

ENTREPRENEURSHIP DEVELOPMENT in North East India-Focus on STARTUP AND INNOVATION

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“Entrepreneurship Development in North East India- Focus on startup and Innovation” (A Peer Reviewed Edited Book)

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PREFACE

ENTREPRENEURSHIP DEVELOPMENT IN NORTH EAST INDIA-FOCUS ON STARTUP AND INNOVATION

The North Eastern part of India is known for its unique culture, handicraft, natural beauty and plenty of natural resources. In spite of that states of the North East are facing numerous problems such as unemployment, social unrest, lack of infrastructure and very poor industrial establishment; because of which this states are lagging behind the other parts of the country in terms of development. So, the importance of developing entrepreneurship has been recognized in North Eastern states also.

Entrepreneurship is the act and art of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods. This may results in new organizations or may be part of revitalizing mature organization in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting new business with new ideas and innovations. Small startup and new innovation can accelerate the business to grow.

There are Central, Regional, State and even District levels organizations engaged in providing training and other support services for promotion and development of entrepreneurship in the country. In the North East, Assam started a novel experiment on entrepreneurship development in 1973 by setting up District level agencies called as Entrepreneurship Motivation Training Centre (EMTCs) to identify select and train prospective entrepreneurs and provide them all support services for startup and running their enterprise.

When India aspires to become 5 Trillion GDP economy by 2024, it is very important to achieve excellencies in both qualitative and quantitative growth of education system by making it globally relevant, competitive and industry fit while simultaneously focusing on self employment through sheer emphasize on innovation, technology and start up as key instruments to gear up the socio-economic development process and adopting reformative policy approaches. This will certainly help to produce more innovators and entrepreneurs and also moving up in the Global Innovation Index from current position of 52nd in 2019 to among top 30. The startup India initiatives aim at fostering entrepreneurship and promoting innovation by creating and enabling ecosystem. The

concept of innovation and newness is an integral part of entrepreneurship. The word 'information' involves the act of introducing something new, is one of the most difficult task for the entrepreneur. It takes not only the ability to create and conceptualized but also the ability to understand all the forces at work in the environment.

The North East can become one of the favourite business destinations as it has immense potential, which is yet to explored to the fullest. From adventure tourism and agritech to media and entertainment, there are a whole lot of startups that may grasp increased business in the coming years. However, lack of trained manpower has been the biggest challenges in starting up in a region like the North East. Mindset, exposure and knowledge are three pivotal factors of startup among the people of North East.

Though the government is undertaking many initiatives to boost entrepreneurship in the region, yet in comparison to other states North East including Assam has not been able to showcase aura of startup culture to a favourable extent like other part of India.

Thus, the status of the entrepreneurship activities of the North East need to be studied and addressed, which will be effective for the policy makers to prepare the prior and accurate strategy for future planning. This seminar is supposed to add elements in the research regarding enhancing further scope of entrepreneurship in the region with contribution from multiple authors of diverse perspectives.

I would like to take the opportunity to express my deep sense of gratitude and indebtedness to Dr Navajyoti Borah, Principal of Dispur College for his unconditional support and valuable suggestions.

During the time of seminar, lots of my friends, colleague and students of my department lent a helping hand to me in different occasion. It is my proud privilege to offer my heartfelt gratitude to all of them from the deep of my heart. I am also thankful to Manik Saikia, accountant of the college.

The book is a collection of research paper submitted in the ICSSR sponsored National Seminar which was held at Dispur College. I would like to place my sincere thanks to the entire paper contributors who have permitted us to bring out this book in the present form. The expected outcome of the book is that it may generate on important aspects of entrepreneurship development in North East India. Based on accumulation of ideas and suggestions about entrepreneurship, startup and innovation; it will be a concrete policy document for the researchers, scholars, teachers, and academicians and also to the government Department.

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An Analysis on the Challenges of Women Entrepreneurs of Assam with Special Reference to Guwahati

ABSTRACT

An entrepreneur is someone who promotes, owns and runs a commercial enterprise involving financial risk and market uncertainties. It is a purposeful activity indulged in initiating, promoting and maintaining economic activities for the production and distinction of wealth. Entrepreneurship as a career has widened over the years. It has extended and it is no longer confining to only male entrepreneurs. With the passage of time, growth in population, economic liberalization and globalization, women entrepreneurship is gaining importance. Women entrepreneurs have increased of late and they have grown over the years. With the competitive business world, entrepreneurs face extreme challenges in conducting their business. Challenges are part and parcel of one's lives. An entrepreneur faces different challenges with varying degrees. This paper is an attempt to analyze the challenges faced by women entrepreneurs of Assam with special reference to Guwahati. Further, in this paper, an endeavor is made to suggest ways and measures to overcome the challenges faced by women entrepreneurs of Guwahati. Mention may be made that Guwahati is the largest city in North-east India. It is also known as the gate-way of the north-eastern states. Guwahati is an important river port and Assam's principal commercial centre. The state is blessed with numerous entrepreneurs who take up various traditional activities like weaving, knitting, embroidery etc.

Keywords: *Entrepreneurship, Women Entrepreneurs, Guwahati, Challenges, Assam*

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INTRODUCTION

An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. Entrepreneurship is a term used to qualify the functions of an entrepreneur. An entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business or procedures. Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs and bring good new ideas to market. In recent times, women entrepreneurs have been flourishing. Women are no longer confined to the home. They are now at par with their male counterparts. The term “women entrepreneur” deals with that section of the female population who venture out into industrial activities i.e. manufacturing, assembling, job works, repairs/servicing and other businesses. Women entrepreneurs may be defined as the women or a group of women who initiate, organize and operate a business enterprise. The entrepreneurial capacity of women has made a mark in many areas and women have entered the industrial segment, too. Women are now more cognizant about their existence, roles and rights. Women entrepreneurs have been making a significant impact in all segments of the economy. A number of women entrepreneurs have established their business in Guwahati, the gate-way of North-Eastern states, who has taken up various entrepreneurial activities such as running a boutique, coaching centres, salon etc. However, with increase in competition, the women entrepreneurs in Guwahati are facing many challenges. This paper is an attempt to analyze such challenges faced by women entrepreneurs of Assam with special reference to Guwahati. A questionnaire has been circulated amongst the women entrepreneurs to find out the varying challenges faced by them. Also, this paper tries to suggest measures to overcome the challenges and difficulties so that women entrepreneurs can take up their business more effectively and efficiently, thus enhancing the growth of entrepreneurship in the region.

OBJECTIVES

The objectives of the study are:

1. To analyze the challenges of women entrepreneurs of Guwahati
2. To suggest measures to overcome the challenges

REVIEW OF LITERATURE

Various authors, academicians, research scholars, government and non-government agencies have conducted studies on different aspects of women entrepreneurs. A few relevant literatures relating to women entrepreneurs have been discussed as follows:

Saikia & Bora (2019) in their study discovered that women entrepreneurs engage in a variety of entrepreneurial activities and that these activities help them to better their socioeconomic status in society. The study also depicted that women have been empowered by economic independence, which allows them to exercise control over their self-reliance, self-determination, and a path to a better social status.

Samanta AK (2016) conducted a study on the “Socio-Economic Status of Women Entrepreneurs with special reference to Katwa subdivision, Burdwan, West Bengal”. His study found that socio- economic factors influence women in making a successful entrepreneur. His data analysis found that women need training, financial support and marketing network to sell their products. Also, the study recommended that a new time oriented Government policy is required for the sustainable development of women enterprises.

Subash Limbu and Nabasmita Bordoloi tried to identify the factors responsible for slow growth of women entrepreneurial activities in rural Assam. The researchers also study the prospects and problems of the development of women entrepreneurship in rural Assam. They classified the problems into three categories: Individual problems, social problems and structural problems.

Sunitha S; Sudha S (2020) in their study “An Analysis on Challenges of Women Entrepreneurs in India” found that finance, lack of workspace, lack of access to technology etc to be the major setback to start-up a business. They suggested that entrepreneurial counselling should be carried out. Also, it opined that women entrepreneurs should have access and knowledge of all Government schemes that are available for them.

Kamalakkannan K (Dr.) (2018) in his study “Analysis of Women Entrepreneurs in India” identified various problems in the path of women entrepreneurs in India. Such as short of self confidence, cultural barriers, financial assistance, training program, cost and so on. He also identified the reasons for rise of women entrepreneurs in India. His study suggested that training; advice and consultancy should be made available solely targeting the women entrepreneurs. It also highlighted the need of equal opportunities policies aiming equal access for women to services.

RESEARCH METHODOLOGY

The study is descriptive and qualitative in nature. The study has been focused amongst the women entrepreneurs of Guwahati, Assam. Both primary and secondary data have been used to collect the relevant information. For primary source, questionnaire has been circulated amongst the women entrepreneurs of Guwahati. Convenience sampling technique has been used to collect the data from the women entrepreneurs. Along with primary source, some secondary sources have also been used such as journals, magazine, books, websites etc. The total sample size of the study is 30. The collected data and information have been analyzed on various basis such as challenges faced by the women entrepreneurs, types of entrepreneurs etc. of the respondents. Percentage method has been used for analysis of collected information.

ENTREPRENEURS AND ENTREPRENEURSHIP

An entrepreneur can be defined as a person who promotes, owns and runs a commercial enterprise involving financial risk and market uncertainties. He develops new ideas to suit the changing needs of the consumers, explores new market for his products and makes best use of resources to improve welfare of the society. According to Joseph A. Schumpeter an entrepreneur is “an innovator a dynamic agent of change, or the catalyst who transforms increasingly national and human resources into corresponding production possibilities.” He pointed out that the innovative designs of an entrepreneur may take any of the 5(five) forms:

1. Introduction of a new product
2. Initiating of a new method of production
3. Opening up of a new market for the product
4. Exploring a new source of supply of raw materials, and
5. To carry out the new form of organization.

Entrepreneurs and Entrepreneurship are two related terms and they support each other. Where there is no entrepreneur, there can be no entrepreneurship. Similarly, when there is no entrepreneurial function, we cannot have an entrepreneur. Thus, both the terms are inter-related and are like the two sides of the same coin.

WOMEN ENTREPRENEURS (ASSAM)

Women in our country have always remained a victim of neglect and discrimination and were not allowed to perform their due roles in the economic and social life of the society. Women were confined for a long time, to the limits of their homes, before they started entering into various professions and services. The areas chosen by women are retail trade, restaurants, and hotels, education, cultural, cleaning, insurance, manufacturing and so on. A large number of women have also entered into entrepreneurial ventures. Majority of the women in business have been small time traders, beauty parlor owners and home level manufacturers of pickles, papad and the like. It is time to foster and harness the entrepreneurship of women in a big way. According to the second census of small-scale industries, women entrepreneurs accounted for 7.7 per cent of the total small-scale enterprises in India. Though their share is less than 10 per cent, the heartening feature is that it is steadily increasing. A stage is set for social take-off for women from a low development path to an accelerated pace and is achieving a higher level of self-sustaining economic growth. Women entrepreneurs have to graduate from a state of dependence of subsidies/concessions to that of seizing opportunities as they emerge in an open and competitive modern economy. The entry of women in organized business is a recent phenomenon. In reality, women have been associated with economic activities since ages. Women have all along participated in outdoor occupations, in the fields and on the farms tending on the cattle. The economic participation of women went unacknowledged and their labor almost unremunerated mainly because it was carried out at home. But this taught them the art of entrepreneurship. The activities of women are normally associated with women's requirements, namely, garments, cosmetics and the like. Today, in the field of export business, women are slowly emerging. Women entrepreneurs would also be effective in increasing exports especially of the traditional items. To help them it would be necessary to have design centered to improve their competitive skills in the modern markets of today. As an entrepreneur, a woman faces different problems such as capital, property rights and also the law of inheritance has always been more favorable towards men rather than women. It is in this area, that women require the help of law and society so that they can bloom more than ever.

In Assam, entrepreneurship development was poor at the time of independence. As we know, Assam is full of natural and precious resources, but still, Assam is amongst the industrially backward states of India. In Assam, the handloom sector is almost

handled by women entrepreneurs. According to the 2011 census, in Assam, more than 86 percent of the total women population is residing in rural areas. The contribution of such huge women population in entrepreneurial activities is nearly not visible. This scenario is deteriorating the development of the state and at the same time, it is against the spirit of inclusive growth. However, in recent times, women entrepreneurs in Assam has been increasing and growing. One striking feature of women entrepreneurship in Assam is that such entrepreneurs usually venture into traditional activities like weaving, knitting, embroidery etc. Women entrepreneurs in recent times have diversified their units into tailoring, fashion designing, tutors, and salons while some started producing items like jam, jelly, pickle, papad, spices, etc with modern taste. As a whole, women entrepreneurship in Assam has taken a rise and they are getting bigger each passing day.

ANALYSIS AND INTERPRETATION

Data collected from the respondents are analyzed in tabular form along with the percentage of response. A total of 8 tables have been prepared to analyze the responses as below:

AGE OF THE RESPONDENTS

Table 1: Age of the respondents

AGE	FREQUENCY	PERCENTAGE (%)
Below 25 years	12	40%
26 years-50 years	15	50%
51years - Above	03	10%
Total	30	100%

Source: Primary, July 2022

Table 1 shows the age group of the respondents. Most of the respondents belong to the age group of 26-50 years. While 40% of the respondents are below the age of 26years and only 10% of the entrepreneurs are above the age of 51.

EDUCATIONAL QUALIFICATION

Table 2: Educational qualification

QUALIFICATION	FREQUENCY	PERCENTAGE (%)
10 th standard	00	00
12 th standard	00	00
Undergraduate	09	30%
Post Graduate	18	60%
Any other qualifications	03	10%
Total	30	100%

Source- Primary, July 2022

From the above data, it can be interpreted that out of the 30 respondents, maximum of the respondents have completed their post graduation. 30% of the respondents are under graduates. And 10% respondents have some other qualifications. To sum up, all the respondents are educated and they all are aware about women entrepreneurship and its contribution towards economic growth.

SOURCE OF INSPIRATION

Table 3: Source of inspiration

SOURCE	FREQUENCY	PERCENTAGE (%)
Friends	18	60%
Family	09	30%
Social media	03	10%
Any other sources	00	00
Total	30	100%

Source: Primary, July 2022

In order to find out the source of inspiration of becoming an entrepreneur and starting a business, a question has been incorporated in the questionnaire and its response is shown in the above table: Table 3. It is evident from the table that majority of the respondents i.e. 60% got the inspiration and are influenced by their friends while 30% of the respondents

got inspiration from their families. Social media is also one of the sources of inspiration, 10% of the respondents (women entrepreneurs) claims to have been inspired by social media in setting up their own business.

NUMBER OF WORKERS EMPLOYED BY THE WOMEN ENTREPRENEURS

Table 4: No. of Workers Employed

NO. OF WORKERS EMPLOYED	FREQUENCY	PERCENTAGE (%)
Yes	07	23%
No	23	77%
Total	30	100%

Source: Primary, July 2022

The above table i.e. Table 4 is prepared to find out whether the respondents are contributing any, towards the creation of employment opportunities in the region or not. As seen from the above table, majority of the respondents i.e. 77% have not employed any workers or helpers. This implies that they do not create any employment opportunities. 23% of the respondents have employed people to help them in the smooth running of their business, thus contributing towards the creation of employment opportunities in the region.

MARITAL STATUS

Table 5: Marital status

STATUS	FREQUENCY	PERCENTAGE (%)
Married	06	20%
Single	24	80%
Widow	00	00
Total	30	100%

Source: Primary, July 2022

From the above table, it can be analyzed that majority of the respondents are unmarried women entrepreneurs. And 20% of the respondents are married women who have taken up entrepreneurship as a career.

TYPE OF BUSINESS

Table 6: Type of business

BUSINESS TYPE	FREQUENCY	PERCENTAGE (%)
Trading	06	20%
Manufacturing	06	20%
Service	18	60%
Total	30	100%

Source: Primary, July, 2022

In order to know the women entrepreneurs' response about the type of business set up or run by them, Table 6 has been prepared. The above table shows that, maximum of the women entrepreneurs are indulged in the service sector business like opening of tutorial classes, coaching centers, salons etc. and 20% each in the trading sector and manufacturing sector.

SUPPORT FROM GOVERNMENT

According to the responses received, the respondents stated that they have not received any kind of support from the Government till date, neither financial aid nor vocational training.

PROBLEMS FACED WHILE RUNNING THE BUSINESS

Table 7: Problems Faced

PROBLEMS	FREQUENCY	PERCENTAGE (%)
Management issue	09	15.5%
Lack of education	03	6%
Training	04	7%
Technology	03	6%
Finance	15	27%
Transportation	03	6%
Identification of appropriate buyers	06	11%
Promotion	09	15.5%
Labor	03	6%

Source: Primary, July 2022

able 7 depicts the various problems and challenges faced by the women entrepreneurs of Guwahati. From the above table, it is evident that finance is the main challenge or problem faced by the women entrepreneurs, followed by management issue, lack of promotional activities, so on and so forth.

MONTHLY INCOME FROM THE BUSINESS

Table 8: Monthly income

INCOME	FREQUENCY	PERCENTAGE (%)
Below Rs 10000	21	70%
Rs 10001- Rs 50000	03	10%
Rs 50001- Rs 1 lakh	00	0
More than 1lakh	06	20%
Total	30	100%

Source: Primary, July 2022

Table 7 shows the monthly income earned by the respondents from their business. It can be interpreted that the income of the maximum respondents i.e. the women entrepreneurs through their business is below Rs. 10,000. It signifies that they are an entrepreneur at small level. However, 10% of the respondents claim to earn an income of more than Rs. 10,000 but less than Rs. 50,000. Further, it is evident from the above table that only 10% of the respondents earn more than 1 lakh in a month.

