million during this period. The HRD data shows that student enrolment figures in government schools further sees a dip n` from 19.9 crore in 2011-12 to 18.9 crore in 2016-17. The out-migration of students from government schools rendered many government schools unviable to run. The number of government schools in the country fell by 51,000, or 4.78 per cent, in the year between September 2018 and September 2019, official data show. During the same period, the number of private schools jumped by 11,739 or 3.6 per cent Plus according to the school education department's United District Information System for Education (UDISE) Plus. Though the RTE Act encourages the creation of more government schools under Section 6. There is famous report namely -India's 'private schooling phenomenon' was published by Geeta Gandhi in March 2017, according to the report 80 percent of the private schools charged a fee lower than the per-pupil expenditure (PPE) of government schools.

Massive changes by NEP 2020 are separates the role of policy-making and service delivery of education by creating two government departments- Department of School Education (which has all the power at present) for the former and the Directorate of School Education for the latter. The primary issue of conflict of interest is resolved through this separation of powers. The second positive change is that the NEP asks the states to set up an independent regulatory authority, the State School Standards Authority (SSSA). This body will treat both private and government schools equally (except central schools), and they

‘will be assessed and accredited on the same criteria, benchmarks, and processes.

CONCLUSION

Contribution of private institute in Indian Education system is countless. But the biggest disappointment is that the policy has still not allowed profit-making for private schools and tackled the 25% reservation rule instead of providing such basic support by government. Various problem faced by the private institute due to such rigidity of RTE Act increases the regulatory burden on private schools, which are already disallowed from making profits. It also increase requirements for a school to obtain a certificate of registration under Section 18. Schools that are set up have to comply with some minimum infrastructural norms. These requirements are often stringent, and failure to comply leads to a closure or a threat of closure of the school, without any regard for whether the school is imparting quality education. The focus is wholly based on inputs, while outcomes have taken a backseat. The most surprising aspect of the Act is that these requirements do not apply to government schools. Naturally, only 6 % of government schools were found to be compliant with RTE requirements by 2016. In an article written for Times of India, Gurcharan Das highlights that the NEP does not deal with certain uncomfortable truths. Despite a humongous demand for private schools, good private schools are few. The only way to reduce this mediocrity is to enable competition in the market and allow education entrepreneurs to enter the game. At present, private schools are very often run by politicians. A small percentage of these schools bypass the laws by creating a twin structure model, wherein the same person owns the school as a trust and a for-profit company that owns all the assets of the school. The assets are leased to the school, and the school makes a payment for these services at a ‘mutually-agreed’ upon rate. Such practices then lead to protests, demand for fee control, and intervention by the government to correct a problem, which is their making in the first place. By being adamant in its resolve to disallow profit-making, the government is stifling small private schools (about 80 %) and unable to prevent the larger ones from making a profit anyway. One would have hoped that the NEP will correct for this.

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National Education Policy (NEP) 2020: Implementation of Foundational Learning

*Dr. Bhushita Patowari**

ABSTRACT

The purpose of the education system is to develop good human beings capable of rational thought and action. The fundamental principle of NEP 2020 is recognizing, identifying, and fostering the unique capabilities of each student. The new education policy has filled the gaping hole in Indian School education by introducing formal learning in school from ages 3 to 8 years which is the most critical period of brain development of the children. The study discusses the importance, challenges and its application of early childhood education which is an urgent and necessary prerequisite to learning. In order to achieve the objectives of the new education system as laid down by NEP-2020, it is imperative to pay special attention to the pedagogical aspect of teaching. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned.

Keywords: NEP 2020, childhood education, pedagogical aspect etc.

INTRODUCTION

Education is fundamental for achieving human potential, developing an equitable society, and promoting national development. Providing

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universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation [1]. The National Policy on Education 2020 has filled the 74-year-old gaping hole in Indian School education by introducing formal learning in school from ages 3 to 8 years which is the most critical period of brain development of the children. A number of annual learning surveys and studies had revealed that a 'learning crisis' was brewing in the Indian schools where children despite regularly being promoted to the higher stages were not learning the basic literacy and numeracy skills and had a very low comprehension levels [2].

There are numbers of study on different aspect of NEP 2020. In a study Maurya and Ahmed (2020) critically analyzed the NEP 2020 addressing the challenges of education in modern India [3]. Jha et. al (2020) analyzed the new policy as a step towards technology driven education and self-reliant. Their study includes an analysis of the provisions of National Education Policy and its influence on creating an enabling environment towards the ultimate aim of an *atamnirbhar bharat* through massive impetus on ICT in the form of e-learning [4]. Muralidharan, K. et. al (2022) discuss the Policy in terms of digitalization and quality of life in India. According to them remarkable progress on the quality of life can be made possible with flexibility in proper life-long education and training, which can culminate skill, experience, quality of education, and rigidity of the segmented labor market into better opportunities and employment [5]. Maharaj G. M. et. al (2021) discuss the pedagogical perspective of the new policy. The study remarked that pedagogy is the most crucial deciding factor in the successful implementation of the NEP-2020. The success in implementation of NEP-2020 will depend on many factors including the pedagogy used by teachers who have to actually implement the policy at the ground level [6]. Here in this study the feasibility of the foundational learning has been assessed in terms of necessity as per the new policy.

OBJECTIVE

The main objective of the study is to discuss the importance, challenges and its application of early childhood education which is an urgent and necessary prerequisite to learning.

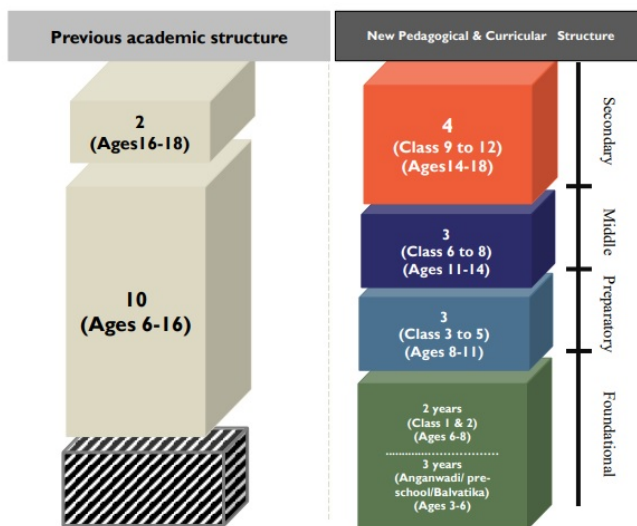
METHODOLOGY

The study discusses and reviews the policy initiatives of National Education Policy 2020 for the foundation education only. National Education Policy 2020 was accessed from website of Ministry of Education, Government of India.

DISCUSSION

The NEP has come up with a different structure of curriculum and pedagogy from foundational to secondary education. Earlier 10+2 structure in school education will be modified with the new restructure of 5+3+3+4 which will cover the ages 3 to 18 years. The new structure of curriculum is given in the following figure.

In the existing structure of curriculum, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. But in the new structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is included, which is aimed at promoting better learning, development and well-being. If we check the necessity of foundational learning, according to the new policy, following are the reasons for the need of Early Childhood Care and Education (ECCE):



Source: NEP 2020, Ministry of Education, Govt. of India

1. From different study and report it has been observed that over 85% of a child's cumulative brain development occurs prior to the age of 6 which indicates the importance of appropriate care and stimulation of the brain in the early years.
2. The overall aim of ECCE will be to attain optimal outcomes in all the domains of physical and mental development of the children.
3. As per the new policy a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT.
4. The NEP aimed to ensure universal access to high-quality ECCE across the country in a phased manner.
5. For universal access to ECCE, Anganwadi Centres will be strengthened with the changes of high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers.
6. It is envisaged that prior to the age of 5 every child will move to a "Preparatory Class" which has an ECCE-qualified teacher. In this section learning shall be based on play-based learning.
7. To find the high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort with the pedagogical framework developed by NCERT.
8. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner.
9. The responsibility for ECCE curriculum and pedagogy will lie with MHRD to ensure its continuity from pre-primary school through primary school.