MAJOR FINDINGS

- 50% of the respondents belong to the age group of 26-50 years.
- Majority of the respondents have completed their post graduation.
- As per the data collected, most of the respondents stated that they have been influenced by their friends to start up their business.
- Fewer respondents have been inspired by their family members. It signifies that the women entrepreneurs are not highly boosted by their family in our Indian culture.
- Most of the respondents are unmarried women entrepreneurs.
- Only 23% of the women entrepreneurs have employed people to carry out and run

the business. Thus, women entrepreneurs help in creating employment opportunities at a smaller level.

- Maximum of the women entrepreneurs are engaged in the service sector such as coaching classes, tutors, beauticians etc.
- The unmarried respondents are into fashion designing, interior designing etc.
- It is found that only a few respondents are indulging in trading and manufacturing sector. The main reason behind this is the lack of guidance and capital.
- The respondents stated that they have not received any support from the Government financially.
- Finance is the major challenge faced by the women entrepreneurs.
- Respondents also stated that there are inadequate promotional activities of their business.
- Besides lack of adequate finance and promotional activities, some challenges faced by the women entrepreneurs are management issue, lack of education, technology, transportation, identification of appropriate buyers, labor etc.
- The monthly income of most of the respondents is below Rs. 10,000.

RECOMMENDATIONS

- Women entrepreneurs should be given proper training regarding the management, various promotional activities. So that, they can survive the competitive market.
- Government should take up initiative to encourage, support and motivate entrepreneurship targeting the women specially the homemaker by holding seminars, conferences etc, so that the number of women entrepreneur increases.
- The process of getting loans from the banks should be made easy and smooth for the entrepreneurs.
- For married women, time management and support from family members is of utmost importance, as they have dual responsibilities (business and family). As such, married women should be given full support by their respective family members.
- Gender biasness where the thought of only a male or a man can start or run a business should be changed and we should learn to give more opportunities to the female or woman as well.

One of the findings is that there is lack of finance. Lack of finance for start-ups, smooth running of the business is a common issue. Also, some of the women entrepreneurs could not employ people at their workplace because of lack of finance. Therefore, in order to create employment opportunities, start and run a business without much hassle, funds or schemes may be made available for the entrepreneurs.

CONCLUSION

From the above analysis and findings, it can be seen that the women entrepreneurs of Guwahati faces different challenges while setting up and running their business. The major setback for the women entrepreneur is the lack of finance. As such, it may be suggested that Government should provide finance to the women entrepreneurs who want to set up their own business. Also, ease the system of availing loan from the banks and other sources. This way the number of women entrepreneurs in the region will increase which will further help in creating more employment opportunities, thus contributing to the overall growth of the economy. One of the ways to increase the growth of women entrepreneurs in the region is by imparting vocational training amongst the youth along with holding seminars to enlighten them with the scope of taking up entrepreneurship as a career. It has also been found that the number of married entrepreneur is lesser compared to unmarried entrepreneurs. Not only that, most of the respondents claimed to have been inspired by their friends to take up entrepreneurship as a career. Only 30% of the respondents got inspired by their family members. This can be assumed as women entrepreneurs not getting due support from their family members. Thus, it is high time for the family members to support and boost the morale of the entrepreneurs specially the married women. From the above, we can infer that availability of adequate funds, impartment of vocational training and encouragement from all sectors will help the women entrepreneurs overcome the varying challenges faced by them, thus leading to the development and birth of more entrepreneurs in Guwahati.

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Prospects for Women Rural Entrepreneurs in North-East India: A Case Study

ABSTRACT:

Entrepreneurship is the key word to Innovation, Creativity and Motivation. Entrepreneurship is critical to the economic growth and social development of a country. An entrepreneur encourages capital production and wealth creation in society. In the developing country like India successful small business are the primary engines of job creation and poverty reduction.

The North Eastern Region of India (NER) is unique in terms of growth opportunities because it has the potential to become India's economic powerhouse, with a thriving source of energy, oil, natural gas, coal, and limestone as well as the world's largest perennial water system in the Brahmaputra and its tributaries. The NER's limitless tourism options, distinct performing arts, and diverse food and handicrafts give the ideal environment for its growth trade and commerce hub with India's eastern neighbours, while also encouraging entrepreneurship. It has become decisive aspect of change in the region, empowering individuals to seek new opportunities.

Rural entrepreneurship is not only important as a means of generating employment opportunities in rural areas with low cost and raising the real income of the people but also it contributes to the development of agriculture and urban industries. Rural entrepreneurship can be considered as solution to reduce poverty, migration, economic disparity, unemployment and develops rural areas. Women entrepreneurship is gaining attention and importance in light of the evidence of the importance of new business creation for economic growth and development in NER.

Emerging entrepreneurial scenario demands the need for a qualitative/quantitative study on the involvement women and different contributors towards entrepreneurship development in the north-east region. This research paper will attempt to investigate the

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performance and challenges of Assam's and NER Rural Entrepreneurs and economic relevance of women entrepreneurship.

Keywords: *Entrepreneurship, Economic Development, Opportunities of Women Entrepreneurship and Challenges.*

“India Lives in its Villages”- Mahatma Gandhi.

1. INTRODUCTION:

The majority of the population in India lives in villages. The economic development of our country largely depends on the progress of rural areas and the standard of living of rural masses. Village or rural industries play an important role in the national economy, particularly in the rural development. Rural entrepreneurship is based on stimulating local entrepreneurial talent and the subsequent growth of indigenous enterprises. It recognises opportunity in the rural areas and accelerates a unique blend of resources either inside or outside of agriculture. Rural entrepreneurship brings an economic value to the rural sector by creating new methods of production, new markets, and new products and generates employment opportunities thereby ensuring continuous rural development.

Rural entrepreneur is one of the most important inputs in the economic development of a country and of regions within the country. Rural entrepreneurs are those who carry out entrepreneurial activities by establishing industrial and business units in the rural areas refers to rural entrepreneurship. Rural entrepreneurship can be considered one of the solutions to reduce poverty, migration, economic disparity, unemployment and develop rural areas and backward regions.

According to Khadi and Village Industries Commission (KVIC), “Village industry or rural industry means any industry located in rural areas, the population of which does not exceed 10,000 or such other figure which produces any goods or renders any services with or without the use of power and in which the fixed capital investment per head of an artisan or a worker does not exceed Rs. 1000/- .” The definition of village industry has been recently modified by the Government of India (here in after GOI) so as to enlarge its scope. According to GOI, *“Any industry located in rural areas, village or town with a population of 20,000 and below and an investment of Rs. 3 Crores in plant and machinery is classified as a village industry.”*

In this era the growth of the entrepreneurship especially in rural areas totally depend on the participation of women. Indian women have made themselves free from the

control of male dominated society, where women were treated only as “Luxmi” and keep them in the four walls of the house doing the household everyday jobs like cooking, washing clothes, giving birth to children and fostering them. Women put their footsteps in the corporate world not only as job seekers but also as job givers. Women have finally plunged into the rural business and have become an Entrepreneur. Indian women by becoming entrepreneurs have moved a step ahead from just having a corporate career which gave her financial self-determination and growth to express her abilities. This shift has enabled her to go away from all this and enter into a world where she can build a difference in the corporate world along with creating a nick for herself. Women enter into entrepreneurship due to economic factors which pushed them to be on their own and support them to do something independently. Women prefer to work from their own work or residence, difficulty in getting suitable jobs and desire for social appreciation which motivate them towards self-employment.

2. REVIEW OF LITERATURE:

Rural entrepreneurship is encouraged to reduce pressure on agriculture, curb emigration of rural people, disperse large scale industrialization, reduce investment cost and generate employment in mass scale for skilled and unskilled persons of the community and reduce regional disparity. (Ganesh Bhat and S. Petrin) (1992) in a study observed that to speed up economic development in rural areas, it is important to build up the critical mass of first generation entrepreneurs. Lyson (1995) specified the prospects of small enterprises framework as possible rural development strategy for the economically disadvantaged communities. As risk takers, entrepreneurs bring about new products and services, and indeed, add colours to a society. (Zimmer and Scarborough, 2005) Thomas Henley (2006) that one of the most crucial components of local economic development is now being largely linked to entrepreneurship. It acts as a vehicle to improve the quality of life for individuals, families and communities in order to sustain a healthy economy and environment. (Duarte & Diniz), (2011), It is found that entrepreneurial actions promote economic and social conditions which benefit the individuals as well as the entire village. (Saxena, 2012) Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could stimulate the rural development process. (Sharma Swati, Vyas, and Divya (2011), indicated that various social, economic , political and ecological problems in rural areas in developing countries like India create challenges in employment , decreasing agricultural productions and increasing food shortage. This has resulted a huge impact on the domestic production,

employment etc. To a certain extent, these problems can be solved by developing entrepreneurship in rural India.

3. OBJECTIVE OF THE STUDY:

The following are the objective of the study:

- To know the various types of rural entrepreneurship in North-East India
- To analyze the performance of rural industries
- To know the importance of rural entrepreneurship in North-east India
- To study the profile of women entrepreneurs in India
- To study the difficulties of women rural entrepreneurs in North-east India
- To aware about the schemes of women entrepreneurs in rural areas

4. METHODOLOGY:

The present study is based only on secondary resources. The secondary data were collected from books, journals, internet websites and annual reports of government.

5. VARIOUS TYPES OF RURAL ENTREPRENEURSHIP:

Rural/ Village industry can be classified into following categories:

- a. Agro based enterprises: This category includes direct sale or processing of agro products such as jiggery, sugar industries, oil processing from oil seeds, dairy products, fruit juice, spices etc.
- b. Forest based enterprises: These industries include wood products, coir industries, beedi industries, beedi making, honey making, bamboo products, etc.
- c. Mineral based industry: These include stone crushing, cement industries wall coating powders.
- d. Textile industry: These include weaving, colouring, spinning and bleaching.
- e. Handicrafts: These include making of wooden or bamboo handicrafts that are local to that area, traditional decorative products, toys and other forms of handicrafts typical to the region.
- f. Engineering and services: These include agricultural equipments, tractors and pump sets repairs etc.

6. PERFORMANCE OF VILLAGE AND RURAL INDUSTRIES:

The performance of the rural and village industries in respect of production, sales and employment is shown in the table below:

Table 1: Performance of Village or Rural Industries:

Year	Production (Crore)	Sales (Crore)	Employment (In Lakh)
2017-18	46454.75	56672.22	135.71
2018-19	56167.04	71076.96	142.03
2019-20	65343.07	84664.28	147.76
2020-21	70330.66	92213.65	154.09
2021-22 (up to 31-12-2021)	60694.43	81375.16	159.10
2021-22 (Project up to 31-03-2022)	83315.41	108446.21	161.47

Source: Compiled from MSME Annual Reports.

The above table reveals the performance of village or rural industries in respect of productions sale and employment in India from 2017-18 to 2021-22. The village industry production was worth 46454.75Crore in 2017-18 which increased to 83315.41 crore in 2021-22. The total cumulative employment in the village industry increased from 135.71 lakh persons in 2017-18 to 161.47 lakh persons in 2021-22.

7. SIGNIFICANCE OF RURAL ENTREPRENEURSHIP:

The importance of rural entrepreneurship is briefly highlighted as follows:

Provides employment opportunities: Rural entrepreneurship is labour intensive and creates a large scale employment opportunities for the rural people. Rural entrepreneurship provides a clear solution to the growing problem of large scale unemployment in rural India.

- Check on migration of rural population: Rural entrepreneurship will bring in or develop infrastructural facilities like roads, power, bridges, etc. It reduces the gaps and disparities in income between rural and urban areas. Rural entrepreneurship can avoid migration of people from rural to urban areas in search of jobs.
- Balanced regional development: Rural entrepreneurship controls the concentration of industry in urban areas and thereby promotes balanced regional development in the economy.

- c. Promotion of Artistic Activities: Rural industries also helps protect and promote the art and handicrafts i.e. the age old rich heritage of the country.
- d. Check on social evils: The growth of rural entrepreneurship reduces the social evils like poverty, social tensions, atmospheric pollution, the growth of slums and ignorance of inhabitants etc.
- e. Awaken the rural youth: Rural entrepreneurship encourages young and promising entrepreneurs to develop and carry out entrepreneurial activities in the rural sector.
- f. Improve standard of living: Rural entrepreneurship increases the literacy rate of rural people, their education and self-employment. It will prosper community thus improving their standard of living.
- g. Proper utilization of local resources: Rural industries help in the maximum utilization of local resources like raw materials and labour for productive purposes and thus increase productivity. Efficient and effective use of limited resources by the entrepreneurs leads to overall economic development of an area.
- h. Earnings of Foreign exchange: Rural entrepreneurship plays significant role in increasing the foreign exchange earning of the country through export of their produce.
- i. Improvement in per capita income: Rural entrepreneurship generates more output, employment and wealth by exploiting new opportunities thereby helping to improve the per capita income of rural people.
- j. Produces goods of consumer's choice: Rural industries include cottage and village industries produce goods of individual's consumer's taste and performance, jewellery, sarees artistic products are produced to cater to the needs of different consumer according to their taste preferences and design.

8. STATUS OF WOMEN ENTREPRENEURSHIP IN INDIA:

The perception of society is changing towards women. Also, because of government and international pressure women start to take part in economic growth. The sixth economic census, released by ministry of statistics and program implementation, presents a worrisome picture of the status of women entrepreneurs in the country.

- The survey shows that women comprise only 13.76% of the total entrepreneurs, i.e., 8.05 million out of the 58.5 million entrepreneurs.
- Total business owned by females provides employment to 13.45 million people.
- Out of these entrepreneurs, 2.76 million women (34.3% of the total entrepreneurs) work in agriculture sector whereas 5.29 million females (65.7% of the total entrepreneurs) work in non-agricultural sectors.
- In the agriculture, livestock ahead (with a share of 31.6 %) among all other farming activities. Among the non-agricultural activities owned by female entrepreneurs, manufacturing and retail trade are dominant ones with 29.8% and 17.8% respectively.
- Out of the total establishments under women entrepreneurs, percentage share of various social and religious groups OBC: 40.60%, SC: 12.18%, ST: 6.97% and others (40.25%); Hindus: 65.6%, Muslim: 12.84% and Christian: 5.2%.
- Average employment per establishment for women owned establishments is 1.67%.

DATA OF WOMEN IN BUSINESS:

Women business owners in the world:

- 252 million women entrepreneurs
- Represent 1/3 of entrepreneurs
- Highest Women entrepreneurs in World are from: Angola, Saudi Arabia, Oman and Kuwait

Women entrepreneurs in the India:

- 15.7 million women entrepreneurs in the India
- 20% of MSME are women owned
- 69% are solo entrepreneurs
- Total employment generation by women entrepreneurs is 27 million

Popular business owned by women entrepreneurs are:

- Home decor

- Food
- Fitness
- Clothing
- Beauty Cosmetic Online Tuitions
- Art

Table 2: Data of MSME

Micro	20.44%
Small	5.26%
Medium	2.67%

Table 3: Status of Women Employment in India: 2011-12 to 2018-19:

Status of employment	2011-12	2018-19
Self Employed	55.6%	52.9%
Own Worker	19.6%	22.2%
Helper	13.4%	30.8%
Casual labour	30.3%	24.2%
Total	100	100

Source: Computed from NSS PLES Unit Level Data 2018-19

Table 4: Women Owned Establishment during 5th and 6th Economic Census:

Establishment	5 th Economic Census	6 th Economic Census
Total Entrepreneurship (in million)	37.34%	52.29%
Women Owned	3.54%	8.05%
Women Rural	74.1%	65.12%
Women Urban	25.9%	34.88%

(Source: Calculated from 5th and 6th Economic Census)

9. PROBLEMS OF WOMEN RURAL ENTREPRENEURSHIP:

Developing entrepreneurship especially rural entrepreneurship or women rural entrepreneurship is not so easy. It is constrained by several problems. Some of the problems faced by rural entrepreneurs as follows:

- a. Lack of Finance: Finance is the blood of the business. Most of the rural entrepreneurs are mainly struggling to raise the finance for their business. Non-availability of adequate collateral security often mars the chances of rural youth in obtain adequate funds in the time to set up their own venture. Due to this, the entrepreneurs are forced to take credit from village money lenders charge exorbitant rates of interest.
- b. Lack of knowledge: There is a distinct lack of adequate knowledge of entrepreneurial opportunities among the rural youth. The educated and trained youths mostly leave in search of jobs.
- c. Lack of technical knowledge: Due to faulty education system rural youth lack managerial professional, technical knowledge which is an impediment in developing the spirit of enterprise; consequently not many people come forward to establish entrepreneurial employment units.
- d. Male Dominated Society: In our constitution there are equal rights for men and women but in real sense equality does not exist in rural areas. Women are being neglected in all spheres of life. Women are not treated equivalent to men. As far as rural areas are concerned, people have a set outlook that women are only for household work. Their entry to business requests the approval of the head of the family. Entrepreneurship has traditionally been seen as a male conserve and male conquered. All these put a smash in the growth of women entrepreneurs. Thus male entrepreneurs become obstacle in the success of women entrepreneurs.
- e. Social Barriers: The traditions and customs are common in Indian societies towards women. Sometimes stand as a hurdle before them to develop and make money. Religions and castes dominate with one another and hamper women entrepreneurs too. In rural areas, they face more social barriers as they are always seen with doubtful eyes.
- f. Absence of enterprising skills: Most of the rural people in India lack risk bearing ability. Reluctant to involve oneself in business inclination towards wage employment, lack of creative thinking are five reasons which have restricted the growth of self employment in rural area.
- g. Lack of infrastructural facilities: Rural areas are characterized by poor infrastructural facilities viz. Roads, water, market, electricity, street light, road-transport, storage and communication etc. which hamper the smooth movement of various industrial activities.