According to the new policy to fulfill the need of early childhood education there are several urgent and necessary prerequisite. It has been observed that a large number of students have not attained foundational literacy and numeracy. Right now the highest priority of the policy is to achieve universal foundational literacy and numeracy. The policy has set the time by the year 2025 but it may take another couple of years more than that. Another urgent requirement is to fill up the vacancies and trained them all to cope up with the redesigned curriculum. The policy has also planned to make the foundational learning available on digital platform. To made this digital learning feasible there is urgent need to ensure that all students are school ready with an interim 3-month

play-based ‘school preparation module’ which will be developed by NCERT and SCERTs. A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Due to the scale of the current learning crisis, all viable methods will be explored to support teachers in the mission of attaining universal foundational literacy and numeracy. Enjoyable and inspirational books for students at all levels will be developed. The nutrition and health (physical as well as mental health) of children will be addressed, through healthy meals and the introduction of well-trained social workers, counsellors, and community involvement into the schooling system.

CONCLUDING REMARKS

From the report of NEP 2020 it can be concluded that the new policy will strengthen the Central Advisory Board of Education. To achieve the successful implementation of the policy a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels will be on demand. As there is no better investment towards a society’s future than the high-quality education of our young people, the Policy commits to significantly raising educational investment. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments.

In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education.

In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing

food and nutrition; (e) investing in professional development of teacher education; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

Even the low level of funding on education in India hampering the achievement of the intended targets of those funds as it is not spent in a timely manner at different levels. Hence, there is a need to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth and appropriate flow of funds, and their usage. Any policy's effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review [1]. All in all, while the policy is not legally bound to any action, it definitely makes clear the government's vision to usher in some landmark changes to the education sector. As with any other policy, a lot will depend on transparent and swift implementation [7].

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Covid-19, Online Education and Changing Scenario of Career Opportunities: An Overview

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ABSTRACT

The Covid-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, online teaching and learning have been used by teachers and students on an unprecedented scale. Since lockdowns either massive or localized- may be needed again in the future to respond to new waves of the infection until a vaccine becomes available, it is of utmost importance for governments to identify which policies can maximize the effectiveness of online learning. This policy briefly examines the role of students' attitude towards in maximizing the potential of online schooling when regular face to face instruction cannot take place. Since parents and teachers play a fundamental role in supporting students to develop these crucial attitudes, particularly in the current situation, targeted policy interventions should be designed with the aim of reducing the burden on parents and help teachers, schools and colleges make the most of digital learning. The Covid-19 pandemic has triggered one of the worst

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jobs crises since the Great Depression. There is a real danger that the crisis will increase poverty and widen inequalities, with the impact felt for years to come. Countries now need to do everything they can to stop this jobs crisis from turning into a social crisis. Reconstructing a better and more resilient labour market is an essential investment in the future and in future generations.

Keywords: Covid-19, education system, pandemic, digital learning, impact etc.

INTRODUCTION

Corona virus disease (COVID-19) is an infectious disease caused by the SARS-COV-2 virus. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention.

Online education is a form of education which is delivered and administered using the Internet. Online education is electronically supported learning that relies on the internet for teacher/ student interaction and the distribution of class materials. At present online education or online learning is a broad term.

Covid-19 pandemic has disrupted teaching in a variety of institutions. It has tested the readiness of academic institutions to deal with such abrupt crisis. Online learning has become the main method of instruction during the pandemic in almost all over the world. The study found that both faculty and students agreed that online education is useful during the current pandemic. At the same time, its efficacy is less effective than face to face learning and teaching. Faculty and students indicated that online learning challenges lie in adapting to online education, especially for deaf and hard of hearing students, lack of interaction and motivation, technical and internet issue, data privacy and security. They also agreed on the advantages of online learning. The benefits were mainly self-learning, low costs, convenience, and flexibility. Even though online learning works as a temporary alternative due to COVID-19 it could not substitute face to face learning. The study recommends that blended learning would help in providing a rigorous learning environment.

◆ Career Opportunities refer to any opportunities that take closer to career goals. This can be a job, an internship opportunity or a training programme that helps excel in our career. It also increases employee motivation and productivity. They keep us motivated and inspire us to do our best work. A Career means that each of your jobs, experiences, and training programs is helping us advance in pay or responsibility.

SIGNIFICANCE OF THE STUDY

Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post- pandemic, and how such a shift would impact the worldwide education market. Even before COVID-19, there was already high growth and adoption in education technology, with global ed tech investments reaching US\$ 18.66 billion in 2019 and the overall market for online education projected to reach \$350 billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

STATEMENT OF THE PROBLEM

The Covid-19 crisis is having a devastating effect on the education and career opportunities of young people. Since the outset of the pandemic more than 70 percent of youth who study or combine study with work have been adversely affected by the closing of schools, colleges, universities and training centres, according to an analysis by the International Labour Organization (ILO). According to the report, youth and Covid-19, impact on jobs, education, rights and mental well-being where 65 per cent of young people reported having learned less since the beginning of the pandemic because of the transition from classroom to online and distance learning during lockdown. Despite their efforts to continue studying and training, half of them believed their studies would be delayed and nine per cent thought that they might fail. The disproportionate effect of the pandemic on young people has exacerbated inequalities and risks reducing the productive potential of an entire generation. The pandemic is inflicting multiple shocks on young people. It is not only destroying their jobs and employment

prospects, but also disrupting their education and training and having a serious impact on their mental well-being.

REVIEW OF LITERATURE

Sintema, 2020 had narrated the global outbreak has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face mask, physical distancing and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease. Kuensel, 2020 has revealed that Bhutan first declared closing of schools and institutions and reduction of business hours during the second week of March 2020. Palden, 2020 stated that the complete nationwide lockdown was implemented from 1 August 2020. Dhawan, 2020 had analysed that several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.

OBJECTIVES OF THE STUDY

The following are the objectives of the proposed study-

- (i) To study the impact of Covid -19 on online education.
- (ii) To study the effects of Covid-19 on career opportunities.
- (iii) To suggest effective measures, if any.

METHODOLOGY OF THE STUDY

Research Methodology is a science of studying how research is to be carried out. It is a systematic way to solve a problem. Research methodology deals with the research methods and takes into consideration the logic behind the methods. (Kothari, 2019). In respect of the present research objectives, the methodology followed has been described-

Research Design- The nature of the study is both exploratory and descriptive. It is exploratory as the study aims at identifying the impact of Covid-19 on online education and career opportunities.

◆ Source of Data- The study is based on secondary data. The data is collected from newspaper, magazines and articles and literature review is done by online available studies and journals.

LIMITATION OF THE STUDY

Study is fully based on secondary data. Looking into the time and situation, collected data may not be sufficient and accurate too.

EFFECTS OF CAREER OPPORTUNITIES DURING COVID-19

The Covid-19 pandemic has had a detrimental effect on the labour market worldwide, causing many individuals to lose their jobs and businesses to close. The Centre for Monitoring Indian Economy (CMIE) also reported that the unemployment rate for the urban areas increased from 8.21% to 9.3%, and from 6.44% to 7.28% for the rural areas. The world's biggest democracy faces a crisis. India's economy cannot provide enough jobs for job seekers. A higher unemployment rate might lead to a scarcity of goods and services offered in India.