- h. Adverse Socio-cultural and Industrial Environment: A social evil, caste system, religious superstition particularly in the country side proves as hindrance. Lack of skill and expertise in labours their tendency to migrate to cities and consumer's habit to buy goods produced by big companies create problems for entrepreneurs.
- i. Lack of Market and poor communication: The absence of effective communication and access of information among rural entrepreneurs makes difficult to understand market trends and policies of government.
- j. Non availability of skilled labours: In rural areas skilled labours is difficult to find by rural entrepreneurs.
- k. Quality of Products: Rural entrepreneurs cannot produce quality products due to poor quality of raw materials and lack of standardized tools and equipments.
- l. Investment Fear: Rural entrepreneurs have low risk bearing ability due to lack of financial resources and external support.
- m. Competition: Rural entrepreneurs are facing tough competition from urban entrepreneurs and large organisations. They cannot compete with the urban entrepreneurs due to branding of products.
- n. Middlemen: Rural entrepreneurs are dependent on middle men for marketing of products.
- o. Lack of motivation: Women entrepreneurs feel less confident and motivation for administration of enterprise due to lack of family support.
- p. Legal formalities: Legal formalities to run an enterprise restrain a women entrepreneur to start an enterprise. Procedural delays, licence, electricity, water, and site allotment are some of the issues which are restraining the women entrepreneurs.

10. VARIOUS SCHEMES TO PROMOTE RURAL ENTREPRENEURS IN NORTH-EAST INDIA ARE:

- Entrepreneurship Development Institution Scheme
- Rajiv Gandhi Udyami Mitra Yojana (RGUMY)
- Stree Shakti Package
- Mahila Udyam Nidhi scheme
- Self-help Group

- Bandan Bank scheme
- Mudra Yojana Scheme
- Provision of Urban Amenities to Rural Areas (PURA)
- Khadi Karigar Janashree Bima Yojana for Khadi Artisans
- National Program for Rural Industrialization(NPRI)
- Prime Minister Employment Generation Programme(PMEGP)
- Rejuvenation Modernisation & Technology Upgradation of Coir Industry(REMOT)
- Deendayal Antyodaya Yojana NRLM
- Product Development Design Intervention & Packaging (PRODIP)
- Marketing Assistance Scheme

11. SUGGESTIONS:

In the light of the above problems, the following suggestions can be put forth to develop the rural enterprises:

- Separate financial assistance for women rural entrepreneurs should be provided by the government.
- Timely financial assistance should be provided by banking institutions.
- Special training programs needs to be provided for women rural entrepreneurs.
- Rural youth needs to be motivated for entrepreneurship.
- Modernize technology is to be provided to women rural entrepreneurs so that quality of products can be maintained.
- An infrastructural facility is to be provided to women rural entrepreneurs.
- Market support is to be provided to women rural entrepreneurs.

12. CONCLUSION:

Rural women are not aware and literate as to handle all the legal and other formalities involving in loan taking and establishing an Industrial Unit. They also lack confidence in their ability to run the entrepreneurship. They need capacity building and training in

functional areas such as finance, literacy skills, marketing, production and managerial skills. The only urgent need is to create a favourable atmosphere to increase self employment for women and over all developments of the country. Rural entrepreneurship is important not only as a means of generating employment opportunities in the rural areas with low capital cost and raising the real income of the people, but also its contribution to the development of agriculture and urban industries. Without rural industrialization, it would not be easy to solve the problem of unemployment in rural areas.

Rural entrepreneurship can be considered one of the solutions to reduce poverty, migration, economic disparity, unemployment and develop rural areas and backward regions.

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“ The Mising Women and Empowerment”

ABSTRACT

Mising women are very hardworking in their life. The Misings people are mainly dependent on agriculture. The Mising Women are engaged in agriculture on an equal basis with men. Now a days, with the change of time, women along with men are also coming forward in social work or employment. It is discussed in the paper that most of the Scheduled Tribes Mising people are living in below the poverty line, Illiteracy, economic backwardness and unemployment. The government of India with Assam has adopted various development plans and programmes, which are particularly meant for the welfare of the women and the weaker section. In this paper intends to discuss empowerment of the Mising women in Assam through socio-economic development, participation in administration, political representation etc. The word ‘empowerment’ is widely used in the field of development. It is a process that people most often begin to develop their awareness and the ability to organise to take active part to bring about change. Empowerment as freedom of choice and action refers to the process transforming the choices into growth and development through their own Lives. Women empowerment is an important matter in the field of development. Women are played significant role in the society as they are all in all and always deal with person to person contact. They are worked for society and the people. The Mising women are hard working. The Mising women are hard working. Women are actively participating in various economic activities for development of the Mising community.

Key words: Culture, Economics, Empowerment, Mising women.

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INTRODUCTION.

The empowerment is one of the significant study matter of the socio-economic life of the Mising community. The total literacy rate of Mising women is too much low and economic status is very poor. The change and progress of a society is achieved only through the positive role played by both the men and women of the society concerned. The overall development of a society can only be achieved through well-planned and practical action taken jointly by women and men. It has been necessary to have social, cultural, educational, economics, political awareness and consciousness in order to achieve the development and progress of society. Empowerment relates with a psycho-social term focus on emancipation and liberation of people in different aspects of life which aims to progresses the weaker sections of the society for women treat on an equal plane with others. Empowerment make to enable them to accomplish goals and improve life for all. The women are a great force to do anything at the present. There is nothing that women cannot do at the present time. Mising women contribute more to the development of the socio-culture and economics aspects of the life. In recent times, it is considered essential to acquire political power and authority in order to achieve the development of society. In this paper tries to analysis the Mising women, their socio-political status in society, empowerment, economic empowerment, political empowerment etc. It is the most notable that the Mising women empowerment would have contributed to development and progress to the Mising community.

OBJECTIVES OF THE STUDY:

The objectives of the study are-

- To describe about Mising women of the North East India.
- To explore economic status and economic backwardness reasons of Mising Community.
- To find out economic empowerment and suitable ways of the Mising women.

METHODOLOGY:

Primary sources:

The primary data are collected from the respondents of the study area where the Mising community is more influential in Assam special Jorhat and Golaghat.

Secondary sources:

The secondary sources will be included books, related articles, journals, magazines, newspapers and government publications.

NATURE OF THE STUDY:

The nature of the study is exploratory and analytical.

THE STUDY AREA:

The area of the study is Jorhat and Golaghat district of Assam where the Mising community is more influential. Those areas are mainly backwards and poor communication. The Jorhat and Golaghat district are situated in upper parts of the Assam.

SIGNIFICANCE OF THE STUDY:

The Mising women are lagging behind in the society. Economically the Mising people are very poor. Women are played important role in the development process. Empowerment enables a good leadership, aware the fullest potential worker. World Economic Forum defines women empowerment focus with economic participation, economic opportunity, political participation, educational attainment and health and well-being. It has increased participation in decision-making, better social status in family and community, increased political power and increased self-esteem. One of the most popular strategies to empower women in the present development community is by granting them microcredit loans. Changes are noticed in their life and socio-economic practices even in rural areas, which are affecting the core of their economy. It helps to understand the economic status of Misings and changes in the modern world order at present time. This study discuss on economic empowerment, land alienation, socio-economic development etc. which would also help explore the current changes and possible empowerment activities and opportunities of Misings women in Assam. The greatest economic problem of Misings is the inadequate protection of their land, settlement areas, backwardness and low educational status. Therefore, it is the most important to study the empowerment of Mising women to develop and progress of the community through the economical task and activities.

THE MISING WOMEN:

The Women always play an important role in the diverse society of India. In the Vedic period, women were given equal status with men. On the other hand, the status of women

gradually declined from the post-Vedic period. With the development of Buddhism, the status of women improved, but in the middle ages, women were not treated equally in social activities and were deprived of education. The patriarchal society of India also deprived women of political rights, economic and social freedoms due to the stereotypes of Porda syatem, satidah, child marriage, stop widow remarriage, killing of girl child etc. In the nineteenth century, during the British rule, many social reformers and feminist thinkers initiated the women's movement in India and educated women with modern education. This is because the status of Indian women was very low during the arrival of the British. The literacy rate of women was negligible. Women's dignity was undermined due to stereotypes, social superstitions, religious prejudices, folk beliefs and patriarchal traditions. The British made efforts to rescue Indian women from the detestable condition. This effort of the British is considered to be the reform of the Indian social system and the beginning of the women's movement in India.¹ However, historical studies show that although Mising women were not educated, but they did not face the problems of the society such as veil practice (porda Protha), satidah, widow marriage ban, killing girl child etc.

The North East India, particularly Assam there are various ethnic groups which have distinct characteristics of ethnic identity. The Assam is covered by colourful ethnic culture and language. The Mising Tribe is a second largest tribe's population of Assam. There are living on bank of the river mainly the Subansiri and the Brahmaputra. The Mising Tribe who love to live near the river side areas, their have very much rich in their own language and culture. Originally they travelled from the North East China, the Tibet at the Manasa Sarobar. They are one of the colourful mongoloid tribes of the North East India specially in Assam and Arunachal Pradesh. They have been living in the North East India particularly in plan areas of Assam since eleventh centuries ago.

The life history of Mising women is very complex and colorful. The Misings give women the right to live on the same level as men with full dignity. It is important to note that the Sun is mother as believes by the Mising people and the responsibility of mothers is greater in society and family as the Sun always shines with us as a mother.² Women have more authority and responsibility in Mising society. Women perform equal duties with men, rising from household chores to forest work in the fields. The Misings are a patriarchal society but women consider as the both side of a coin of society. Women participate more in domestic productive activities. In terms of work culture in Mising society, there

1 Nirmali Pegu Doley, Bharatbarsa totha uttar-purbanchalot naribadee andulonr itisah aru prohar, pp-154

2 Nohendra Padun, "Mising Sangskriti", - Mising Sangkritir Alekhaya-1972, PP18-19

are differences between men and women in terms of physical structure and division of labour, dress and manners according to ability. Nowadays, women are gradually gaining more rights and becoming self-reliant in education along with men. There is also an increasing trend of women participating in jobs, business, financial income, involvement in organizations and in politics sphere.

In the Mising society, women play a greater role in household chores. There is lot of works in daily activities of every Mising women. The women are responsible for most of the household chores and performs about 95 percent of household chores. Mising women are brave and physically active. As soon as she gets out of bed in the morning, the first task of the day is to clean the fireplace and light fire station. She carries water from the river bank with three buckets on her waist, head and hands. On the other hand, as soon as the water is carried, the Mising women clean the outside of the Changhar and then unload the seeds and paddy on their feet. They are used to thresh the paddy in a ripe manner or to work with a coconut shell on the banks of the river. However, the head of the household is led by the other women as soon as she leaves the bedroom, women are responsible for feeding ducks, chickens, pigs, etc. They also prepare food for the ploughmen, farmers and children of the household and go to the fields. They also sometimes look after cows, goats, buffalo etc. during the day. Women provide firewood for cooking at home. When they return from the fields, they carry wood or rice or straw on their heads, carry babies on their backs and doing yarn in their hands. Women thresh the rice with their feet or thresh the rice in their oral, wash the dishes and put their hands in the rice bowl.

Mising women play a significant role in agricultural fields. Agriculture is the main occupation of the Mising society. When the Mising people were scattered in the mountains, hunting was the main form of agriculture. In such places, the soil had low fertility and after one crop, the land became unsuitable for agriculture. So they had to go out again in search of new land and cleared the forests on the slopes of the mountains and plowed the land. In the mountainous areas, such cultivation was very difficult. In the Mising society, Jhum cultivation was practiced in the mountains in the past time.³ They also planted seeds of potatoes, spinach, ginger and pepper, cotton, and wheat in the newly cultivated land. Women contribute more labor than men in such field work as they do the sowing and planting. Later, with the descent to the plains, there were some changes in agricultural practices. The plain climate is characterized by abundant production of

3 Pronab Pathori, "Mising Samajr Jiban aru Jibikat Mohilar Mulyangkn", Misings through Mising Eyes Vol.15 pp-77

paddy namely Ahudhan, Halidhan and Baodhan. The Mising women have been playing role in the agricultural fields in the plains of paddy or Hali and Bao cultivation. The Mising women have been skilled in all the works in the fields such as ploughing, picking seeds, dumping field waste, cutting paddy, carrying forests and harvesting paddy. After doing all the work in the fields, the Mising women go into the forests on their way home and collect firewood and various green vegetables from the forests for cooking and prepare the evening meal. Every family in the Mising society likes to live a self-reliant life. The Mising women work hard in the agricultural fields to earn a self-reliant livelihood. Instead, the Mising people had the opportunity to become better acquainted with the advanced modern agricultural system. Now the Mising society has continued to cultivate Ahu, Hali, Bao, and Boro in paddy. In all vegetables like brinjal, cauliflower, spinach, peas, lady's finger, horseradish, pumpkin, onion, spring onion, chilly, radish are cultivated now as commercial purpose. The Mising women have set an example of a busy life by raising a flock of ducks, chickens and pigs with facing more difficulty by performing all the field works besides household chores. Such pork meat is very popular in the Mising society. When a relative comes to the family as a guest, he or she can serve the guest with chicken or domestic pork without any difficulty.

The social position of women is another important matter in the Mising society. The women play significant role in social welfare work of the society. Humans are socially beloved creatures. The Mising women have equal right in society since ancient times. The Mising society is patriarchal society. Although all the major responsibilities of the society and major decisions are usually performed by the male. The women have played a heavy role in social welfare work like men.⁴ The welfare works in Mising society usually include construction of Murang Okum, construction of village roads, construction of bridges over rivers or streams to cross rivers, cultivation of fields by households in case of natural disasters. If it cannot be completed due to difficulties, it is usually a tradition in the Mising community to help with such works by an organization formed by young people called 'Mímbir Yame'. To solve such tasks, unmarried young men and women from every family are forced to go out to work. It is worth mentioning that the Mimbir-Yame organization of the Mising community has made an effort to rescue a family in danger without any remuneration. In exchange for labour, it is sufficient for the willing family to feed them with apong and fish or chicken. If the distressed family cannot afford to feed them as soon as they complete the work. Mising women prepare food including

4 Pronab Pathori, "Mising Samajr Jiban aru Jibikat Mohilar Mulyangkñ", Misings through Mising Eyes Vol.15 pp-79

lifting water especially when demolishing an old house or entering a new house, festivals, religious functions, collect vegetables, leafs from the forest (oiying oge), preparing food, preparing apong, distributing and supplying water during religious functions or festivals. These work is done by women. They are also seen doing all these things on big festivals. The Mising women especially young women work for society to understand their social responsibility and work equally with men for the development of the society. In the Mising women's society help themselves to lead a self-sufficient life through such activities from childhood. In many cases, widows who become widows prematurely after marriage can support their lives and children without any difficulties.⁵

The Mising women are also played significant role in the cultural field and preservation of socio-cultural status. Culture is the mirror of a nation. It is through the study of culture that the past and true nature of a nation can be determined. The Mising women have made an unprecedented contribution to the survival of their own cultural traditions among the women of various ethnic groups in Assam. Until the last fifty decades, the literacy rate of women in the Mising society was very low. After independence of India, there was a slight improvement in the education of women in the Mising society. It also worth mentions that the women have made a significant contribution to cultural preservation in the Mising society. There is a lot of empowerment of Mising women through cultural preservation. Culture is a complex form that includes knowledge, beliefs, norms, practices, other abilities and habits acquired by people as members of society. As people settled in societies, social activities, ways of life, beliefs, folklore, etc. were traditionally created and these were considered to be the culture of that human group. Mising culture previously retained the traditional forms of Mongolian culture. However, new cultures have also emerged by mixing with the Aryan, Mongolian, Austrian and other cultural groups that have lived in the plains of Assam for many years. Culture is as variable as a river. However, true culture is a culture that has its own traditions despite its changes. Mising women are the carriers of the culture of the society. As Mising women are directly involved in the social, economic and cultural aspects of the society, they have been working for the development of the society and the nation. The role of Mising women is also seen in the Mising mythological Ahbangs, Kabans, creation descriptions, etc.⁶

The Mising society is rich in culture. The Mising women are the shield of the culture of the Mising society. The Mising women have been trying to keep the own culture alive

5 Ibid-

6 Pobitra Kumar Pegu, "Mising Sangkriti Sangrakyanr Khetrat Mising Narir Bhumika" Mising Samaj-Sangkriti Rengoni pp-132

through the development of their dress. Mising women wear entirely national costumes during auspicious occasions. In addition, Mising women have actively participated in the traditional festivals and dance performances and also contributed to the preservation of Mising culture with distinct identity. Mising women play a major role in the field of culture. The Mising women can be made to incomparable in the beauty and skill of weaving clothes.

The Mising women have played a significant role to alive the Mising language. Children first acquire a thorough knowledge of Mising words from their mothers' mouths. It is natural for the mother tongue to influence the child as the mother should spend more time with her child. Mother is the first and primary teacher of every child. Mising women also play an important role in the promotion and practice of Mising folk songs.⁷ From the time the child learns to speak, Mising mothers carry their children on their backs and her fornt and perform songs while they are busy with household chores. Those songs are well ingrained in the tender minds of children. Children aged nine to ten years enjoy singing and repeating the phrases of Mising folk songs while playing. These come into the mouth of the child under the influence of the mother of the household.

As the Mising women have been playing a great importance role in preserving their own culture. An educated woman thinks about the scientific development of society and culture. A woman who has studied at college or university level must also weave, practice Mising language, practice Mising songs and farming. Therefore, it is necessary to empower the Mising nation as a major nation in the world in the social, economic, cultural and political spheres by empowering themselves in small scale industries or agricultural farms.

The widow remarriage was prevented in Hindu society in before 19th century. But the widow remarriage system has been prevailed in Mising society since ancient time and the widow remarriage system has been running at present. It was allowed to remarriage the widow in society. It is an another important of women issues present day time.

EMPOWERMENT:

Empowerment cites to a range of activities from individual self-assertion to collective resistance, protest and mobilization. It begins act to change existing power relationships for individuals and groups where class, caste, ethnicity and gender determine their access to resources and power. Therefore, empowerment is a process aimed at changing the

7 Pobitra Kumar Pegu, "Mising Sangkriti Sangrakyannr Khetrat Mising Narir Bhumika" Mising Samaj-Sangkriti Rengoni pp-133

nature and direction of systemic forces that marginalize women and other disadvantage group.⁸ Empowerment concerns the goal of ensuring the opportunities to live better lives in dignity and security. Empowerment process to achieve poverty eradication, social integration and full employment, economic engagement, self-confidence and means to achieve sustainable development. In contemporary time, Empowerment is expanding to social development groups such as poor people, youth, older persons, persons with disabilities, Indigenous Peoples, women and marginalized people.⁹ According to Donald Horowitz “Empowerment means that people, individuals have a voice in making decisions for themselves and for society.” According to Ursula Khalkho “For me empowering means people socially integrated and have economic, social and political power irrespective of their life situation, economic conditions and physical disabilities.”¹⁰

Empowerment is a process to raise awareness, taking action and working in order to exercise greater control. It essentially refers to a feeling of awareness of enable women to gain higher self-esteem and facilitate their role as decision makers in society with to increase the spiritual, political, social, economic strength of individuals and communities’ development.¹¹

Women’s empowerment means process of empowering women in the field of right to have and to determine choices, sense of self-worth, right to have access to opportunities and resources, right to have the power to control their own lives both within and outside the home, and their ability to influence of social change to create a more just social and economic order.¹² Missing women are central pillars in the family and they are responsible for meals and cooking entire family’s diet and nutrition quality. They also assesse more financial resources to food than men would and to alleviate hunger in the world and promote overall well-being.

ECONOMIC EMPOWERMENT:

Economic empowerment conducts women in controlling and getting benefit from resources, assets and incomes. It refers to women’s ability to make strategic life choices and the world, Nations, business. It enhances the quality and the quantity of human

8 Srilatha Batliwala, “The Meaning of Women’s Empowerment: New Concepts from Action” in Population Policies Revisited, Sen, Chen, Germain, Harvard University Press, 1994.

9 Empower: what does it means to you, United Nation Social Development Network

10 Ibid

11 Afsana A. Sama, Women Empowerment: Issues and Challenges, The International Journal of Indian Psychology ISSN 2348-5396 (e) | ISSN: 2349-3429 (p) Volume 4, Issue 3, No. 103 pp-150

12 WOMEN EMPOWERMENT, Women Empowerment for Inclusive Businesses Learnings from Ecosystem Projects and Partnerships

resources available for development. Economic empowerment of women deals with women's ability to participate equally in economic activity, to access and control over productive resources, access to decent work, control over own lives and bodies; and increase voice, agency and meaningful participation in economic decision-making at all levels from the household to international institutions for economic growth. It ensures participation in decision making within a household, drive to participate in politics.¹³

Economic empowerment is one of great important issues of women empowerment in Mising community. Mising women are very hardworking and engaged in agriculture on an equal basis with men. Nowadays, women are also coming forward in social work or employment and other development activities. There is still a lack of suitable leaders and a lack of established self-reliant Mising women in society. India has launched the 'National Rural Livelihood Mission' in June 2011 for focused on promoting self-employment and the organization of rural poor, to empower the economic and social conditions of the poor people living in the villages in campaign of the Rural Development in India¹⁴. To achieve this objective, a well-planned multi-faceted program has been undertaken under the Aajivika Abhiyan. These include, mainly, formation of women self-help groups by bringing together poor village families, strengthening and efficient women self-help groups formed under other previous projects, improving the management quality of self-help groups through formation of self-help federations at various levels, universal financial inclusion, village youth provide necessary training for self-employment of young women, and pave the way for wage based employment through vocational training etc. Assam State Rural Livelihood Mission Committee (ASRLM) was formed to implement this mission in Assam. The Government of India launched another scheme called 'Mahila Kisa Sashaktikara Pariyojaa' which the main objective are to empower the role of women in agriculture and increase the involvement of women in agriculture through systematic investment and thereby increase productive activities.

Self-help groups have become an awakening across the country and women in Assam are not lagging behind. Self-help groups have contributed to economic empowerment of women as well as personal development. Women's participation in grassroots development activities has also increased day by day. Their decision-making power and self-confidence, their participation in government development schemes etc. has increased and it has led to the success rate of development schemes. Being the only self-help group run by

¹³ Mahbub, Gender and Politics in Bangladesh, "Women Empowerment, Definition, theory, process, practice and importance- An analysis", 2021, pp-5

¹⁴ https://en.m.wikipedia.org/wiki/National_Rural_Livelihood_Mission,

women, women have benefited here. Besides being a member of self-help groups, he is also a member of Krishi Sakhi, Jeevika Sakhi etc. have the opportunity to work as.

At present, cattle rearing, pig rearing, goat rearing, laying hen rearing, broiler rearing, duck rearing and fish rearing are playing an important role in the rural economy and growth economic empowerment. However, the demand for milk, meat and eggs for low productive breeds of cattle, pigs and poultry in the state has not been met. Therefore, improved breeds of cows, pigs or poultry should be raised to increase production. Also, veterinary officers, veterinarians, field assistance should be sought.

The main ways in which our women can become self-reliant or empowerment through animal husbandry for livelihood are discussed below. Entrepreneurial women can become self-reliant by setting up small scale industries at home through animal husbandry and poultry farming.

Broiler Rearing :

Broiler chicken farming is popular in the state and a large number of livestock farmers, educated unemployed youth, housewives and members of self-help groups are becoming self-employed. Broilers are a high quality chicken with very fast growth ability. With proper calf selection, good feed and rearing, it can weigh 1.5 to 2.25 kg or more at 7-8 weeks of age. In addition to building houses with locally available materials, capital expenditure has been reduced due to the use of bamboo feeders. This is a positive aspect of broiler farming. Advantages of broiler chicken farming – 1. Profitable meat production is achieved by rearing for 7-8 weeks from birth. 2. They get a portion of the cost back in just 8 weeks. 3. Broiler farms can be opened in less space (1 sq. ft. per = chicken). 4. The They require less care than other chickens. 5. The mortality rate is low. 6. There is a high demand and profit in the current market. 7. It can be easily followed by all classes of people. 8. Broiler chicken is tender, cooks in a short time and is easily digested. Traditional methods of poultry farming:

Native breeds of chickens produce only 90-100 eggs per annum. However, to get higher yield, improved breeds of chickens should be reared on scientific basis. The market value of indigenous chickens is higher as they are less productive in open rearing in our State. Such breeds require some time to grow up. However, this breed is excellent for the health of both meat and eggs. The price of meat and eggs of this breed is higher than that of other chickens. It can be done at very low cost. However, although indigenous breeds of chickens are unproductive, many people are focusing on rearing indigenous chickens on

a commercial basis due to their market demand and easy rearing properties. There are fewer diseases in native chickens. Women can raise such chickens most easily and in large quantities in traditional methods.

Duck Rearing :

The climate and environment of Assam is said to be suitable for duck rearing. Our local breeds of duck are not very productive. However, ducks can be raised at very low cost. Duck farming is very profitable. Currently, Assam is focusing on breeding improved breeds of ducks like 'Khaki Campbell' ducks. Currently, progressive livestock farmers are importing Khaki Campbell, Indian, Runner and Sarah Chambeli breeds of ducks. Other breeds of ducks include Nageshwari, Rajhaan, Chinese Duck, Native Duck of Assam etc. The main advantage of duck farming is that it can be reared at low cost. It is profitable. Duck diseases are very rare. Duck farming is very convenient in Assam. The environment for duck farming in Assam is very suitable.

Pig Farming:

Earlier, pig farming was mainly confined to tribal folklore but now people of all walks of life are coming forward to raise pigs. This is because scientific pig farming is a profitable practice. Therefore, it is time for the pig farmers of the state to ignore the commercial aspect in the name of preserving the tradition and abandon the mentality of raising pigs only for the sake of breeding and come forward for commercial pig farming in a fully scientific manner.

Pig rearing facilities: a) Pigs have the ability to give birth to more calves. A pig gives birth to 10 to 15 calves at a time. Pigs lay two or three times a year. b) Pigs have higher growth potential. Pigs have a very high growth potential. A pig can gain up to 1 kg of body weight by eating about 3.5 to 4 kg of feed. c) The pig can produce 80 to 110 kg of meat with a body weight. d) The Pigs can be reared by feeding waste and indigenous feed as pig feed. Therefore, the amount of profit is higher. e) They can also cook unnecessary items and field spinach, vegetables etc. and prepare them as food.¹⁵

There are various breeds of pigs but the breeds of pigs suitable for the environment of Assam are — local breeds and currently Hampshire, Large White, Yorkshire, Ghungroo, Chedelbok, Landrace, Duke etc. can be reared.

Now a days, the biggest challenge in pig farming in recent times is African Swine Fever.

¹⁵ Ibid

The disease has caused an abnormally large number of pigs to die. No vaccine or vaccine has been discovered for this disease. However, biosecurity measures can be followed safely. African Swine Fever has killed thousands of pigs in the last two or three years, causing significant losses to the rural economy and pig farmers.

Biosecurity measures in pig farming are— i) Pig rearing in confinement. ii) The carcasses of dead pigs should be dug at least 5 to 7 feet deep and buried with lime or salt. iii) Dead pigs should never be dumped in open places, rivers, lakes, canals etc. iv) The Pig farmers will keep their pig farms clean. v) Ensure biosecurity of pig farms. Sanitize the farms every day or two on the day of the epidemic with a mixture of three to four teaspoons of bleaching powder and three teaspoons of salt in one liter of water. 100 ml. Sodium hypochlorite (NaClO) can be sanitized by making a mixture of 10 liters of water. Otherwise, it can wash and sanitize the farms by making a mixture of ordinary laundry detergent powder to destroy the virus. vi) In case of abnormal death of pigs, do not bring new pigs into the farms from other places and do not take any pigs out of your own farm and send them elsewhere. vii) Under no circumstances should new persons be allowed to enter the pig farm. Veterinarians or people working on farms are also well hands-on. viii) The case of pigs raised in an unorganized manner far from the habitat is mentioned follow the rules. Pigs released in the villages will be confined in cages and sanitized as mentioned above. ix) During epidemics, public awareness or biosecurity issues should be widely disseminated in villages through microphones. x) Contact the nearest veterinary clinic or animal health sub-centre immediately if you notice any signs of disease in pigs. xi) Pig farmers can immediately contact the toll free number 1962 of the Department of Animal Husbandry and Veterinary Medicine, Assam if they encounter any problems in pig farming.¹⁶

Goat Rearing :

Scientific goat farming is a profitable business. Goats live in any environment and their milk, meat, skin, fur, feces etc. have been used by human society since ancient times. Goats are also popular for their use in festivals. Very poor people can raise goats at low cost and in less space Both men and women are involved in this goat rearing. Goats are therefore called 'poor cows' Goat rearing by unemployed youths will help alleviate unemployment problem and meet the shortage of protein food. The climate of our State is hot, humid and receives abundant rainfall. The Brahmaputra Valley is flooded every year due to heavy rains.

16 1. Alarcon, L.V. & Aiiepu, A. & Mateu, E. "Biosecurity in pig farms: a review, Porcine Health Management & 2. Anil Pegu, Mising Mohilar Aru Sawalambitar Upai" PP118-119

Floods fertilize the soil by removing sediment. Therefore, our state produces abundant grass. This makes it very easy to raise herbivores. The breeds of goats that can be reared in our areas are Assam Hill Goat, Black Bengal, Bital, Chirhi, Jamunapari, Barbari, Churti etc. It is generally seen that good females of Assam Hill Goats and Black Bengal Goats are more profitable. Native breeds of goats are easily fed in our environment and have less diseases. On the other hand, when mated with females of other breeds mentioned above, the calves are larger than our native breeds. Goat rearing can be done in any of the open methods, semi-open methods and closed methods according to the space and facilities.

Cow-Breeding :

Cow-Breeding is one of the important self-employment project in the economic field. Our local cows produce very little milk. Therefore, hybrid Jersey cows should be raised to produce more milk. Artificial insemination is available to obtain these hybrid Jersey cows. This system is available at local veterinary clinics, artificial insemination centers or sub-centres. However, hybrid cows cannot increase milk production but are not provided with adequate balanced feed and raw hay. Therefore, these aspects must also be looked at. There is also a need to grow improved varieties of grass. In this way, the target of higher milk production can be achieved. The point is that scientific cow farming not only increases milk production, it also provides financial security to the family. Protection of animal health is an important component in the financial success of a dairy farm. Regular vaccination should be given to protect hybrid cows from infectious and deadly diseases. Therefore, it is important to take precautions against digestive diseases such as bloating and indigestion. Regular supplementation of calcium and magnesium should be taken to prevent metabolism-related diseases such as milk fever. This is because the disease occurs in high milk producing cows. Seek the help of a veterinarian if you notice any signs of infection. Mising women should preserve traditions and move away from old-fashioned methods and adopt scientific modern methods to focus on agriculture or animal husbandry. Apart from animal husbandry, businesses can be established in various sectors like fisheries, Rabi crop cultivation, insect rearing, handicrafts and textile industries.¹⁷

Weaving :

The Mising women's weaving industry has gained a significant place in Assam. The demand for Mising woven fabrics is currently high at market price. Mising women make beautiful fabrics with flower patterns of various scenes of nature, sculptures, etc. The

¹⁷ Kumbang, U. 2022. Muksiri-p-96

weavers can use their own techniques to make the fabrics more beautiful and attractive while maintaining the main flower patterns. Mising weavers can choose flowers on clothes with their imaginative talents. Each type of garment has a different flower pattern. For example, the Mibu Galug and Luk Galug of the Misings have different flower patterns on their colorful mekheles and shawls. Such clothes are now popular in all societies and the increased demand in the market has encouraged the economic empowerment of Mising women.

Mising Women raise raising Erie and Nuni larvae in different seasons of the year; From there, they are able to prepare and weave Erie yarn, jute yarn, cotton yarn for gym clothes and it is their national characteristic. The Mising women are more interested in raising Erie and Nuni larvae as objects of economic production. They learn to weave clothes with the money they earn from selling their livestock in time to buy yarn and later sell the clothes produced more than they used in their youth to buy valuable ornaments, utensils and utensils, modern weaving machines, sewing machines, etc. and gradually advanced economically. Mising women's usually do not wear market clothes, but wear their own clothes in being last of ninety centuries. Nowadays, when go out, wear a few pairs of fine market clothes to adapt to the urban environment and now collectively wear market cloths and other community dress. There are also educated Mising women who wear saris in order to become all-India. They are environmental influences. Gradually, as the Mising girls get older, they learn to spin yarn, cut jute yarn, cut cotton and make yarn for gym clothes. There are many Mising girls who are cutting yarn on their way to the fields and on their way home from the fields. This is truly exemplary for the Mising girls. During the break in agriculture, the village girls take advantage of the weather and build a collective weaving house in a convenient place in the middle of the village and weave together. The other teaches the unknown flower patterns and the known teaches the unknown modern flower picking. The craftsmanship, variety, flowers and colorful dresses of the Mising women have become amazing in the eyes of the outside world. It has grown in importance and appreciation.

In today's market, there is a great demand for colorful clothes of the Mising people, there is a great demand for Mirizim but today this industry cannot be produced on a commercial basis due to unrealistic approach and shortsightedness in the implementation of the scheme. As a result of short-sighted planning, the skilled and hardworking. Mising artisans have not been able to improve the economic opportunities provided by the government. If educated Mising girls receive training in weaving with modern advanced techniques and adopt the method of picking up the colorful Mising fabrics on demand

basis and weaving large numbers of fabrics with the same flower patterns easily, then they are socio-economic individuals and much of the country's currency earnings are sure to increase income. The demand for handloom garments in India and Assam is widely appreciated and desired in the world. So for the government of Assam should taken initiative actions and scheme for weaving training for women to product traditional Mising cloths and established for weaving Centre for more and more product and also to commercializes the product materials and trained they for market orientation.¹⁸

Political empowerment:

Empowerment means that people can make choices and take actions on their own behalf with self-confidence, from a position of economic, political and social strength.¹⁹ Political empowerment is good sing for democracy which offer to equal right and freedom to women. It includes women's participation in politics, representation on elected bodies, involvement in political matters and process. The Political Empowerment relates with developed for human rights activists. It contributes to new forms of political power built through citizen action and individuals develop a political and collective awareness.²⁰ Political participation assesses free major path to women's political participation and in the decision-making process in the government. It is important phenomena that women participation in politics. During the 19th century the women are not allowed to go outside from home and to school. After independent the women are actives in social activities as well as they go slowly to political directions. The Mising women are played important role in political sphere. The scope of the Mising society is usually confined to the village boundaries. All administrative affairs or political affairs of the village were conducted by the Dolung Kébang under the control of the village. But the arrival of the Britisher the Assamese women became educated by providing them with modern education. There are many women from the Mising community who participated in the politics of the freedom struggle Pamila Medake from Dusutimuk village in Golaghat district also actively participated in the freedom.²¹ The attitude of Dolung Kébang also began to change significantly with the increasing of educated elite in the Mising society where women allowed to participate in modern Kébangs as well as men. There were many new women appeared in the field of politics in Assam. There are many people from the Mising

18 Brigumoni Kagyung, Mising Gabhorur Sabalambita- " Mising Sanskritir Alekhya" -2020 pp-251-154

19 From Empowerment Through People, Programs and Institutions: A Report of the Facets Phase III Workshop. Save the Children, 1998

20 The Action Guide for Advocacy and Citizen Participation, Power and Empowerment-pp-54

21 Pronab Pathori, "Mising Samajr Jiban aru Jibikat Mohilar Mulyangkn", Misings through Mising Eyes Vol.15 pp-79

community who have led women in the political field of Assam. They are Sumitra Patir and others. Mulyarani Pegu and Indira Pegu have formed women's organizations in the Mising community and invited Mising women to the doorstep of politics. Their strong role has enabled many Mising women to participate in politics. Sumitra Pati is the first Mising woman to be elected as an MLA from Dhemaji constituency under Dhemaji district.²² She has made important contributions to the Mising women and the tribal community of Assam by holding the Tribal Development Department minister during the Congress tenure.²³ Many Mising women have been elected as Panchayat Presidents in the Gaon Panchayat elections and have taken on heavy responsibilities like serving the people. With the advent of modern education in the Mising society, women have become politically aware and have participated in politics to serve the Mising nation and contributed to the development of the society. Now the Mising women are fully participated in political domain such as Panchayatti Raj System, Loksabha and Rajya Sabha election etc. and join with many political party.