The Centre for Monitoring Indian Economy (CMIE) recently released the unemployment status report, the unemployment rate in the country was 7.91% in December. It was 7% in November. The highest unemployment rates were reported in Haryana (34%), Rajasthan (24.1%), Jharkhand (17.3%), Bihar (16%), and Jammu and Kashmir (15%). On the other hand, states such as Karnataka (1.4%), Gujrat and Odisha (1.6%), Chhatisgarh (2.1%) reported the lowest unemployment rates in India. High unemployment rates can be attributed to a combination of delayed economic recovery, a surplus of labour, and a slow agricultural season.

The Covid-19 pandemic has had a detrimental effect on the labour market worldwide, causing many individuals to lose their jobs and businesses to close. The CMIE also reported that the unemployment rate for the urban areas increased from 8.21% to 9.3% and from 6.44% to 7.28% for the rural areas.

Unfortunately, unemployment can cause a decline in social standing among friends and family and society at large, resulting in a decrease in self-esteem. Consequently, jobless people may get the feeling of helplessness. Besides, when someone thinks that they have little control over significant life events, such as finding a fulfilling job, they experience emotions of 'helplessness'. Prolonged feelings of helplessness resulting from unemployment could lead to depression.

Research has found that a rise in unemployment also leads to increased suicide rates in all parts of the world. Young people with more significant financial obligations, those with the highest education, or a higher feeling of self-efficacy established by earlier accomplishment in various circumstances, including school and job, are more likely to have lower mental health. They are likely to be more sensitive to the damaging mental effects of unemployment.

Since, unemployment may negatively influence a person's physical and mental health, the Indian Government may be forced to spend enormous resources on job creation and healthcare.

DISCUSSION

The COVID-19 health crisis is an unprecedented shock that is transforming the lives and livelihoods of individuals around the globe. Its effect are likely to extend beyond the short term into the medium and long term as well. The severe health impacts have been matched by sharp declines in economic activity and upheavals of labour markets. Preliminary evidence shows that the COVID-19 crisis is considerably more profound than the 2008.

The combination of fear of infection, public guidelines and great uncertainty produced a sharp contraction in economic activity and disrupted global value chains with a deep and widespread shock to the labour market. In addition, state imposed lockdowns and firms closures have had very significant impacts, with millions of workers across many countries experiencing a reduction in or the complete loss of their livelihoods. As industries were forced to cease operations in order to protect the health of workers and promote compliance with mitigation and containment policies, many countries adopted widespread job retention schemes and/or income support schemes designed to support workers. Whenever possible, employers reorganized their operations to enable report working arrangements.

Many workers were able to continue working through remote working arrangements. The health crisis are also created shortages of workers in many countries in specific occupations, mostly in the healthcare and public safety sectors.

In such context of unprecedented uncertainty information systems providing timely information on the impact of the crisis on the economy, jobs and labour markets become key to designing targeted policies to

support individuals and businesses alike. With this in mind, this policy brief leverages information contained in job vacancies published online, which has the virtue of being collected with high frequency, to monitor in a timely way the evolution of job postings.

Online vacancy data allow for the analysis of labour market and skills demand information with a level of granularity that is difficult to achieve using traditional data sources. These data can be used to investigate the impact of COVID-19 crisis and related containment measures implemented by many countries to halt the spread of the pandemic.

FINDINGS OF THE STUDY

The Covid-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place.

Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. Hence the present study aims to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning.

The COVID-19 crisis has had more adverse impacts on the demand for jobs requiring lower qualifications, but not in all countries. The changing nature of work due to COVID-19 containment measures led to an increase in the share of job postings advertising "working from home" as a required condition. This result is consistent with the widespread use of remote working practices in almost all the countries examined, in the effort to sustain economic activity and overcome limitations to operations due to sheltering in place orders or recommendations.

Demand for workers in front-line sectors or in those involved in the management of the COVID-19 pandemic, was very strong as demonstrated by either a growing number of jobs advertised or a less steep decline in postings relative to other sectors. When looking at the underlying skills mentioned in job postings, evidence from all countries analysed show a strong increase in the demand for technical competencies in the healthcare sector, such as “emergency and intensive care” or “basic patient care”, relative to the pre-crisis period. Transversal skills, such as “communication skills” or “team work” also remain in strong demand among the top most frequently advertised positions in the labour market.

SUGGESTIONS AND RECOMMENDATIONS

In the short- term, it is therefore key for governments to support the development of skills that foster individuals resilience by meeting the demand from labour markets.

In the medium run, labour market and social policies will need to adapt to a rapidly changing landscape and policy interventions will need to be adjusted in line with the evolution of the spread of the virus and be tailored to each country’s institutional and economic structure.

Finally, in order to ensure a longer-term recovery governments must address pre-existing structural challenges that are likely to accelerate and become more urgent in the aftermath of the COVID-19 crisis. Among these, the provision of adequate support to low-skilled and vulnerable workers through effective retraining and up skilling policies.

The COVID-19 pandemic has disrupted every aspects of our lives. Even before the onset of the crisis, the social and economic integration of young people was an ongoing challenge. Now, unless urgent action is taken, young people are likely to suffer severe and long-lasting impacts from the pandemic.

This study reports the findings from the Global Survey on Youth and COVID-19 conducted by partners of the Global Initiative on Decent Jobs for Youth between April and May 2020. This was at the time when the COVID-19 pandemic had rapidly translated into an economic crisis. The Global Survey aimed to capture the immediate effects of the pandemic on the lives of young people (aged 18-29) with regards to employment, education, mental well- being, rights and social activism. Over 12,000 responses were received from 112 countries with a large

proportion coming from educated youth and those with internet access. The survey population is representative of students and working youth with a tertiary education, who together account for about a quarter of youth in the countries sampled.

The study finds the impact of the pandemic on young people to be systematic, deep and disproportionate. It has been particularly hard on young women, younger youth and youth in lower- income countries. Young people are concerned about the future and their place within it.

CONCLUSION

As COVID-19 started spreading, virtually all countries around the world put in place containment and mitigation strategies involving restrictions to movement and travel of individuals, the closure of Schools and other educational institutions, the closure of non- essential activities, and the postponement of non-essential medical procedures. Although the exact nature, timing, scope and intensity of responses varied substantially across countries and; in certain cases also within countries, these measures had , inevitably, a profound impact on labour markets. Some studies have tried to provide an estimate of the jobs that can be performed from home. The possibility of working remotely is, however, lower among workers without tertiary education and among workers with lower levels of numeracy and literacy skills, a reflection of differences in the tasks performed and the level of familiarity with information and communication technologies of workers. In all countries, at least three out of the ten occupations that experiences the highest growth (or the smallest decline) are in health- related professions. Professionals such as physicians, nurses, pharmacists, epidemiologists, care assistants or technicians have seen a particularly strong increase in demand.

The COVID-19 has resulted in schools, colleges and universities shut all across the world. Globally, over 1.2 billion children as well as students are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Research suggests that online learning has been shown to increase retention of information, and take less time meaning the changes coronavirus have caused might be here to stay.

With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post pandemic, and how such a shift would impact the worldwide education market.

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Background and Development of Arabic Language in Assam: An Analytical Study

*Dr. Ataur Rahman**

ABSTRACT

Arabic language is one of the oldest languages of the world. It has come forward through various stages of ups and downs like other languages of the world. It was started almost two thousand years ago. It is the recognized language of United Nations Organisation and a language of Semitic group. It has been occupying an international position from the middle ages similar to French, English, Chinese, Spanish, Russian and Japanese in present day. People of different nationalities speak it in Europe, Asia, Africa and in the Mediterranean. It can be mentioned that Arabic language must have a satisfactory development of long period before it finally come into writing shape by scholars. In the other hand the Arabs kept alive their genealogy and poetry by oral transmission. It is the language of politics, culture, literature and comprehending history. It is a language of the medium is the medium of daily expression of some hundred million people. for a long time in the Middle Ages it was the language of learning, culture and progressive thought throughout the civilized world. The languages of Western Europe still bear the impress of its influence in the form of numerous loan words.