SUGGESTIONS

- I. The Proper planning should be needed for organizing the activities required to desired goal.
- II. Awareness training programme should be arranged which will lead to improvement of communication, growth of marketing centers, increase of educated persons.
- III. The Mising women should introduction of Backyard Poultry Farming, which is a source of better economic development for rural people. The farming are lead to a better production of meat and egg, ensuring organic and quality meat production. To improve the socio-economic status of the Mising women. Backyard Poultry farming is a handy enterprise with low-cost initial investment, but high economic return.
- IV. Use biosecurity piggery and the Boiler farming.
- V. Introduction of high yielding variety paddy.
- VI. The women should be developed Sericulture sector. Sericulture is one of low cast and high economic returns and the productive materials are available in rural areas.

²² Ibid p-96

²³ Ibid-

- VII. Introduction of Tailoring in rural areas is one of the progressive step for economic development of the Mising women.
- VIII. Opening meat shop in centre place of Mising area and the daily or weekly market places. The chicken and the pork meat are high rate of selling in the rural Mising community. Therefore, it will be more benefited for the sellers.

CONCLUSION:

Women empowerment is very important and its inevitable study subject. It has an needed to understand the problems of their life and to reach solutions to improve the socio-economic life of the community. The study of the Mising women and the empowerment are a dynamic one in socio-economic life of the Mising community at present time. From the above discussion, it can be seen that the Mising women have made various contributions and sacrifices in the national life of the Mising society. There are many Mising women social workers, artists, writers and social organizers who have contributed to the development of the changing Mising society in various ways at different times. There are many Mising youths who have done many things for the development of the changing society. Cultural awareness of Mising women and young girls is essential especially in terms of cultural change. There is no need to worry about the country's economy. They have been able to establish the Mising nation in the world arena through socio-cultural development, language study, economic self-reliance etc. I hope the Mising women will continue their efforts to develop the Mising society, culture, language and literature in a refined manner by thinking more about the development of the nation. In order to stabilize their economic and social status, Mising women must focus on scientific establishment. Therefore, it is necessary to take decisive steps to solve the basic problems of the Mising people through awareness and consciousness by participating in various organizations and Mising autonomy as well as politically. They should be educated with modern education and lead the society to strong development.

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Role of Women Entrepreneurship in Rural Development: A Study with Special Reference to Palasbari Revenue Circle

ABSTRACT:

Today it has been accepted by all that the role of the women goes much beyond the home and the bringing up of children. Women are now adopting the careers of their own and sharing equally with men the responsibilities for the development of society in all aspects. Now women are also interested to establish their own business as professionally both in the urban and rural areas to overcome poverty, generate family income and increasing standard of living. Women's entrepreneurship contributes to the economic well-being of the family and communities and also reduces poverty. It also ensures country's economic growth and development by creating an employment opportunity for rural communities. At the household level, women's micro enterprises and small scale businesses play an important role in ensuring the survival of poor household and in building up women's confidence, skills and socio economic status. However it is seen that the traditional mind set of the society and negligence of the state and respective authorities is an important obstacle for the women entrepreneurship development in India. Therefore the need for designing exclusive self-employed and other development programmes for promotion of women empowerment is essential. In Palasbari Revenue Circle most of the women entrepreneurs engaged in unorganised sectors. They are playing different roles outside of their domestic sphere such as they are now actively involved in cottage based small industries or handicrafts, rearing small ruminants at home etc and are contributing to the economic development by way of creation of employment and supply of goods and services to the population. This paper has considered entrepreneurship development among women of Palasbari Revenue Circle, employment generation through entrepreneurship and income generation as important issues for understanding role of entrepreneurship towards promoting rural development. For this purpose 90

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self-employed women from Palasbari Revenue Circle are taken as sample for the study and both quantitative and qualitative data were gathered through questionnaire.

Keywords: *Women entrepreneurship, Income, employment, Rural Development.*

1. INTRODUCTION:

Women's micro enterprises and small scale businesses play an important role in ensuring the survival of poor household and in building up women's confidence, skills and socio economic status. Women's development is not nearly about reducing poverty by increasing productivity, but also about women's liberation and empowerment (Faleye,1999). However it is seen that women are the most deprived category in the society specifically in developing countries. In India, Women constitute almost 50% of the population but their participation in the economic activities is only 34%. The country has one of the lowest female labor force participation rates, which indicates that a large proportion of work done by women in India is unpaid and almost all of it is informal and unprotected. It is estimated that at 17% of GDP, the economic contribution of Indian women is less than half the global average of 37 percent (www.worldbank.org). In the emerging complex social scenario, women have a pivotal role to play. So it is necessary to empower women socially, economically and technologically to enable them to stand in society on their own with confidence. Moreover Social and economic development of women is necessary for overall economic development of any society or a country. Bisht & Sharma (1991) argued that the entrepreneurship of women is considered to be an effective instrument to the economic development and empowerment of women. Today it has also been accepted by all that the role of the women goes much beyond the home and the bringing up of children. Now women are also interested to establish their own business as professionally both in the urban and rural areas to overcome poverty, generate family income and increasing standard of living. The development of women entrepreneurship enhances their status and leads to integration of women in nation building and economic development. In Palasbari Revenue Circle most of the women entrepreneurs engaged in unorganised sectors such as they are now actively involved in cottage based small industries or handicrafts, rearing small ruminants at home etc. Keeping in view the above fact an attempt has been made to critically analyses of role the women entrepreneurs and its impact on social and economic development of Palasbari area.

1.1 CONCEPT OF ENTREPRENEURSHIP, ENTREPRENEUR AND WOMEN ENTREPRENEUR:

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich, 2005). Seeking opportunity, taking risks, and having the tenacity to push ideas into reality are special characteristics that permeate individuals.

An entrepreneur may be described as a person who has the ability to explore the environment, identify opportunities for improvement, mobilize resources and implement actions to maximize those opportunities.

Women Entrepreneurs may be defined as the women or a group of women who initiate, organize and operate a business enterprise. The Government of India has defined women entrepreneurs as an enterprise owned and controlled by women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated in the enterprise to women. In the simplest sense, women entrepreneurs are those women who take the lead and organize the business or industry and provide employment to others. Entrepreneurship development among rural women helps to enhance their personal capabilities and increase decision making status in the family and society as a whole (Sharma, et.al., 2012).

1.2 REVIEW OF LITERATURE:

Several studies have been made on women entrepreneurs with reference to various countries and in India. Some studies dealt on methodological issues and some on empirical analysis. The researcher has tried to review the following:

Handy, Kassam, and Ranade (2003) examined women entrepreneurs in the non-profit sector and various social and cultural factors that influence women entrepreneurs in a particular segment of the non-profit sector in India to determine such self-selection.

Lall & Sahai, (2008), conduct a comparative assessment of multi-dimensional issues & challenges of women entrepreneurship, & family business. The study identified Psychographic variables like, degree of commitment, entrepreneurial challenges & future plan for expansion, based on demographic variables.

Nachimuthu&Gunatharan (2012) conducted study on 350 women entrepreneurship in Tamilnadu to measure the strength of SHGs and other form of enterprises in empowering women. Results indicated that women entrepreneurs in SHGs are more empowered than other (Non SHG) entrepreneurs.

Singh, Thakur & Gupta (2013) studied on roll of micro entrepreneurship among the rural women. They argued that Micro enterprise is an effective instrument of social and economic development of rural youth. It also helps to generate employment for a number of people and is best tool for rural women as it enables them to add to the family income.

Raju and Bhuvaneswari, (2014) studied on rural entrepreneurship in Sivaganga District. They focused on identifying the needs of the rural entrepreneurship, functions and problems faced by rural entrepreneurship and the factors influencing the rural entrepreneurship. They concluded that it is very difficult to encourage and motivate to rural entrepreneurs and with decreased motivation level, rural entrepreneurs have to face a lot of problems. So it is necessary for our government to provide entrepreneurial training to coming youth belonging to rural and urban area.

P. JayaKumar and J. Kannan (2014) highlighted the challenges and opportunities before women for self-employment. Main challenges faced by the women are dual role of women overlapping of responsibilities of business and family, illiteracy among rural women, less risk bearing capacity, lack of information and assistance, need of training and development etc. with the increasing interest of government in women entrepreneurship created it as an opportunity for women.

N.K.Susruthan (2018) study investigates the role of women entrepreneurs and problems faced by women entrepreneurs in this society. Women Entrepreneurs can be clarified as the female or a gathering of the female who starts, systematizes and control a business enterprise. Women entrepreneurs make pacts in society by developing economic status in society. The study concludes that each woman entrepreneurs strives hard to verify and serve the country by making their business as a gainful.

1.3 OBJECTIVES OF THE STUDY:

The present study has been undertaken with the following objectives:

- To study the self employment pattern of women in palasbari Revenue Circle area.
- To assess sources of finance to women entrepreneurs in the study area.

- To assess the contribution of women entrepreneurs to economic development of Palasbari area.
- To determine the challenges faced by women entrepreneurs in the study area.

1.4 METHODOLOGY:

The study has been conducted in Palasbari Revenue Circle, which is comprises of approx. 374.57 sq. km. geographical area and is one of the twelve revenue circles comprising the district of Kamrup in Assam. The circle is situated in the south bank of river Brahmaputra and almost 30 km away from Guwahati city. There are 190 revenue villages and 20 forest villages in the circle. It has one Municipal Board (Palasbari Municipal Board) with 10 wards. As per census 2011 the average sex ratio of Palasbari Revenue Circle is 960 women to 1000 men. The total literacy rate is 71.19%. The male literacy rate is 76.19% and the female literacy rate is 65.98%. The circle has total 2,39,026 population of which, 1,21,926 are male and 1,17,100 are female. The Palasbari Revenue Circle has three development blocks i.e. Rampur Development Block, Chhayani Development Block and Rani Development Block. For the study the researcher has taken a total of 90 women entrepreneurs i.e. 20 from each development block using convenience sampling technique. These entrepreneurs are engaged in unorganized sectors like poultry farming, tailoring, vegetable vendor, preparing food products etc. The data relating to socio-demographic and entrepreneurial profiles of women entrepreneurs was collected using interview schedule. The analysis of data is being done with the help of tables and diagrams. Secondary data were also collected from related publications and websites.

1.5 ANALYSIS AND INTERPRETATION

1.5.1 Demographic Profile

Age is one of the significant demographic variables in the learning process of an individual. In all societies, age is one of the most important factors of social status. It influences the capacity for work, determination to succeed and positive thinking ability to take risks. Education is one of the most important variables which indicate the status of individual and also of family member in any society. Moreover the education level of individual or family, group or society generally reflects the quality of life of the people. An individual's responsibilities increase after marriage. They may have to take risks in order to improve the economic position of her family. Hence the marital status may throw challenges and create situations which urge one to develop entrepreneurial qualities. Size of family is also

important to determine the support, which an entrepreneur gets from her family. Such support influences the success of women entrepreneurs. Table 1 reveals the demographic profile of the respondents.

Table 1 Demographic Profile of The Respondents

Socio Economic Profile		No. of Respondents	Percentage (%)
Age(in years)	Below 30	18	20
	30-40	41	45
	40-50	27	30
	50 and above	04	05
Educational Qualification	Up to school level	54	60
	Any Diploma/Degree	36	40
	Illiterate	---	---
Marital Status	Married	58	64
	Unmarried	32	36
Size of Family	Less than 3	10	11
	3-5	48	53
	5 and above	32	36

Source : Field Survey

The demographic profile of the respondents reveals that the majority of respondents that is 45% belonged to the age group of 30-40 and 60% of the respondents have their educational qualification only up to school level. A vast majority i.e 64% of the respondents got married and 53% of the respondents have 3 to 5 members in their family.

1.5.2 Business Profile:

Self-employment provides many opportunities for earning money independently. A large numbers of women are now engaged in unorganized sector activities such as tailoring, poultry farming, beauty parlour etc.

Table 2 Business Profile of Respondents

Nature of Employment	No of Respondents	Percentage (%)
Tailoring	16	18
Poultry Farming	32	36
Beauty Parlour	20	22
Vegetable Vendor	12	13
Pickle & Snacks Preparation	10	11
Total	90	100

Source : Field Survey

Above table (2) states that out of 90 respondents 18% respondents are involved in tailoring, 36% are involved in poultry farming, 22% are involved in beauty parlour, 13% are involved in vegetable vendor and only 11% are involved in pickle and snacks preparation.

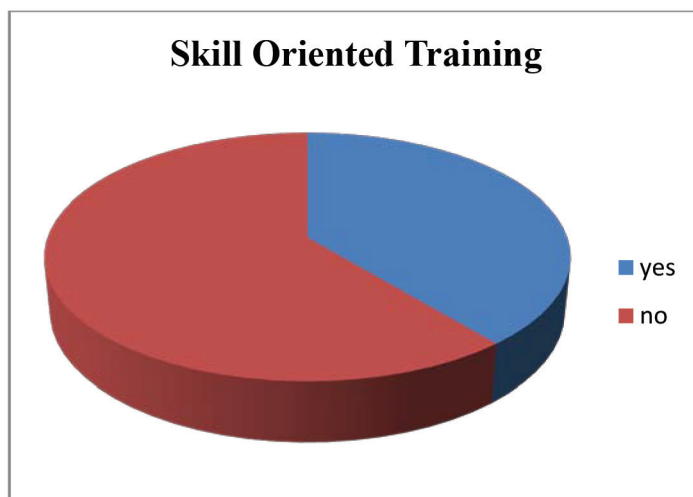
1.5.3. Training of the Respondents:

Entrepreneurship training provides individuals with the aptitude to identify business opportunities, self esteem, knowledge and skills to act on them.

Table 3 Training of Respondents

Skill Oriented Training	No of Respondents	Percentage (%)
Yes	35	39
No	55	61
Total	90	100

Source : Field Survey



It is found that only 39% respondents received skill oriented business training. As the Palasbari Revenue Circle is a rural area so skill oriented training facility is not available in this area and majority of the respondents can not afford to take training by going outside the locality.

1.5.4. Investment Level in Business:

Capital is an important factor to start a business. Table 4 reveals the investment level in business .

Table 4 Investment Level in Business

Amount Invested (in Rs)	No of Respondents	Percentage (%)
Up to 5,000	07	08
5,000-10,000	08	09
10,000-15,000	35	39
15,000 and above	40	44
Total	90	100

Source : Field Survey

It is found that majority of the respondents (44%) invested above Rs 15,000 to start their business.

Table 5 Sources of Finance of Women Entrepreneurs

Sources	No of Respondents	Percentage(%)
Family Savings	36	40
Commercial banks	05	05
Friends	07	08
Micro finance institution	42	47
Total	90	100

Source : Field Survey

The above table explains sources of finance women used to operate their business. The majority of respondents (47%) accepted that micro finance institutions are the ones which help them to get finance. Moreover personal savings (40%) also one of the sources of finance for them. Family members often lend interest free money to them.

1.5.5 Economic Conditions:

Income is an indicator of economic and social position of an individual in the society. Income of an individual house hold enhances the purchasing power which ensures food security, better education and good quality of life.

Table 6 Monthly Income of the Respondents

Level of Income	No of Respondents	Percentage (%)
Less than 5,000	03	03
5,000-10,000	16	18
10,000-15,000	43	48
15,000 and above	28	31
Total	90	100

Source : Field Survey

The study shows that the monthly income level of the respondents. It is found that

majority of the respondent's (48%) income fall between Rs 10,000 to Rs 15,000 where as 31% respondent's family income becomes Rs 15,000 and above.

Table 7 Contribution of women entrepreneurs to economic development of Palasbari Revenue Circle

Contribution of Women Entrepreneurs	Respodents
Creation of employment	55
Supply of essentials to the society	60

Source : Field Survey

The above table shows that 55 entrepreneurs in the circle create employment and 60 entrepreneurs supply essentials to the society.

1.5.6. Challenges for Women Entrepreneurs in the study area

There are many problems faced by women entrepreneurs at various stages beginning from their initial commencement of enterprise, in running their enterprise. The main challenges that women face in business are educational and work background, Balancing their time share between work and family. In addition to this some of the challenges faced by women entrepreneurs in the study area are as follows-

Lack of education:

In the study area the education level of the women entrepreneurs low due to poverty, early marriage and low socio economic status etc. Due to lack of proper education, women entrepreneurs remain in dark about the development of new technology, new methods of production, marketing and other governmental support which will encourage them to flourish.

Family ties

Women in the rural area are supposed to do all the household work, to look after the children and other members of the family. They are over burdened with family responsibilities like care of children extra attention to husband, and in laws which take away a lots of their time and energy. In such conditions, it becomes very difficult for women in the study area to concentrate and run the enterprise successfully.