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Assam is a land fusion of Aryan-Mongal-Assamese culture and Islamic culture also founded by Azan Fakir, Where so many Arabic words are used in Assamese language and teach the Arabic in much educational institution. But in the Char areas it faced many problems. In this research work I want to highlight the problems and prospects of Arabic language in Assam with special reference to Char Areas under District, Barpeta.

Keywords: Arabic, Semitic, language, literature, problems etc.

INTRODUCTION

The Arabic language is the medium of daily expression for some hundred million people. For long time in the Middle Age it was the language of learning, culture and progressive thought throughout the civilized world. This language is a branch of Southern Semitic, which is considered as best useful language among all the branches of the Semitic group. According to historian this languages was introduced from 8th centuries B.C. although it comes to literary from 500 A.D. It is widely used in the world and employed by Persian, Afghan, Urdu, a number of Turkish, Barber and Malayan language. During the pre Islamic period a large proportion of Arabic literature was form in poetry. A familiar feature of pre Islamic poetry was the idea that it must be pleasing to the minds of the Arab people. Indo-Arab relations are continued since a long time before the advent of Islam. In pre Islamic age the Arabs linked India with Africa by trade route. During the prophet time the Caravans of Arab traders continued their commercial trips from Arabian Peninsula to Malabar Coast in the South-West India. Cheraman Perusal King of Kerala embyached Islam during the time of prophet. During the caliphate of Hazrat Umar b. Khattab some Masque was build to perform prayer and tought the fundamental knowledge of Islam on Malabar Coast. Among the Masque founders Malik B. Dinar was one of Them. Arabic language spread far and wide laid by Muhammad B. Qasim (Arabian) confirmed by Muhammad Chari and other Muslim Sultans during slave dynasty (1206-1200 A.D) Khiliji dynasty (1290-1320 A.D) Sayyid dynasty (1414-1451 A.D) Lody Dynasy (1451-1526) and Mughal dynasty (1526-1857 A.D) up to the fall Bahadur Shah Jafar. Many prominent Islamic figures like Hazrat Nizamuddin, Khawza Mainuddin, Amir Khusru also try to

spread the Arabic language. (Ahmed, B.H.A. Arabic language its impact on Assamese language and literature, P-8 & 21).

OBJECTIVES OF THE STUDY

This research follows some objectives shown as below-

- (i) To find out the background of Arabic language in Assam.
- (ii) To express the development of Arabic language in Assam.

METHODOLOGY

This study is mainly based on primary data. Primary data are collected from various sources as topic related books, research paper and other publication.

Assam is multicultural state of India. So much community dwells here considering as their motherlands. Though Assamese language is used as official language but others language is teach here in many educational institution. Among them Arabic language is a famous language. In this holy place Arabic language is introduced by Muhammad b. Bakhtyer, a military Commander under Qutub Uddin Aibak, the founder of slave dynasty in India invaded Assam in 1206 A.D. It was battle of Itakhuli where Ibn Bakkteyr defeted by Ahom King. But his most of the soldiers were stay in Assam instead of going back. They may be considered as first batch Muslim of Assam, settled permanently in different parts of the Assam considering as their motherland. From that time Arabic language grew up and develops till today in the various educational institutions. Muslim soldiers also established and rule over Brahmaputra valley for a long time. During this time they contact a large number of Muslim subject and noveles mixed up with Assamese people adopting Assamese language and culture with marriage Assamese girls. It is remarkable that some of them were worked as official employee like Munsader, Fauzdar, Thanadar, at Rangamati, Hajo, Gawhati and Garhgaon etc. They also used Perso-Arabic language in local counter parts and peak it in their daily life.

It is notable that Muslim missionaries and spiritual scholars including peers, Awliya and Faqirs, have a contribution for teach the Arabic by build Masque. At that time along with prayer Masque also used as learning centre for teach the Arabic. Yuzbak Tugril Khan build a Masque in Kamrup 655 A.H. (1257 A.D). Among the Islamic

spiritual and renowned scholar Hazrat Shah Milan was most well known scholar, who is commonly known Azan Fakir and settled in the District of Sibsagar. He introduced such kind of song in Assamese language with mixed a huge number of perso- Arabic words. These songs are called Zikir-Jari which is used among Assamese people till today.

Another prominent Islamic figure is Ghias Uddin Awliya entered in the land of Assam and settled on the top of Garurachal Hill at Hajo. Where he builds a Masque with Khanka (Place of Prayer) and buried near to Masque. Common people of Assam considered it as Holy place known as Powa Macca, (one fourth of Macca). Primary Arabic education was taught in this Masque at that time. By this series available Arabic words are used in Assamese language. Both Muslim and Non-Muslim Assamese writers used Arabic words in their writings.

During the Sultanate and early Sufism period Arabic language was thought in Masjid, Maktab, and Khankah, Although these were the worship place yet there were thought Islamic fundamental knowledge in Arabic. But it comes to literary and writing shap by teaching in separte educational institutions like Madrassa, School, College and University.

The first Madrassa was established in Bagbari, Karimganj in 1873 A.D. Next time Darul Uloom Bashkandi, Jamia Assam Darul Hadith Jaynagar, Jamia Islamia Jalala, Darul Hadith Parmiveti, Darul Uloom Garigaon, Guwhati, Darul Uloom Barbala, Barpeta were established. Presently so many Madrassa were established along with such kind of Madrassa which was financially run by Assam Government. These Madrassa contributes a lot of in developing Arabic language and literature. The Assam govt. has already suspended that kinds of Madrassa which was run by Assam govt. finance.

School, college and Universities have an important role in developing Arabic language and literature, especially in speaking and writing shape. It is noted that Arabic subject was studied in the Brahmaputra valley of Assam during British rule. In this period some secular educational institutions ere established where teach Persian, Sanskrit and Arabic subject up to the secondary level. The first secondary level school was established in 1835 in Guwhati, in later which is known as Cotton Collegiate H.S. School, this college is upgrade to state University, where these subject were taught. Another school of this category was established in Sibsagar in 1841 A.D presently known as Sibsagar Government H.S. School. In later period many educational

institution like as schools, college and Universities are established which are functioning to teaching Arabic language and literature till today. A large number of Assamese people learn the Arabic and able to speak and writing this language. Students of Arabic department after getting M.A. Degree in Arabic and awarded Ph-D by same department from Gauhati University, Assam University, and Cotton University. Available scholar handling it as teacher and writer. So many writers wrote books in Assamese, whose origin is Arabic or related to Arabic language.

A large number of Arabic words used in Assamese language both in writing and speaking shape at presently. Both non-Muslim and Muslim Assamese writers used Arabic words to making more suitable their approach. Now we can discuss about some Arabic terms and words used in the daily life of Assamese people shown as below-

1. Educational Words:

Arabic	English
(i) Arabi	Arabic
(ii) Barber	Uncivilized
(iii) Khabar	News
(iv) Ketab	Book
(v) Kalam	Pen
2. Socio-cultural Words:

(i) Fakir	Beggar
(ii) Gan	Song
(iii) Juma	Gathering
(iv) Kasam	Oath
(v) Khatam	Finish
(vi) Dokan	Shop
3. Military Words:

(i) Banduk	Gan
(ii) Barood	Ganpowder
4. Administrative Words:

(i) Dakhil	Insert
(ii) Zila	District
(iii) Hukum	Order

At present time available Arabic words are used in Assamese language. I mentioned above only few words. Assamese books also carried many words such as-

1. Sharaguri Sapari: This book is written by Mahendra Barthakur used nearby 43 Arabic words.
2. Magribar Azan: It is a Social dramatically book by Sarada Kanta Bardoloi and Krishnananta Bhattacharyya used almost 71 Arabic words.
3. Adhalekha Dostabe: This is an autobiographical portrayal of Mamoni Roysom Goswami applied around 65 Arabic words.
4. Surajmukhir Swapna: This social novel it written by Sayed Abdul Malik used 50 Arabic words.
5. Kathanibari Ghat: This book is written by Mahim Bora and he also used 40 Arabic words.

Besides these many Islamic scholar translate the Holy Quran in Assamese. Among them Muhammad Taybullah, Mohammad Sadar Ali, Sayed Shamsul Huda, Muhammad Majid Ali, Dr. Zohirul Hoque, Maulana Abdul Hoque are famous, other renowned person act in the field of Arabic Assamese translation.

CONCLUSION

Arabic is vast literature occupied a high rank all over the world. It has a significant role on Assamese community since Ahom's period to still now. Many scholar established themselves by acquiring Degree in this subject. It is not only a religious subject, but it is literature like other literatures. I hope it will be continued by the scholar to next generation.

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Impact of New Education Policy in Char Area of Lower Assam with Special Reference to Barpeta District: A Sociological Study

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“Education is the most powerful weapon which you can use to change the World” Nelson R. Mandela

ABSTRACT

Char areas are the low lying flood and erosion prone areas in or adjacent to the major rivers. The char areas of Brahmaputra valley are lagging far behind in all aspects of development due to various constraints. It is a fact that the char areas are economically backward resultant poor education and health prevailed among the inhabitants. These areas are lacking basic infrastructure and amenities having illiterate poor people as compared to mainland. The new technology, Government reforms, digitalization, globalization and changing demands of markets have influenced the world economy to a large extent. The Education is the collective responsibility of the

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Central and State Governments in India as the Constitution of India provided education in the Concurrent List i.e. List III. The Indian Education System has transformed from Gurukul to digital education. However, students, teachers, parents and educational institutions are facing a series of challenges. The growing population growth, poor quality of education, absence of skilled and trained teachers, limited access, insufficient physical infrastructure, gap between rural and urban, rising school fees, absence of digital infrastructure, inappropriate student teacher ratio, dropout ratios, etc. are some of the major challenges to the implementation of New Education Policy 2020 (NEP). The Government has been taking various efforts to redress the above challenges by taking some policy measures. It is not at all confirmed that the policy measures will be applied in char areas for marginalized people. Due to application of “No Detention” principle of SSA as prescribed by the RTE Act 2009 in order to obtain 100% enrolment of students in school resulted in poor performance of students indicating inadequate quality education. Further provision of “Black Board operation” as recommended by the NEP 1986 could not derive desired result.

The present study analyses the status of education in char area in Barpeta District in context of implementation of NEP 2020. The study is significant as it deals with the applicability of provisions of NEP 2020 in char areas in real perspective.

Hence the present study is more relevant in the context of quality education and universalisation of free and compulsory education.

Keywords: Char Areas, New Education Policy, Digital Education, Marginalized People, Etc.

INTRODUCTION

Education is the key tool of social transformation. It empowers the individuals not only to earn bread and butter but also enable them to grow, prosper and excel in the long run. Despite many initiatives taken by the Government at Center and State level, the public education system does not provide satisfactory result.

Char-chaporis are low lying flood and erosion prone areas in or adjacent to major river. The char areas of the Brahmaputra are lagging far behind in all respects of development due to various constraints. Barpeta district of lower Assam consists of 351 char villages as per Socio-Economic Survey Report 1992-1993. A substantial number of populations are settled in the riverine areas. Various Reports and Research have shown that the Socio-Economic condition of the people in the riverine areas is very much disappointing. The prevalence of inequalities in terms of education, health, drinking water, electricity and employment opportunity create obstacle for living in the char areas.

The Union Government adopted New Education Policy 2020 (NEP-2020) after 34 years of the last Education Policy of 1986. It is claimed that the NEP-2020 will change the Indian Education Structure at all level of Education, starting from School Education to Higher Education. However, there is a question mark that whether all the provisions of the NEP-2020 will be beneficial for all section of the people living at urban and rural areas, char areas and mainland areas. Therefore a realistic scrutiny is urgently needed for education of the marginalised people living in rural and chars areas.

BACKGROUND OF THE STUDY

Education has been observed as the crucial development tool. The system of Education in India has become a great movement both in terms of allocation of resources and the involvement of persons. This includes teachers, students, guardians, and administrator and education providers. For the sake of simplicity the present researcher terms the Education system under public sector which is called Government Educational Institutions and provincialised schools, colleges and universities. On the other hand private sector educational institutions include privately run schools, colleges and universities where ownership and management is vested on private sponsoring body or individual.

It is observed that during last two decades the performance of Government Educational Institutions is a matter of serious concern. Despite Governmental efforts rate of dropout has been increase and retention of students has been decreased. In order to increase the enrollment Government provides mid-day meal, free books and uniforms. Yet the numbers of students have been decreasing in schools both in rural and urban areas. On the other hand private educational institutions

are coming up day by day with increased number of students. It is believed that in urban areas parents are financially sound. But in rural areas parents are comparatively having weak financial background. This situation prevails in char areas also. Yet the private educational institutions are coming up in char areas.

Hence the present researcher finds it interesting to pursue research study about the impact of NEP-2020 in char areas where most of the families are under BPL Category.

NEED AND SIGNIFICANCE OF THE STUDY

It is claimed that after 34 years of last Education policy the present NEP 2020 is going to be implemented in India including Assam by changing completely the old education structure. It is also a fact that NEP 1986 provided various changes in Indian Education System. It expanded the horizon of education in Government Sector covering all section of people. Yet it opened the floodgate of privatization and commercialization of education right from school level by disowning the responsibility of Governments for providing quality and universal education. As far as Government and aided schools are concerned, problems like dilapidated buildings, lack of minimum infrastructures, number of vacant teachers posts in hundreds of thousand, absence of monitoring over learning level etc., are still plaguing. According to a survey in Assam 314 schools are run without a single teacher, 3085 schools are run by a single teacher. Further the existing teachers are engaged day in and day out with non-academic activities of all and sundry. Char areas are not exception to this situation. But NEP- 2020 is almost silent on these vital issues.

Hence there is a need of our research study and it has great significance in education in char areas.

OBJECTIVES OF THE STUDY

- (i) To examine the present status of Education of the char areas.
- (ii) To examine the basic provisions of the NEP-2020 in respect of School Education.
- (iii) To examine the applicability of NEP in char areas.

REVIEW OF LITERATURE

It is very difficult to prepare a comprehensive literature review on the status of people of char chapori in Assam because there is lack of academic oriented literature on the state of minorities living in the char villages. Further mainstream researchers have not given any serious attention about the problems faced by them though a section of writers highlighted the issue of influx in char-chapori in Assam coming from Bangladesh. However Natun Sahitya Parishad, a Progressive Literary Organisation published a book on the life and activities of the people of char-chapori of Assam. The title of the book is “Char-Chaporir Jiban Charyya” edited by Ismail Hussain (Sr). The book vividly describes the socio- economic problems of the people living in char-chapori area of Brahmaputra Valley and their causes and consequences. The book also describes how river bank erosion weakened the socio-economic status of the people living in char-chapori.

The unpublished work “The Char Area Muslims of Barpeta District : Problem and Prospects” by Golam Hazarat Ali Ahmed (2011) was also consulted. It expressed the view that the people of char areas are poor, living in a deplorable condition with lowest literacy rate and below poverty level.