Problem of finance

Women entrepreneurs in the study area have to suffer a lot in raising and meeting the financial needs of the business. As most of the entrepreneurs from low socio economic background, they face lots of problem in raising capital. Moreover due to poor educational background these women also face problems in taking loan from commercial banks.

Lack of motivation

Motivation plays an important role for running an enterprise. Women entrepreneurs because of their inherent nature, sometimes feel less confident which is essentially a motivating factor in running an enterprise successfully.

Low risk-bearing ability:

An entrepreneur must have risk bearing capacity for being successful entrepreneur. But women, sometimes fail to bear the amount risk which is essential for running an enterprise. Lack of proper education, training and financial support from outsides also reduce their ability to bear the risk involved in an enterprises.

1.6 FINDINGS

- Maximum no of self employed women in the study area are between the age group of 30-40, have their educational qualification only up to high school level and got married.
- The business profile of the respondents surveyed indicates that maximum no women entrepreneurs i.e 36% engaged in poultry farming and only 39% of respondents received skill oriented business training.
- It is found that most of the entrepreneur's monthly income is between Rs 10,000 to Rs 15,000.
- It is also found that most of the women entrepreneurs in the study area depend on micro finance institution (47%) and family savings (40%) to start up their business.
- The analysis indicates that self employment not only helps the respondents to generate additional income but also enables them to be economically independent.
- The women entrepreneurs of the Palasbari Revenue Circle contributing to the economic development by way of creation of employment and supply of goods and services to the population.

1.7 SUGGESTIONS:

For the development of rural women towards empowerment, the following suggestions are put forward by the researcher:

- There are various government schemes that can help women entrepreneurs to grow their small businesses such as Bharatiya Mahila Bank, Annapurna Scheme, Orient Mahila Vikas Yojana, Dena Shakti Scheme, Udyogini Scheme, Mudra Yojana Scheme etc. These schemes help the women by giving loan for starting new businesses. For the encouragement of women entrepreneurs information about such schemes should be provided time to time and should be strongly executed at different levels.
- Information should flow in right direction with the help of NGO's and government organizations to about policies, plans and strategies on the development of women in the field of industry, trade and commerce.
- Interest free consumption credit for vulnerable women should be provided by the Government, banks, financial institutions and wealthy individuals so that they can easily start their business.
- Awareness should be created for self employment among rural women.
- Special training course should be offered for women entrepreneurs to improve skills.
- Women cells should be formed at every district.
- Provisions should be made for micro credit system and enterprise credit system to the women entrepreneurs.

1.8 CONCLUSION:

It can be said that today we are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate, efforts are being taken at the national as well as global level to enhance woman's involvement in the enterprise sector. At present women have broken the monopoly of men and proved that they are not inferior to men. The SHGs and micro enterprises had major impact on social and economic life of rural women. The study concludes that there is an increase in the income level of rural women due to the involvement in the entrepreneurial activities. Moreover these women contributes to the rural development by creating employment opportunities and supplying essential goods and services. Now women entrepreneurs

are aware of opportunities available to them, but there is scope for improvement in it. The economic status of the women is now accepted as an indicator of a society's stage of development and therefore it becomes imperative for the government to frame policies for development of entrepreneurship among women. Raised literacy level could be helpful for the women entrepreneurs to overcome cognitive constraints and to understand government policies, technical understanding and gaining required skills. Moreover it is also necessary to create awareness among the rural women, to motivate them to take-up self-employment ventures, to assist them in obtaining necessary inputs required for setting up of self-employment ventures from different sources and to provide necessary follow-up assistance to the self-employed rural women for sustaining them in their market.

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Youtube as a Platform for Creative Entrepreneurship: A Case Study of Assam

ABSTRACT

The paper attempts to analyze the role of YouTube in generating new entrepreneurs in Assam. The increasing affinity of the Indian youth for content creation in YouTube is no secret. This paper explores and unearths the various socio-economic and demographic factors viz. educational status, financial status, age, gender, area of residence, revenue generation and others that influence the decision of individuals to adopt the YouTube creative ecosystem as their medium of expression and earning in Assam, a state in the North Eastern part of the country and also questions its sustainability.

Purposive sampling has been used to select the sample units. Primary data have been collected employing different contact methods (questionnaire, telephonic interview, personal interview). To assess the influence of the factors, basic statistical tools such as correlation have been used. The study comes up with interesting results showing that the factors taken into consideration result in an increasing trend in taking up YouTube as a livelihood.

Keywords: *Online Entrepreneurship, Creativepreneurs, YouTube, Assam, Statistical tools*

1. INTRODUCTION

Entrepreneurship is an appealing goal for many individuals who want to have more control over their career and enjoy more flexibility in their job. Advances in technology have made this goal more accessible for businesses of all types through e-commerce and other digital platforms. An online entrepreneur is a business owner that conducts their business on the internet. Like other entrepreneurs, they often take financial or other personal risks to launch their own company. Online entrepreneurs may use a variety of business models to provide products or services. Some examples of online entrepreneurs includes: Bloggers, Content creators etc.

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In this paper, we make an effort to explore YouTube as a means of online entrepreneurship and the changing pattern and dominance of YouTube in creating Creativepreneurs. A creativepreneur is an entrepreneur who builds a business around a personal mission, passion or purpose and runs it from creative principles, using digital teams, tools, and tribes to expand income and influence.

YouTube has become an indispensable online service to the Internet users. With the outbreak of Covid-19 all around the world and no or little relief on the horizon, many people lost their jobs in the past 2 years and some of them started working again on an already present self-employing system known as YouTube. It is still what we call an upcoming technology, and a product owned by the tech giant Google Inc. The analysis by Oxford Economics shows that the YouTube creative ecosystem contributed a whopping INR 6,800 Crore to the Indian Economy in 2020 creating employment opportunities equivalent to 6,83,900 full-time jobs. Its impact goes much further, bringing a rich array of economic, societal, and cultural benefits to the Indian population. According to the study, 79% of users agreed that YouTube had a positive impact on their mental health and physical wellbeing during the COVID-19 pandemic. YouTube is a platform to make money as well as gain popularity in an instant if the videos are right & interesting. A simple video can be made in a jiffy and put on or uploaded in matter of minutes or two. This led to a rapid increase in the number of viewers, views and likes on the videos as well as subscribers on the channel.

Video based content is one of the biggest stake-holder right now in the online world and currently controls as well as attracts a huge number of the internet traffic. Plus, it is growing at such an exponential rate that it's expected to be the largest stakeholder not only in the online Entertainment domain but along with it in Education as well. Few years ago, while the Video based content was just solidifying its roots in the market, a big platform YouTube was launched with aim of easing the way of accessing and watching videos. And it is currently the biggest Free Video Streaming Platform. The process of earning revenue from YouTube is not very complex. The channel, after fulfilling the minimum requirements to get themselves monetized, becomes ad-friendly. This helps the channel to generate income through AdSense. The Revenue Per Mile (RPM) for Indian traffic is \$0.50, meaning that for every 1000 views a channel gets, it earns \$0.50. However, the larger chunk of income from YouTube comes from brand promotions, driven by the reach of the channel.

The growing popularity of YouTube can be drawn from the various statistics, YouTube has

1.7 billion unique monthly visitors. In total, the site gets 14.3 billion visits per month: that's more than Facebook, Wikipedia, Amazon and Instagram and makes it the world's second most visited website. Visitors on YouTube spend an average of 19 minutes a day on YouTube. 6,94,000 hours of videos are streamed on YouTube each minute. YouTube launched a new "Shorts" format to Indian audiences in 2020 — videos that max out at 60 seconds — and rolled out the feature to 100 countries worldwide by the following summer. Today, with more than 15 billion daily views, shorts have proven to be a massive hit, demonstrating that viewers are craving short-and-sweet content, wherever they are consuming video.

Since the last few years back, Assam too has witnessed its youth joining the global creators' community on YouTube and gaining immense popularity. Since then, several youngsters from Assam have been attempting to establish their respective brands on the popular video-streaming platform, YouTube. And most of the creators of Assam have been able to successfully set themselves apart through their unique content creation style.

2. LITERATURE REVIEW

This literature review discusses how YouTube since its inception in 2005 has opened doors of opportunity for the youth to showcase their creativity and turn their passion into potential careers. Here, we have incorporated various studies carried out by scholars around the globe to trace the growth trajectory of content creator's participation in YouTube.

As Burgess and Green (2009) explained in their book, *YouTube: Online Video and Participatory Culture*, "YouTube was one of a number of competing services aiming to remove the technical barriers to the widespread sharing of video online. The website provided a very simple, integrated interface within which users could upload, publish, and view streaming videos without high levels of technical knowledge" (p. I). YouTube was comparable to other video-startups at the time until Google acquired the site for \$1.65 billion in October 2006 (Burgess & Green, 2009, p. I). The site has steadily gained popularity, and since 2008 it has consistently been in the top ten most visited sites globally (Morreale, 2014). Almost a decade later it is the world's third most popular online destination with availability in 61 languages and a million advertisers (Luscombe, 2015).

Since being purchased by Google, YouTube has evolved from a site where amateur and ad-free videos were posted to an online destination that is now consumed by commercialized

and professional videos. About this institutionalization of YouTube, Kim (2012) wrote, “If the pre- Google era of YouTube is characterized by amateur-produced videos in an ad-free environment, the post-Google purchase stage is characterized by professionally generated videos in an ad- friendly environment. Because of YouTube’s popularity, industries have shown a deep interest in monetizing it” (p. 56). This interest by industries has let channels that began off as a hobby to develop into an income source for content creators.

Writing about this development from hobby to job, Lavaveshkul (2012) wrote, “Their beginnings were simple and they produced their videos from beginning to end: they wrote the script (if there was one), acted, did the camera work (oftentimes using an inexpensive camera on a tripod), and did the post production work as well” (p. 378). To a viewer, the lack of professional lighting, scripts and a set made the experience of watching a YouTube video more relatable. This simple and relatable approach to YouTube has helped the creators attract and grab the attention of not only brands that want to work with them, but also loyal viewership.

With consistent views from a critical mass of audience, YouTube has created an opportunity for the average person to build his or her personal brand. Kozinets and Cerone (2014) wrote, “Social branding has been creating grassroots ‘micro-celebrities’ with increasing frequency. For personal branders, being storytellers who are capable, yet fascinating and even fantastic is a sound strategy” (p. 21). The influence of a YouTuber’s personal brand is demonstrated through the craze of brands wanting to collaborate with content creators with their target audience’s viewership.

Claudia Gerhard’s paper on ‘Product placement on YouTube: An explorative study on YouTube creators’ experiences with advertisers explored the processes between YouTube creators and advertisers concerning product placement enquiries and found that of the YouTube creator’s surveyed, 64.9% have already used product placement. The ‘entrepreneurial desire’ (Burgess, 2012: 55) among amateur creators is strong. Though the business of brand integration seems to be very professional on a structural level, the product placement process between advertisers and creators is not yet professionalized on the operational level.

There’s hardly any corner in the world that YouTube has left untouched and Assam is no exception. Many from the youth are emerging as professional YouTubers. However, not many studies have been carried out to explore the causal factors and the consequences of engaging in this profession, the dynamics of the YouTuber community in Assam. On

the basis of the literature review and this existing gap, we have undertaken 30 samples from across Assam and administered a case study. The case study suggests how YouTube emerged as a popular platform to earn revenue within a short span of time. The case study revolves around the age group of 21 years to 50 years, with a significant representation of both male and female.

3. OBJECTIVES OF THE STUDY

The objective of the study is to explore how YouTube as an online platform is capable of generating revenue and creating new entrepreneurs. The paper intends:

- 3.1 To understand the background of the creators and the factors that motivate them to choose YouTube as a platform for exposure and earning.
- 3.2 To explore the relation between the initial investment made by creators on YouTube and their monthly average revenue.
- 3.3 To examine if YouTube has the potential of developing new entrepreneurs in Assam.

4. RESEARCH QUESTIONS

- 4.1 What is the socio-economic background of the selected YouTubers and how does it influence their journey on YouTube?
- 4.2 Does the initial investment/cost matter in generating revenue from YouTube?

5. METHODOLOGY

The study is descriptive in nature making it cheap and quick. To conduct the study, few content creators are studied exhaustively as the primary source of information. Thus, the technique of primary source of data collection is used.

5.1. Sample and Sampling Design

The research sample consisted of 30 creators creating videos of different genres. The samples are between the age group of 21-50 years. Our sample consists of 9 females and 21 males which is purposely chosen to significantly represent both the genders in our study. The area of the study is Assam, a state in the North-Eastern part of India.

Table: 1. The table summarizes the name, channel name and genre of our sample

GENRE	PERCENTAGE OFCREATORS IN THE GENRE	CHANNEL NAME
ENTERTAINMENT	46.7%	Zeroth Drama, Ene Olop G3, Liza Sarma, Surabhi Das & Raw and Real, Bitupon Saikia, Assamese Mixture, Rajashree Saikia Symphony, Dimpu Baruah & Dimpu's Vlog, Mayur Mix Assamese, Pakhi Rajbonshi & Pakhi's Vlogs, VoiceAssam, M u s - tafizurRahman, Koo Koo TV- Assamese, Heavy Budget
DAILY LIFESTYLE VLOGS	36.7%	Saurav Hazarika Vlogs, Surabhi Das & Raw and Real, Toimoi Tales, Bitupon Saikia, Assam- or Ripun, Dimpu Baruah & Dimpu's Vlog, Vag- abondboiz, Pakhi Raj- bonshi & Pakhi's Vlogs, I Love Travel & Food, Info with Bhagya
FOOD RELATED	20%	Khaoni, Leena Mili, Chanakya B h u - yan, Dipankar Gogoi, Dhruva J Kalita, I Love Travel & Food
CREATING AWARENESS	16.7%	Purbanchal, Dim- pu Baruah & Dimpu's Vlog, Vagabondboiz, Info with Bhagya, Voice Assam

TRAVEL RELATED	13.3%	Kongkon T a - lukdar, Purbanchal, As- samese Mixture, I Love Travel & Food, Toimoi Tales
EDUCATIONAL	10%	Purbanchal, Dim- pu Baruah & Dimpu's Vlog, Info with Bhagya
TECHNOLOGY RELATED	10%	Bitupon Saikia, Dim- pu Baruah & Dimpu's Vlog, Ezio's DIY.
FASHION, BEAUTY,FITNESS	6.7%	Pakhi Rajbonshi & Pa- khi's Vlogs, Ayushman Bhava

Source: Author's own calculation based on samples

5.2. Data Collection Method

The primary data has been collected through a mixture of tools of Questionnaire, telephonic interview and personal interview. The questionnaire is framed to collect the required information on aspects such as their channel name, age, gender, educational qualification, area of residence (when they started YouTube), initial investment/cost borne, frequency of uploads, average revenue generation monthly, type of content, time taken to get monetized, alternate profession if any, motive behind joining YouTube, support from family/friends, their take on starting own line of business/new venture, opinion on YouTube's potentiality of generating new entrepreneurs in Assam and whether or not they wish to continue their YouTube journey. The Questionnaire is made with the help of Google form. In order to avoid misunderstanding in any part of the questionnaire, a telephonic interview was conducted among some of the samples. The collected information are processed and analyzed to secure answer to our objectives. We have tried to analyze the data quantitatively as well as qualitatively. To arrive at the conclusion, correlation technique has been employed to find out the type of relation existing between the quantitative variables along with appropriate summary statistics to communicate information about the observations as simply as possible. Summary statistics such as pie diagram, bar diagram have been used to give n overview of the data points as well as results

5.3. Software Used

MS Excel 2010 has been used for carrying out all the operations.

5.4. Significance of the Study

- The study helps us to understand how YouTube has emerged as a platform to guide the pathway to Entrepreneurship.
- The study shows if YouTube is a sufficient platform to generate enough revenue for livelihood.
- The study helps to understand the factors required to become a successful content creator on YouTube.

5.5. Limitations of the Study

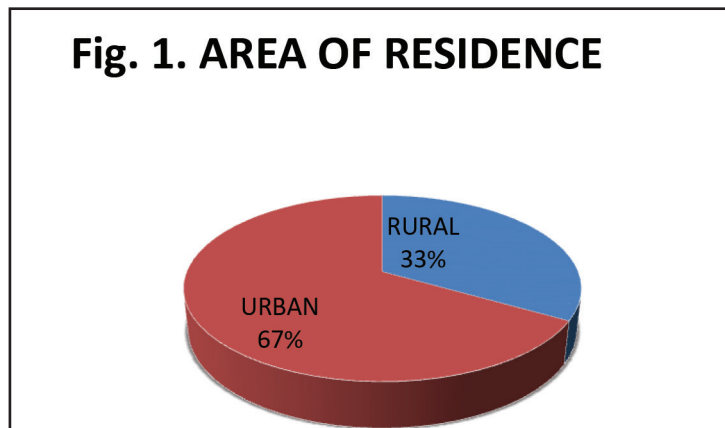
- The sample size of is very limited
- There is both time and financial constraints
- Few of the respondents were reluctant to share some personal information
- The area of the study is limited to Assam.

6. RESULT AND DISCUSSION

6.1. Background of The Creators

There is no limit to creativity on YouTube, and thus it becomes creator-friendly. The creators in our study belong to different educational background such as BDS, B. Tech, B.E., B. Design, Graduate, Postgraduate, MA, MBA, MCA with the highest percentage belonging to the graduate category along with an outlier who is a dropout. The professions of our subjects range from YouTuber, actor, singer, dentist, engineer, interior designer, teacher, anchor, photographer, cinematographer, businessman and student to a housewife. Most of the creators are therefore earning not only from YouTube but also have other sources of income. While a few started with YouTube as their only profession which later gained them work in other related services, the remaining were already engaged in some other professions when they started their YouTube channels. They are aware of the risk factor involved in the YouTube market and therefore are not relying completely on the earning of YouTube, keeping the ambit wide. Also, maximum of them are from the urban locality with a few belonging to rural ones. Variation in the financial background of our sample units is also found to exist.