Another unpublished work, “Living at the Margin : A comparative study of Majuli and Alopatis River Island, Assam.” by Mofidur Rahman (2018) was also consulted. It contains the status of people of char-chapori of Majuli in Upper Assam and Alopatis in Lower Assam.

Another book titled as “Socio-Economic Life of the char-people, Assam” published by Char Area Welfare Society for Socio-Economic Research (CAWSSER) has also been consulted. The book contains 17 articles on the topic of Education, Health, Land problem, agriculture, flood and erosion etc.

RESEARCH METHODOLOGY

The present study is of both quantitative and qualitative in nature. It is based on the primary data collected from Alopatis Majarchar Goan Panchayat (GP) which includes 4 villages namely Alopatis char villages, Majarchar villages, Kalairdia char village, Nichanar char villages under Mandiaa Block of Barpeta District. Secondary data were collected from various reports of the Government of Assam, Government of

India, research articles. It examines the present condition of Indian Education System including Assam and NEP-2020, more particularly in rural areas like Alopai Majrc char GP.

UNIVERSE OF THE STUDY

The universe of the study is the total households in the Alopai Majarchar G.P. which is 4139

Sample size against the Universe of the Study

10% of the universe has been taken as sample size which is 414 households selected at random.

Case Study: In order to collect the observations of the Head of the educational institutions, four case studies have been undertaken by taking interview of 4 Head Teachers of 4 Schools taking one school from each village.

Discussion and Analysis

Survey conducted by the Directorate of Char Area Development, Assam revealed that there are more than 2251 River Islands or chars in Assam where more than 24 lakhs people are living covering an area of 3608 sq km. char area i.e. 4.6% of the total area of the State. Our field study revealed that in Alopai Majarchar GP, 87% inhabitants are Bengali Muslim and the rest are deshi Muslim, garia-moria and sylheti Muslim which belongs to minority community. Further the Sachar Committee (2006) observed that the condition of Muslim is even worse than the SCs and STs. This observation may be cleared from the following table.

Table- 1: Status of Economic Background of the Households

Sl. No.	Economic Status	Respondents	%
1.	BPL	250	60.4
2.	Above BPL	122	29.5
3.	Do not know (NA)	42	10.1
	Total	414	100

Source: Self complication from field study

It is evident from the above that poor income group people (BPL) are more (60.4%) in the study area as compared to above BPL group. Hence it can be assessed that the people of the char area are poor. A negligible portion of respondent is not aware of their Economic Status which is 10.1% and may be termed as Not Aware (NA).

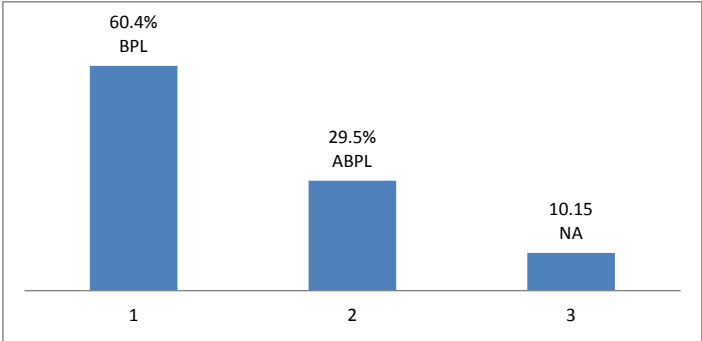


Table 2: Opinion of the Households Regarding Infrastructure and Other Facilities of the School

Sl. No.	Rating of infrastructure and other facilities of the schools	Respondents	%
1.	Very bad	48	11.6
2.	Bad	12	31.9
3.	Good	20	4.8
4.	Very good	210	50.7
5.	Do not know (NA)	4	1.0
	Total	414	100

According to 50.7 % households, infrastructure and other facilities of the schools are good. But 31.9% households are not satisfied with the infrastructure and other facilities of the school. Hence there is a scope of improvement of infrastructure and other facilities of the schools.

The above information has been presented in a pie-chart as indicated below:

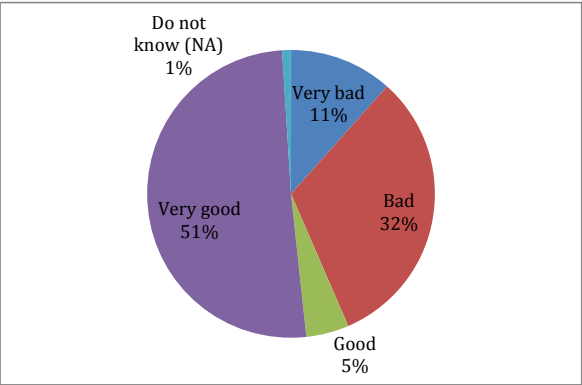


Table 3: Educational Status of Male and Female among the family Members of Sample Size Household

Status of Education		Male		Female		Total	
		Count	%	Count	%	Count	%
1.	Illiterate	168	20.4	175	23.9	343	22.0
2.	L.P.	210	25.5	167	22.8	377	24.2
3.	M.E.	144	17.5	143	19.5	287	18.4
4.	High School	159	19.2	169	23.1	328	21.2
5.	Higher Secondary	57	6.9	45	6.2	102	6.6
6.	Graduate	73	8.8	30	4.1	103	6.6
7.	P.G.	12	1.5	2	0.4	14	0.9
8.	Professional qualification	2	2	0	0	2	0.1
		825	100	731	100	1556	100

Source: Self complication from field study.

It is evident that degree holder male (8.8%) is more than degree holder female (4.1%) in the study area. Contrary to these schools going female (19.5%) are more than the male (17.5%) counterpart. This situation reveals the disparities in education of women.

Further illiterate female (23.9%) is more than the male (20.4%). This situation reveals educational disparities in char areas.

Note: In calculating count, members of the family below 6 years have been excluded. Out of 414 households total male member is 825 and female member is 731.

CASE STUDIES

CASE STUDY: 1

Name A, Age 45, Religion Hindu. Profession : Head Teacher, He has been serving in a L.P. School at Majarchar village.

The school has separate provision for toilet facilities for both boys and girls with water supply. This facility has been made under SSA. This has helped in creating a favourable ambience during school hours and in the long run it prevent from occurrence of absenteeism among the children and school dropout can be checked to a greater extent.

Electricity facility has been provided in the school from November 2021, which has facilitated the teaching activities.

But the teachers recruited for running the school in this particular school, all the four teachers are from outside the char GP area hailing from different part of Assam such as Golaghat, Dhemaji, Nalbari and Tamulpur. For the teacher outside the concern char village have to sustain their maintenance in a difficult location hiring a rental accommodation far away from home town. This often causes disruption in teaching. Possibility of absenteeism from headquarter on various occasion may disturb regular classroom teaching. However, if possible, TET qualifies teacher appointed from the nearest area this hardship can be mitigated.

There is no play ground available in the school. Thereby physical growth of the students, undertaking Yoga exercise and other physical activities have been affected adversely.

Though there is no separate Library facility in the school, but the teacher have made an attempt by fixing a ply board some books are displayed in the room. This may create reading habit of the student and encourage the students in searching for books.

The school does not have any separate office room for which the office administration is to be administered from the Head Teacher's room.

In course of field visit it has been noticed that the school has insufficient number of class room. As against the requirement of five class rooms they have only four class rooms. The shortfall of one class room has been arranged in a single compact room. It affects the quality of teaching and teaching- learning process.

There are two type of pay structure for the teachers. Those who are under contractual service of SSA is offered Rs. 30,000 p.m. which

is funded by the Central Government. But those state pool teachers working under state budgetary provision their salary is Rs. 20,000 p.m. This disparities in pay structure often causes inter-personal conflict.