It is important to note that YouTube is non-discriminatory in nature as it is equally open to and accessible by all, irrespective of their educational, geographical or financial backgrounds. It's only creativity, consistency, hard-work and connectivity with the audience that matter in this field.



Source: Author's own calculation based on the samples.

6.2. Support and Motivation

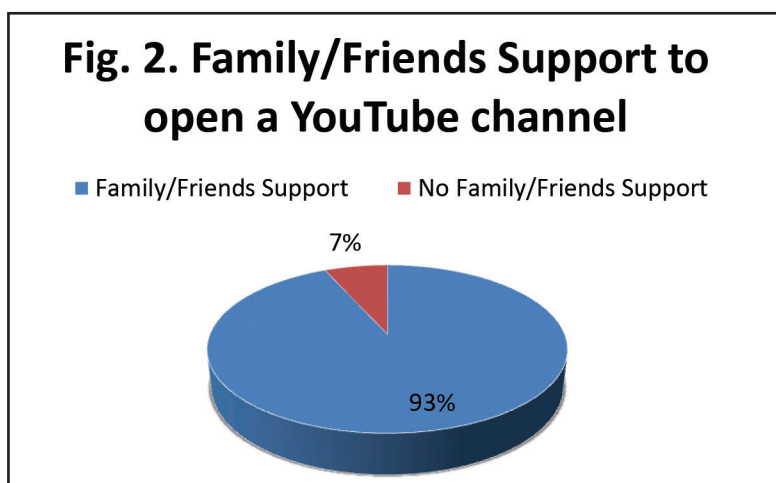
The subjects of the study, as they have expressed, have been highly motivated by the other successful creators on YouTube. According to them, YouTube is an easy platform to acquire instant popularity and achieve the status of an online celebrity. One of our subjects Bedabrat Borah, who is the founder of the channel 'Zeroth Drama', started YouTube with the sole motive of showcasing his acting and writing skills hoping that it would take him closer to the realization of his big dream of becoming an actor one day. He was also simultaneously working as a businessman back in the day. In his interview, he has shared that YouTube has not only given him fame and money, but also help him get himself a successful career in the Assamese entertainment industry.

A young engineering graduate from a small village named Sotai of Jorhat district wanted to become a renowned singer and started his YouTube channel to understand the audience's likes and preferences in music. Today, with one of his beautiful melodies 'Upohar' reigning the hearts, especially, of the Assamese audience, Bishrut Saikia has become a favourite of the music lovers.

Another subject, an Assamese actress and a famous television star Surabhi Das playing the lead role in a daily soap 'Nima Dengzongpa' started her YouTube channel to earn in order to sustain life in Mumbai in the initial days of struggle.

The luring success and fame, the handsome income and the sense of freedom in being your own boss that YouTube has to offer to the content creators, as described in the above cases, have also charmed the other subjects of our study to be a part of this community.

It is noteworthy that 93.3% of our subjects got support from their friends and family right from the beginning.



Source: Author's own calculation based on the samples.

6.3. Revenue Generated From Youtube

The study extensively tried to explore the various possibilities of generating revenue from YouTube. YouTube as a platform has been able to break the stereotyping of Online Media as time wasting, non-creative, non-yielding sites. In fact, in recent time YouTube has given opportunity to even people from their early 20's to earn a handsome amount of money and establish themselves as CREATIVEPRENEURS. They have mastered the art of fusing creativity with commercial business. The subjects of our study reported their average monthly revenue only from YouTube to be around 20,000-30,000. However, including promotional activities in their videos they are capable of earning up to 1-1.5 lakh per month. Content creators with larger audience, greater reach and good engagement attract brands that wish to collaborate with them to attract their target audience. Such brand endorsements prove to be highly profitable to the creators with paychecks of lakhs.

The inter linkage between all the Online or Social Media platforms, such as YouTube, Facebook, Instagram etc., gives the subjects more liberty to increase their views on their videos and generate more revenue from it. If a video uploaded on YouTube, is also shared in Facebook then the revenue earned from the video increases as they are now able to

reach a large audience. Besides, YouTube also helps creators avail additional projects outside of their channel which generate generous income.

6.4. Initial Investment / Cost

YouTube has given birth to a large number of entrepreneurs around the globe. The one factor that always concerns entrepreneurs or start-up companies is the initial investment that they need to incur to kick-start the business (purchasing the fixed factors and variable factors). However, on YouTube the factor that appeals to the creators the most is the initial cost which is involved while creating their first YouTube video. The initial cost is very minimal as there is no cost of buying a property or land or rented apartments to start making and uploading videos.

However, from our subjects we have found that there is very weak correlation between the initial investment and the generation of revenue, that is, irrespective of the investment incurred the revenue generated by the creators are more or less the same.

Table.2. Correlation Table between Average Initial Investment and Average Revenue Generation

Variables	Average of Initial Investment	Average of Revenue Generation
Average Initial Investment	1	-0.0019
Average Revenue Generation	-0.0019	1

Source: Author's own calculation based on samples

Interpretation: Since the value of Correlation is -0.0019, therefore there is almost no relation between Average of Initial Investment and Average of Revenue Generation.

6.5. Frequency of Uploads

Most of the times its seen that almost every content creator follows a particular schedule when it comes to uploading videos. Thus, we have also tried to check if there exists any relation between the frequency of uploads per month and the average revenue generated per month.

Table.3. Correlation Table between Frequency of uploading videos (monthly) and Average Revenue Generation (monthly)

Variables	Average Revenue Generation (monthly)	Frequency of uploading videos (monthly)
Average Revenue Generation (monthly)	1	0.1750
Frequency of uploading videos (monthly)	0.1750	1

Source: Author's calculation based on samples

Interpretation: The value of correlation between the Average Revenue Generation (monthly) and Frequency of uploading videos (monthly) is 0.1750. Therefore, there is a weak positive relation between the two variables.

6.6. Time Lag

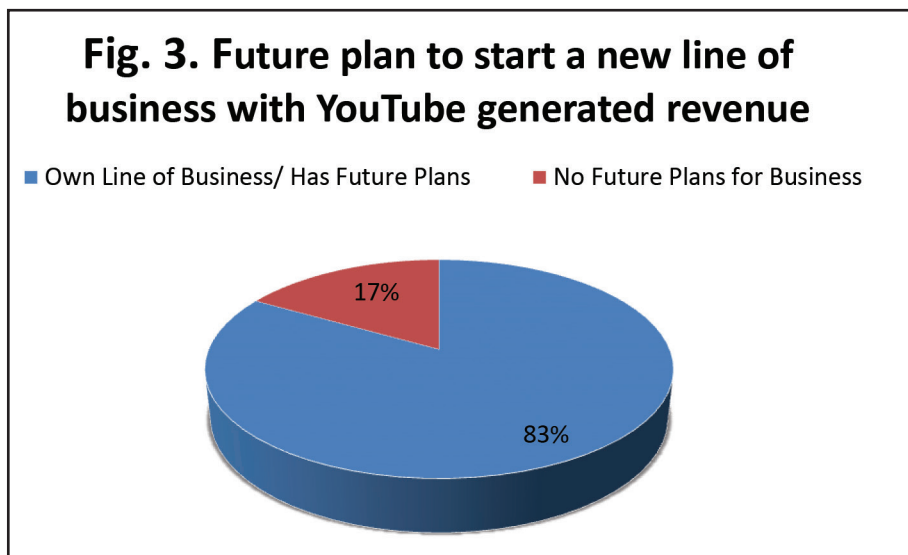
As YouTube has gained popularity due to its easy accessibility and easy to use features, it has been an easy platform for the creative teens and adults to showcase their creativity. The subjects in our study have mentioned that one of the biggest advantages of YouTube is to get their channel monetized. YouTube requires a channel to have at least 1000 subscribers and a minimum of 4000 watch hours on the channel for it to get monetized. Among our sample units, the time lag between the creation of their YouTube channel and getting their channel monetized is very little as compared to other businesses where the time lag between the establishment of their business and earning profits over may be too long or uncertain.

We found out that most of our subjects have monetized their channel within 1 month to 1.5 years from uploading their first video on their channel. However, few of the subjects took more than 2 years to get monetized. The monetization of the channel also depends on various factors such as the frequency of uploading the videos, content quality, contemporary issues and genre of the videos, etc. There is a positive correlation between the frequencies of uploading videos on a particular channel with the potential of getting monetized soon.

6.7. Genres of Video

The creators are chosen from different genres- Entertainment, Daily Lifestyle Vlogs, Food Vlogs, Travel Vlogs, Technological, Fashion Beauty Fitness, Educational and Creating Awareness. Amongst them, the creators creating videos on entertainment (such as creating short films, comedy videos, interviews, etc.) are highly paid, followed by creators making videos on daily life-style vlogs, Travel vlogs, Food vlogs, Technology and Fashion Beauty Fitness.

83.3% of our subjects state that YouTube, by earning them a loyal audience and also facilitating capital accumulation which can be further invested, has helped them to either start their own line of business already or they plan to do so in the near future, while 16.7% have no such future plans. This result sheds light on the risk element associated with YouTube as the creators have some back up plans as well, for the days when the sea is rough and their boats stop sailing.



Source: Author's own calculation based on the samples.

7. CONCLUSION

The result underlines that the YouTube has been non-discriminatory towards people from various backgrounds, be it age, educational qualifications of the creators, area of their residence or others. One does not necessarily have to be tech-savvy to be a creator on YouTube, if you have a camera and a phone you are good to go. For its minimal

investment requirement it has gained popularity amongst our subjects. However, in case of revenue generation, we found that there is very weak negative correlation between the amount of investment the creators made with the revenue they generate; for instance the creator with below Rupees 1000 initial investment is generating an average monthly revenue of Rupees 1 lakh (including promotions) and creator with initial investment of around Rupees 1,00,000 is earning an average monthly revenue of Rupees 40,000.

We also found that the time lag between the investment made on YouTube and their earning from YouTube is between 1 month to 2 years, however it depends on the consistency of uploading videos and the quality of the videos as well.

Of the samples we have taken, all the creators are concerned about the sustainability of YouTube and therefore plan to have a Plan B handy. The studied YouTube creators are presently, Engineer, Doctor, Interior Designer, Singer and one of them is pursuing her bachelor's degree.

The majority of our samples have 'Entertainment' as their content, followed by 'Daily Lifestyle vlogs', 'Food Related', 'Creating Awareness', 'Travel Related', 'Educational', 'Technology' and 'Fashion, Beauty and Fitness'. The creators with Entertainment (creating short films, new songs, challenge videos etc.) has the highest revenue.

We can also conclude, based on our findings, that the creators start YouTube for their Passion and not as a Profession. 96.7% of our samples believe that, YouTube has strong potential of generating new entrepreneurs in Assam and 100% of them strongly agree to the fact that YouTube has undoubtedly given them a platform to outdo themselves.

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Study on National Education Policy (NEP) 2020 with Special Reference to Gross Enrollment Ratio (GER) in Higher Education

ABSTRACT:

Education is the backbone of a nation. Swami Vivekananda said that education is the manifestation of the perfection already in man. Education brings people to their maximum potential by helping them find strengths they did not know existed within themselves. Education does not only propel a nation towards economic prosperity but also helps the same in keeping up with the ever changing technological advancements.

With 1.4 billion population, India is a powerhouse of human resource. However, despite such staggering numbers, India is unable to reach the standards of its counterparts so far as Gross Enrollment Ratio (GER) is concerned. This is primarily because the level of enrollment in higher education in India is too low as compared to the other developed countries. The Gross Enrollment Ratio (GER) in higher education in India is 27.1% for 2019-20 as compared to 88% in USA, 61.4% in UK and 57.8% in China. The disparity between Eligibility Enrollment Ratio (EER) and Gross Enrollment Ratio (GER) is also very high in India. This disparity exists because every person in India is not on a leveled ground in terms of access to education.

It is rightly said in Sanskrit, '*Swadeshe pujiyate raja, vidwan sarvatra pujiyate*'. It means that a king is worshipped only in his own country, but a learned person is worshipped throughout the world. After the colonial rule, India started losing self confidence due to glorification of the English language and the western culture. Since Independence, a lot has been done to improve the enrollment in higher education; but the numbers are not that encouraging.

The National Education Policy of India (NEP) 2020, was approved by the Union

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Cabinet of India on 29 July 2020. The new policy replaces the previous National Policy on Education, 1986. NEP 2020 has been formulated to iron out the shrinkages of the previous policies. This is a revolutionary policy that has been introduced to radically revamp the education system of India. NEP 2020 envisions 50% Gross Enrollment Ratio by the year 2035.

This paper plans to study the National Education Policy (NEP) 2020 with special reference to Gross Enrollment Ratio (GER) in higher education in India.

Key Words: *NEP 2020, Higher Education, GER, EER, AISHE.*

INTRODUCTION:

The benefits of education are innumerable. It does not only benefit an individual by enabling him or her to attain skills which will help them in career advancement, an employment opportunity etc, but also benefits the society at large. Lack of access to education is considered to be the root cause of poverty and only education can help break the loop. Unemployment is one of the biggest problems faced by the youth of the nation. Education, by equipping the masses with relevant skills and knowledge, places them in a better position to take advantage of the various employment opportunities.

Education of the masses is very important for the nation as well. When the people are educated it leads to an increase in research and innovation, entrepreneurship and helps a nation to survive the challenges of globalization. However, India's Gross Enrollment Ratio (GER) in higher education is very discouraging as compared to other developed nations. At just 27.1% in 2019-20, the number is not nearly enough for a country as robust as India. India is the 4th largest and Indonesia is the 16th largest economy in the world in terms of Gross Domestic Product (GDP). However, in terms of GER in higher education India ranks even below Indonesia.

Over the years, the Government of India has taken quite a few initiatives to improve the GER in higher education. New institutions have been established and the intake capacity of existing educational institutions has been increased. The quality of distance education has been given special importance in order to create better opportunities for the disadvantaged section of the society. The Department of Higher Education (DHE) has launched a scheme called Central Sector Interest Subsidy Scheme in 2009 for education loans for students belonging to Economically Weaker Sections. This scheme

has been launched with the aim of encouraging poor students who aspire to pursue higher education and it provides full interest subsidy for the moratorium period.

However, despite such robust initiatives, India has been unable to improve GER in higher education to the extent expected. NEP 2020 is a new and revolutionary policy that aims to revitalize the Indian education sector. The vision of attaining 50% GER in higher education by 2035 is one of the significant targets in the policy's agenda.

OBJECTIVES:

The present research work has been undertaken with the following objectives:

1. To study the role of NEP 2020 in increasing Gross Enrollment Ratio in higher education in India.
2. To make a comparative study of the enrollment ratio in higher education among select countries.

RESEARCH METHODOLOGY:

The present study is descriptive and analytical in nature. Secondary sources of information have been used in order to conduct this study. The links of the online sources of information have been provided in the references section of this paper.

NEP 2020: AN OVERVIEW

National Education Policy (NEP) 2020 is the first education policy introduced in India in the 21st century. Replacing the 34 year old National Policy on Education, this new policy aims to bring forward revolutionary changes in school and higher education in the nation. Quality, Access, Equity, Accountability and Affordability are the main pillars upon which this policy is built. Aligning with the 2030 Sustainable Development Goals, NEP 2020 envisions transforming India into a knowledge superpower.

Flexible and multidisciplinary education and holistic development are the main focus of this policy. It has replaced the 10+2 system in school education by 5+3+3+4 system. There will not be any rigid separation among the different streams under NEP 2020 in order to promote multidisciplinary education. The 3 year undergraduate courses will be transformed into a 4 year undergraduate courses with provision of multiple entry and exit points with certification at each point. Multidisciplinary Education and Research

Universities (MERUs) are aimed to be set up in order to bring the education system in India at par with the global standards.

NEP 2020 has targeted to achieve 100% gross enrollment in school education and an increase of 50% in gross enrollment in higher education by 2030. It has also put special importance on setting up of Gender Inclusion Funds and identification on Special Education Zones in order to uplift the disadvantaged sections of the society.

AISHE: AN OVERVIEW

All India Survey on Higher Education (AISHE) was launched in the year 2011 by the Ministry of Education, Govt. of India. It was launched under the scheme of Higher Education Statistics and Public Information System (HESPIS). Under AISHE, an annual web based survey is conducted to understand the current condition of higher education in the country. AISHE aims to create a robust database of all the educational institutions providing higher education in India.

OBJECTIVES: The objectives of AISHE are:

- (1) To identify all the institutions imparting higher education in India.
- (2) To collect data related to various educational statistics in higher education.