CASE STUDY: 2

Name: B, Age 50, Religion : Hindu, Profession : Head Teacher at Alopati char village. He stated that in the year 2021, MEM School has been merged with a LP School as base school. But the reality is that out of six teachers in MEM School, three teachers are allotted at the time of provincialisation in 2021 to the base school. But one teacher had retired before provincialisation and one teacher will retire in the month of October 2022. So there will be 8 classes in the school. But teachers will be 5. Therefore it will be difficult for the Head Teachers to manage 8 classes by 5 teachers. Out of these 5 teachers two teachers are from outside char area i.e. Nalbari and Tamulpur.

There is no provision of Library. The school has 4 bighas of land. But there is no boundary wall. Problem of water logging disturbs the ongoing classes. Student enrolment has been decreasing due to establishment of Jatia Vidyalaya in private sector.

CASE STUDY: 3

Name : C, Age 48, Religion : Hindu, Profession : Head Teacher in a L.P. School at Nichanar char village. He resides at a rented house at Nagarbera town nearest to Nichanar char. His family stayed 160 km. away from char village. He is the only teacher of the school.

He stated that to maintain the teaching learning process few teachers are appointed by the SMDC at a minimum salary. Therefore quality of teaching suffers. Further some of students takes admission in public educational institution, but they attend the classes at private Jatia Vidyalaya to reap the double advantage. Mid-day-meal, uniform, books may be collected from Government school. But they attend the classes in private school. Hence it is urgently needed to provide required number of qualified and trained teachers in the school so that the quality of teaching may be derived. He stated that due to application of principle of SSA i.e. “All allowed”, the quality of education suffers. Because as per SSA all the students are to be promoted to the next class though the students could not show good performance. And for

that reason the elite section of the guardians are not interested to send the students to the provincialised schools.

CASE STUDY: 4

Name: D, Age 50, Religion: Muslim, Profession : Head Teacher in L.P. School at Kalairdia Char village.

He stated that the school has 4 bighas of land and he resides nearest to the school. School has no boundary wall. Water logging problem disturbs the teaching of the school. The school has no library. Provisions of Mid-day-meal, uniform, books are maintained as per direction of SSA. Earlier there was medical checkup in the school. But nowadays this system has been abolished due to shortage of medical staff at Alopati Mini PHC. Enrolment of students has been decreased due to growth of private school in the locality.

Recently in 2021, one MEM school has been amalgamated with this school. Out of the four teachers, two are from outside and another two are from char village. Due to amalgamation of MEM with the L.P. School the school has shortage of class room as the school has 4 class room, but there are eight classes after amalgamation. This situation disturbs the academic environment of the school. He states that for proper functioning of the school there should be some norms for teachers, students and infrastructure of the institution, failing which healthy academic atmosphere would not prevail.

BASIC PROVISIONS OF NEP-2020 IN RESPECT OF SCHOOL EDUCATION

1. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design.
2. Lumping together of Secondary and Higher Secondary School. Introduction of semester system in school level.
3. Examination and Assessment by an objective type with multiple choice questions. Examination will be conducted by National Testing Agency.
4. Vocational Education at the cost of proper education.
5. Three Language Formulas.
6. School complex and Teachers Deployment. Hiring of teachers.

7. Regulation of private schools by giving more liberty to private sector as “to make its own decisions based on local needs and constraints.

8. Finding of the Study:

- (i) Parent’s economic background shows that majority of the students are from the poor economic background. It is shown in Table 1
- (ii) Literacy rate of Alopati Majar char G.P. is low (50.68%) as compared to State average 72.19%. Further it varies from village to village as indicated below :

Alopati char village	51.10%
Majarchar village	47.24%
Kalairdia char village	55.07%
Nichanar char village	49.3%

Infrastructure in schools and other facilities are not upto the mark. This has been shown in Table 2.

- (iii) Mid-day-meal, free uniform, free books are provided as per Sarba Siksha Abhijan.
- (iv) Standard Students-Teachers ratio is 30:1. It has not been maintained. In most of the schools number of teachers is less than the standard norms.
- (v) Sufficient classrooms are not available in all the schools. This creates problem in attending classes by teachers.
- (vi) The Government has been advocating for Digital India Campaign. However it is related to urban cities and towns. But what about Digital India for rural areas. Without electricity and internet facilities it is impossible to utilize Digital technology. So, digital infrastructure is the prime necessity for spread of Digital India Campaign.

In order to establish Digital infrastructure huge investment is necessary. Further, Education will be more expensive as ICT tools require heavy investment. But Government has been trying to reduce the Budgetary allocation for education. It is worth mentioning that the Kasturirangan Committee in 2019 recommended to increase budgetary allocation in Education to the tune of 6% of GDP which

had been recommended by the Kathari Commission in 1966. But Union Government never allocated this percentage of GDP for Education Sector. As a case in point in 1919-20 Budget, the allocated amount in Education is lesser than the previous year. Record says that since 2014 Union Government spent in an average of 2.88% of DGP in Education, not to speak of 6%. Hence on-line education (MOOC) is not possible for the students of char-chaporis in rural areas. Educational Statistics in Assam shows that 12.7% schools have computer facilities and out of these only 5.82% have internet connection.

CONCLUSION

It is observed that the problems faced by the Head of the educational institutions have not been covered by the provision of NEP 2020. The NEP-2020 is silent regarding appointment of teachers, improvement of infrastructure and other facilities. Further economic conditions of the inhabitants is very bad. Majority of the households are under Below poverty level for which parents are not able to send their child to school. They engage their children in other domestic activities.

There will be no scope of healthy education in char-chapori areas after implementation of NEP-2020. Because after implementation of NEP-2020 illiterate people will be more in rural areas as they will be forced to leave schools.

Hence without considering the economic conditions of inhabitants and infrastructural facilities impact of NEP-2020 will be disappointing.

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Necessity of Skill Development and Career Opportunities in Indian Education System

*Dr. Alaka Hujuri**

ABSTRACT

The Indian educational system is producing more and more graduates every year. But the educated youths have lack of basic communication skills and skills required in practical fields. The Indian education system puts maximum emphasis on bookish knowledge. Hence, when an individual finishes his / her college/ university education, he/she struggles to apply this knowledge in real life situations. Also to address the issues of growing unemployment, India's education system needs to be oriented towards skill development. Skill based learning and training is an integral component of increasing efficiency and productivity for sound economic development of any economy. In India, it is still at a nascent stage. However, the demand for skilled manpower is huge and to cover this gap, it is very pertinent to re-engineer the skill ecosystem. There must be options available for skill development courses and these must be provided in the secondary stage of schooling. It is necessary to provide communication skill, entrepreneurship, problem-solving skills from the very early stages of learning. Cognitive skill of the population is powerfully related to individual earnings to the distribution and to economic growth. Lack of proper education and skill restricts the youths from the

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opportunities for better career by limiting their access to well-paid employment. Eventually, this prevents such individuals from making an influential contribution to economic growth. Therefore, adequate education quality and skill development are recognised as fundamental ways of breaking down the eco-system of poverty. The paper aims to analyse the necessities of career opportunities and skill development in present India Education System and try to find ways to enhance an individual's employability to adapt to changing technologies and labour market demands.

Keywords: Skill, Education, Education System, Skill Acquisition, NEP etc.

INTRODUCTION

Skill development is considered as key for productive employment and income generation. Enhancing skill is an important means for increased productivity. It refers to the productive capabilities acquired through all levels of learning and training in different way irrespective of age of the learners. It enables individuals to become fully and productively engaged in livelihoods and become able to adapt these capabilities to meet the changing demands and opportunities of economy. It is the ability to use one's knowledge effectively and readily in execution in need of time. The acquisition of such capabilities depends on the quality of learning system and a supportive learning environment.

Skill that needed in working population is basic and foundation skills, transferable skills and technical and vocational skills. **Basic and foundation skills** are acquired through the primary and secondary formal school system, or through non-formal or informal learning processes. **Transferable skills** include the abilities to learn and adapt, solve problems, communicate ideas effectively, think critically and creatively and the ability to manage self and others. These skills enable people to adapt to different work environments as well as improving their opportunities to career-building. **Technical and vocational skills** are specialized skills, knowledge or know-how to perform specific duties or tasks, mainly in a professional environment.

To enhance the Employability Quotients (EQ) and to produce skill manpower, it is necessary to start the process at the very early stage of

learning and required to facilitate the people by training at any stage and any age. After independence, Indian policy makers and planners were found to focus on providing education to increase literacy rate but not so much initiatives were taken to create skill manpower. In the changing world scenario, there is now an utmost need for skilled workers. India is relatively young as a nation with around 28 million youth population being added every year. More than 50 per cent of its population is below the age of 25 and more than 65 per cent are aged below 35. With 15 million youngsters entering the workforce each year, more than 75 percent are not job ready (Chakraborty, 2020). As the economy targeted to achieve its development goal in conjunction with the developed countries, need of skill labour is at most needed. India will need millions of skilled workers to meet the demands of the growing economy in coming days. But due to lack of technical and soft skills, there arise a glaring imbalance in between job seekers and job demanded efficient workers which points towards the urgent and growing need to make young Indians job-ready focusing on young graduates to augment their employability.

In this demand-supply gap scenario, a look at the Indian education system will reveal that the number of technical educational institutions in India, including engineering colleges, has found shorter than its necessity. Part of the skills gap problem is that only a small percentage of India's young go for skill education. The universities generate too few skill graduates, and new private colleges are producing graduates of uneven quality. In Indian education system, from primary to upper secondary, it is observed that the curricula do not cover components of employable skills nor there are any options to introduce students to different vocations. The options of vocational education are limited to certain boards, which do not cater to large target to covered.

SCENARIO OF INDIAN EDUCATION SYSTEM

To educate a huge group of population is India's biggest economic and social challenge. The Higher education system has emerged as one of the largest in the world in terms of number of institutions as well as student enrolment. However, the education system is set back by the fundamental challenges of access, equity and quality. Realising the real situation, the government of India is seeking a huge expansion of both capacity and quality at all levels of the education system. In

every year, 12.8 million workers annually enter the Indian workforce, whereas the existing capacity of skills development programme in India is 3 million per annum. The Prime Minister has set a target of skilling 500 million by 2022, whereas at present only 2% of the workforce has formal skill training. The Association of Chambers of Commerce and Industry of India (ASSOCHAM) reports that merely 20% out of the five million students who graduate every year get employed in India. The above figure is substantiated by the 2019 'India Skills Report' by Wheebox, People Strong and CII, which states that only 46% of Indian students are employable (Chakraborty, 2020). Generally children and parents prefer to enter the general academic schools, however, unlike India; the Chinese government encourages the adoption of vocational education by incentivizing it financially (Kaur & Dogra, 2018). Only 2.3% of India's work force has formal skill training compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea (Arora & Chhadwani, 2019). Though the growing literacy rate (77.7% in 2022) shows a glowing picture, still in creating capacity in youth in terms of skill is dismal. Therefore, creation of skill or in other words employability in educated people becomes a challenge in Indian education system. So, skill education should plan in systematic way from the early ages of learning according to need and capacity of the learners. In order to compete with other developed countries in the world, it is important to see that the skill acquisition and execution rate is given in the entire process of Skills India campaign (Rodiya, 2020).

SKILL DEVELOPMENT IN SCHOOL CURRICULUM

Schools in India, generally follows an academic-centric model of Education. Whatever few training courses given in classroom, in fact, this process is more about gaining facts & less about learning. Skills like team-spirit, inquisitiveness, creativity, trustworthiness, sympathy, co-ordination, assertiveness and far more comes with life skill activities. This process helps children to create a stronger foundation for a thriving future on the tutorial yet as at the professional front.

Therefore, along with the formal theoretical knowledge in the syllabi, it is equally important to merge some curriculum to enhance skill from the school level. Skill education helps to build a strong foundation of students enhancing their skill by identifying their expertise. It helps students become independent thinkers and encourages them to plan

for their future. As schools in India are primarily academic-centric, introducing skill development through the curriculum is essential. Skill education helps students explore and learn things outside of their textbooks, gives them the freedom to think independently and make choices at an early age.

Education and skill development go hand in hand in preparing students for the pressures and demands of today's challenging world. Therefore, in condense skill development benefits students in the following ways:

- It builds confidence in them to participate in collaborative ventures.
- It helps them take responsibility for their actions.
- Students learn to make their own decisions.
- They learn to tackle issues and situations on their own.
- Skill development helps high school students develop readiness to face challenging situations in their future.

SKILL DEVELOPMENT IN HIGHER EDUCATION:

Majority of the contemporary Higher Education institutions remain almost disconnected with the requirements of the working fields. Whatever the skill-oriented courses available in the market have low credibility and acceptability with the employers. The traditional higher education system in the country is also rigid in terms of duration of courses, timings for teachings-learning, place of study and choice of subjects.

In our country, there are a large number of unemployed populations consisting of highly educated youth who fail to find employment because of a lack of skills, and skilled individuals who lack eligibility because of a lack of knowledge. Therefore, the need to provide skill-based learning in higher education to help students receive vocational training besides academics to improve their chances of better employment and a successful career. Therefore vocational education is being considered as part of a structured program at the university level which will provide multiple opportunities to students who will acquire skills related to particular professions along with general education beyond the mainstream subjects, such as science, arts, commerce, medicine, engineering, etc.

There is a worldwide shift from conventional education system to competence-based education system. The 12th Five Year Plan Document of the planning Commission has also laid a special emphasis on expansion of skill-based programmes in higher education in India. It recommends setting up of Community colleges (CC) to serve multiple needs including: (I) Career oriented education and skills to students interested in directly entering the workforce (II) Training and education programmes for local employers (III) High-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year Institutions (IV) General interest courses to the community for personal development and interest. Through these, the policy makers tried to set a synergistic relationship between the community, learner and the job market. The main objectives are: (I) To make higher education relevant to the learner and the community (II) Integrate relevant skills into the higher education system (III) Provide skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity (IV) To provide employable and certifiable skills based on National Occupational Standards (NOSs) with necessary general education to senior secondary school pass-outs, with general education or vocational education background (V) To provide up-gradation and certification of traditional/acquired skills of the learners irrespective of their age (VI) To offer bridge courses to certificate holders of general/vocational education, so as to bring them par with appropriate NSQF level (VII) To provide entrepreneurial orientation along with required skill training for self employment and entrepreneurship development.

CONCLUSION

Skill based education is not a choice but a need in India. Learners, parents and society prefer socially acceptable qualifications in pure academic subjects. Youth in the country still incorrectly believe that skill based education leads to low paid jobs and it is perceived to be meant for only academically weak students, school dropouts and for people in the lower strata. Depending on the necessity, India needs to look at creating a framework for institutionalizing skill development and vocational education from the school to the level of higher education. To this regard, the new National Education Policy 2020 (NEP) intends to

bring a complete overhaul of India's education system. The NEP 2020 aims to integrate vocational education into mainstream education in a phased manner by creation of a National Higher Education Qualification Framework (NHEQF), which will be coordinated with the National Skills Qualification Framework (NSQF) for ease of mobility between streams. The policy has planned vocational skill exposure starting from the middle and secondary grade through internship opportunities with indigenous artisans, craftsmen and blue-collared professionals. All these policies can only bring assured results if the learners, parents and guardians accept and step forward with these.

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