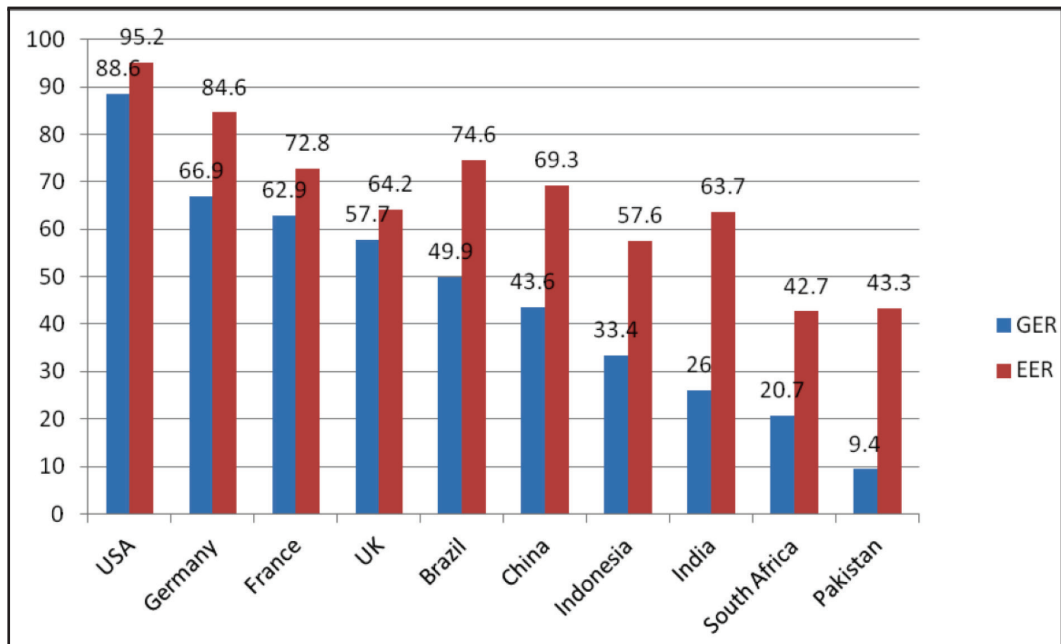
After the completion of data collection, the report is prepared by National Information Commission and is published on the website <http://aishe.gov.in>.

GER AND EER: A GLOBAL OVERVIEW

Gross Enrollment Ratio: Gross enrollment ratio (GER) refers to the ratio of total number of students enrolled in a particular level of education to the total number of people in the corresponding official age group. GER is a statistical tool to measure student enrolment in education.

The GER for higher education is calculated by dividing the total number of students enrolled in higher education irrespective of age by the total population of the age group that officially corresponds to higher education. The age group corresponding to higher education in India is 18-23 years.

Eligibility Enrollment Ratio: Eligibility Enrollment Ratio (EER) is the ratio of the total number of students enrolled in higher education to the total number of students who have successfully completed 12th standard in the age group of 18-23.



Source: [https://government.economictimes.indiatimes.com/news/education/reaching-ger-of-50-by-2030-as-envisaged-in-nep-2020-needs-a-course-correction/79986781#:~:text=Our%20study%20shows%20that%20India,%20and%20EER%20\(43.3\).](https://government.economictimes.indiatimes.com/news/education/reaching-ger-of-50-by-2030-as-envisaged-in-nep-2020-needs-a-course-correction/79986781#:~:text=Our%20study%20shows%20that%20India,%20and%20EER%20(43.3).)

The above diagram shows Gross Enrollment Ratio (GER) and Eligibility Enrollment Ratio (EER) in 10 select countries for five years starting from 2013-2017.

As it can be seen from the diagram above, in each of the 10 countries studied above, the GER is below the EER. This means that none of the countries have been able to cater to their eligible population. USA has the highest EER at 95.2 as well as GER at 88.6.

The GER in higher education in India is far below most of the other countries taken into consideration. India, along with low GER in higher education, is also characterized by a wide disparity among EER and GER in higher education. Even though the GER in South Africa is below India, the disparity among EER and GER in South Africa is lesser than that in India.

Even though Pakistan ranks above South Africa in terms of EER, the disparity between EER and GER in Pakistan is significantly greater than South Africa. Pakistan has the lowest GER among the 10 countries at 9.4.

Among the countries taken into consideration, India ranks only above Pakistan in terms of GER as well as disparity among GER and EER.

ROLE OF DISTANCE EDUCATION

Distance education or distance learning is the education system where it is not mandatory for the students to be present at the institution where they are enrolled in. The students and the teachers may be separated in time as well as in distance. Due to the flexibility offered by distance education, it is emerging as one of the important methods of imparting knowledge.

India ranks among the top countries in terms of distance and open learning (ODL) system. It has one of the largest ODL systems and ranks second, after China. In India, six types of institutions are allowed to offer open and distance education. They are National Open University, State Open University, Distance Education Institutions (DEIs) at institutions of national importance, Central Universities, State Universities, Deemed Universities and State Private Universities and DEIs at standalone institutions.

According to the annual report of 2019-20 submitted by All India Survey of Higher Education (AISHE), open and distance education accounts for 11.1% of the total enrollment in higher education.

For students living in remote areas, getting access to higher education and attending regular offline classes is still a dream. Also, some of the students are unable to pursue higher education due to financial constraints. They have to start working at a very young age to attend to their families. Since ODL offers time and distance flexibility, one can pursue their studies along with their job from any place across the country. These online courses are cheaper as well in comparison to the traditional in-person courses thus, making education much more accessible to all.

National Education Policy (NEP) 2020 has also identified the importance of alternative modes of imparting education, keeping in view the rise in epidemics and pandemics. As we saw in the year 2020, due to COVID-19, the entire world came to a standstill and precious academic years were lost. With the use of ICT based alternatives, it can be ensured that students don't miss out on education even during adverse situations.

Even though NEP 2020 has identified the importance of open and distance education, nothing much was mentioned about setting up of open universities. In order to achieve the ambitious target under NEP 2020 of 50% GER in Higher Education by 2035, it is very important for the Government to identify the importance of open universities and take necessary measures for the same.

HURDLES/PROBLEMS OF OPEN AND DISTANCE LEARNING

Open and Distance Learning (ODL) might be a solution to a number of problems faced by the students. However, it has its own drawbacks. The major concern related to ODL is the technical issues attached to it. Poor quality of internet connection, faulty software or hardware creates hindrance in the learning process.

As the students study in isolation, the chances of getting distracted increases. While studying online, there are chances of deviating into other activities like social media, listening to music, online shopping etc. In traditional method of learning, there is constant support and motivation from teachers and peers and that creates an environment for continuous learning. This is absent in the ODL system.

In ODL, the students and teachers are not only separated by distance but also by time. Due to this, the queries or doubts of students take longer time to be answered in comparison to traditional methods of learning.

CHALLENGES OF NEP 2020

NEP 2020 is one of the most revolutionary education policies ever witnessed by the nation. It aims to restructure the entire education system by addressing the multiple problems that have battered the Indian education system for ages. It does not only address the pedagogical issues, broadening access and structural inequities but also aims to make the students competent enough to face the future by making them capable of meeting the demands of the new millennium.

However, for a vast and diverse country like India, bringing forward a change across the entire nation is a mammoth task. India has the second largest education system in the world. According to the AISHE 2019-20 report, in higher education alone, there are 3.74 crore students in the nation. Creating a sense of shared responsibilities among the multiple stakeholders across the state, district, sub-district and block levels will be very challenging because of the number of people involved and the diversities among them.

The education system in India is also severely underfunded and lacks capacity of innovation and scaling up, as rightly pointed out by the Drafting Committee of NEP 2020 led by K. Kasturirangan.

The current education system heavily relies on rote learning and content based education. In order to break free from this back-dated system and move towards experiential learning as envisaged by NEP 2020, a major revolution in the mindset of the people running the

education system is required. This has to be followed by an attitudinal change among the teachers, students as well as parents.

In order to make the targets of NEP 2020 a reality, co-operation among the State and Central Government is a *sine qua non*. The states ruled by opposition parties might create roadblocks while implementing this policy. As on 8th August 2022, the states of West Bengal and Tamil Nadu are yet to assent to the implementation of NEP 2020.

According to the survey by Ministry of Education, 78% of the colleges in India are run by the private sector and this accounts for 66% of the total enrollment. Therefore, the importance of private sector in education for the smooth implementation of NEP 2020 cannot be ignored.

CAUSES OF LOW GER IN HIGHER EDUCATION IN INDIA

The Gross Enrollment Ratio (GER) in India in higher education is far below the other developed countries. This is because of a number of reasons.

- (1) The primary reason for low GER in higher education in India is because large portion of the population under the relevant age group is not eligible to enroll for higher education. This is because of low enrollment in higher secondary level and high drop-out rates.
- (2) Financial constraint is also one of the significant reasons for low GER in higher education in India. According to report by PEW Research Centre, the people under poor income group increased by 75 million due to COVID-19. PEW Research Centre is a subsidiary of the PEW Charitable Trusts with headquarters in both Philadelphia and Washington. It was set up by the four sons of Joseph Newton Pew, the founder of Sun Oil Company and a prominent philanthropist.
- (3) Lack of availability of higher educational institutions in comparison to the eligible population is also one of the reasons contributing to low GER in higher education in India. Even though the national average of college density is 30 per lakh eligible population, there is great disparity among the states. Bihar ranks the lowest with only 7 colleges per lakh eligible population while Karnataka being at the top of the list with 59 colleges per lakh eligible population.
- (4) The teacher-student ratio is also one of the roadblocks in increasing the GER in higher education in the country. The national average is 28 students per teacher but if we take the states individually, the numbers have a great difference. Bihar again

ranks last on the tally and has 61 students per teacher. According to the guidelines set by UGC, the teacher-student ratio should be 1:30 for social sciences and 1:25 for science stream in undergraduate courses. For postgraduate courses, the ratio is 1:15 for humanities, social sciences and commerce and 1:10 for science stream.

- (5) The gender disparity in Institutes of National Importance is also very high. As per the 2019-20 report of AISHE, the share of women in such institutions is very low. This low share can be attributed to the age old social bias against women pursuing technical education.

HIGHLIGHTS OF NEP 2020 WITH REFERENCE TO INCREASING GER IN HIGHER EDUCATION

There are five pillars of NEP 2020 which are:

- (1) Affordability,
- (2) Accessibility,
- (3) Quality,
- (4) Equity and
- (5) Accountability.

These pillars have been crafted or designed to meet the demand for knowledge in society and economy so as to acquire new skills on a regular basis. NEP 2020 aims to increase GER in higher education including vocational education from 26.3% (2018) to 50% by 2035.

NEP 2020 suggests certain steps to be taken by the Government as well as Higher Education Institutions (HEIs) to increase GER.

Steps to be taken by the Government include the following:

- (1) Clear targets of GER in Socio-Economically Disadvantaged Groups (SEDGs) are to be set.
- (2) High Quality HEIs that teach in local or Indian languages are to be set up and supported.
- (3) High Quality HEIs are to be set up in Special Education Zones and aspirational districts in order to increase access to education.

- (4) Technological tools and support are to be provided in order to enhance learning outcomes.
- (5) Outreach programmes are to be conducted by the Government on higher education opportunities and scholarships are to be provided for SEDGs in both public and private HEIs.

Steps to be taken by the HEIs include the following:

- (1) Mitigate fees for pursuing higher education and provide financial assistance in the form of scholarships.
- (2) Make admissions processes and course curriculum more inclusive.
- (3) Increase employability potential of higher education programmes.
- (4) Formulate degree courses that are taught in Indian languages as well as bilingually.
- (5) Make all buildings wheelchair-accessible and disabled-friendly.
- (6) Develop bridge courses for students SEDGs.
- (7) Strictly enforce all no-discrimination and anti-harassment rules.
- (8) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs beyond the steps mentioned above.

CONCLUSION

The NEP 2020 provides a robust framework for reorganizing and revamping higher education in India. It aims at building the overall personality of the students by strengthening infrastructure for open and distance learning (ODL), online education and increasing the use of Information and Communication Technology (ICT) in education. But increasing the GER in higher education is one of the greatest challenges in our country. Against this backdrop, the inclusiveness in admission as well as framing course curriculum is one of the greatest characteristics of NEP 2020 for increasing the GER in higher education.

It has been observed that except the states of West Bengal and Tamil Nadu, almost all the other states have started their preliminary process of implementing NEP 2020. It can be expected that in the near future NEP 2020 will be acting as the guiding spirit in the education sector to overhaul the whole system itself in general and enhancing the GER in particular.

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Entrepreneurial Learning and Teaching in Higher Education- The Role of Vocational Courses in Promoting Entrepreneurship in Assam

ABSTRACT

The meaning of entrepreneurship is when an individual starts a new business with his new ideas, goods, services and most importantly bearing most of the risks and parallelly enjoy most of the rewards. The main importance of entrepreneurship is to create new job opportunity, innovation and help into the growth of the economy of a country. Entrepreneurship education is very much important in an ever-changing world. Students should know about the importance of entrepreneurship from the ground level of their education. Hence it should be added in the syllabus of the schools even in higher education. This value-added course will provide the opportunity to identify how enterprise and entrepreneurship can add value to both students and stakeholders.

The entrepreneurship programme in higher education helps the students to develop the understanding of current level scenario of enterprise and entrepreneurship and also it develops a clear image of this programme. The authority of the higher education can add this programme in their syllabus as an extra curriculum activity. The knowledge of entrepreneurship provides a platform how to share good practice regarding this programme. There are four layers of entrepreneurship learning and teaching in higher education- A) the nature of entrepreneurship education. B) the learner and their journey. C) the role and the value of the educator. D) the institution and its culture, process and practice. This education develops the role and responsibility among the students through education experience with the institution and deliver effective experience to those who wants to start a new business.

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In India 300 million people living in below poverty line. It is not possible for the government to provide means of livelihood to everyone. Hence it is also an initiative of the government to educate the students to meet their challenges and adopt the “Skill India” programme in March 2015. This programme also wishes to support make in India campaign to produce skilled man power. Through all these programmes, government wants to improve the growth of Indian economy. Because a developing country like India entrepreneurship programme can be a positive attitude towards innovation.

Keywords- *Entrepreneurship in higher education, economic growth, start-up, innovative ideas of youth.*

Peter F Drucker states that “An entrepreneur is the one who always searches for changes, responds to it and exploits it as an opportunity.” He further states that innovation is the specific tool of entrepreneur, the means by which he exploits change as an opportunity for different business or services.

INTRODUCTION

Any individual who creates a new business, bear to take risk, enjoys its benefits is known as Entrepreneur, the business is called as Enterprise and the process of setting of the business is commonly known as Entrepreneurship. An entrepreneur is commonly regarded as an innovator, a source of new ideas, goods, services and business procedure is the concept of entrepreneurship. It is a mind-set which is opportunity oriented, holistic in approach and leadership oriented. This approach of entrepreneurship is now about innovation, about seeing problem as opportunity, and about enjoying the world. An entrepreneur is thus a person who organise, manage and arrange the risk of business and enterprise. Entrepreneurial qualities are characterised by taking of risk in the hope of making benefit. The importance of entrepreneurship is to create new job opportunities and help into the growth of the economy of a country. The literal meaning of entrepreneurship is when an individual starts a new business with his new ideas, goods, services and most importantly bearing most of the risks and parallelly enjoys the most of the rewards.

Education is an important tool in determining the entrepreneurial orientation in individuals. Formal education is positively correlated with entrepreneurship. Training and education have definite role in enhancing entrepreneurship in India. One of the significant contributors to the economy of the country is the Entrepreneurs. This shows how India is flourishing and evolving day by day.

In this paper we are discussing about the importance of adding the entrepreneurship programme in higher education. Here, the role of teacher and teacher training institution plays a very crucial role as they are fostering in young entrepreneurs. Entrepreneurship education is very much important in an ever-changing world. Student should know about the importance of entrepreneurship from the ground level of their education. Hence, it should be added in the syllabus of the schools even in higher education. This value-added course will provide the opportunity to identify how entrepreneurs and entrepreneurship can add value to both the students and stakeholders.

The programme in higher education helps students to develop the understanding of current level scenario of enterprise and entrepreneurship and also it develops a clear image of this programme. The authority of higher education can add this programme in their syllabus as an extra curriculum activity. This knowledge of entrepreneurship provides a platform how to share good practice regarding this programme. This education develops the role of responsibility among the student through education experience within the institution and deliver effective experience to those who wants to start a new business.

Entrepreneurship education has gained relevance over a period of time and it is the guide for future entrepreneurs. It will help the young generation of India to develop entrepreneurial skills and knowledge, which will help them in starting, organising and managing their own start-ups and enterprises in future. Introduction of more entrepreneurial courses will also help students in walking the road to growth.

BACKGROUND

In the country like India job opportunity is decreasing day by day. The reason of this problem is to increasing the no of educated people in the country in compare to earlier days and everybody wants to go for a secured job after the completion of formal education. Here the important thing is that nobody wants to take a risk for a start-up. Because of the awareness and lack of adequate knowledge. This is the reason that entrepreneurial teaching should be added to the higher education, also encourage the students to go for this new innovation ideas. It also be noted that government cannot generate jobs for all the citizens. In this situation people need to change the thinking and can take a risk to start a new business. By these they can contribute toward the economy of the country.

Here the crucial role plays by the teachers when it is added in the syllabus. If the teachers have proper training, skill and enough ability to encourage the students then definitely it will help the students to get attracted towards this new venture building

concept. Hence this concept should be added in the syllabus. Shankar [2012] discussed about some obstacle about the entrepreneurship teaching in India. Those are- lack of institutionalisation, lack of indigenous experience, lack of trained teachers, short term focus on result, limitation with pedagogy, subject not considered as core. Hence this study will be focus on the improvement on those obstacles.

OBJECTIVE

Entrepreneurship education is extremely important as it encourages innovation, foster job creation, education, improves global competitiveness, training and work experience are considered as the most common indicators of human capital, associated with the success of entrepreneurs. Though the entrepreneurship idea was there in the mind of people but real executing technique of the programme was not known by the people. Till now in the society people have less idea about the entrepreneurship. These are the reasons that entrepreneurship programme should be added in the syllabus of education as a curriculum course.

The objectives of this study:

1. To create the awareness of entrepreneurship program among the youth.
2. To discuss the role of vocational courses in development and promotion of entrepreneurship
3. To study the challenges faced by entrepreneurs.

LITERATURE REVIEW

Many studies could be found in entrepreneurial learning and teaching in higher education. Obviously this one is a very new concept still there are so many studies have done till date. Scholars believe that some aspect of entrepreneurship can effectively be tough to students to equip them with the necessary skills and ability [Henry ET AL, 2005b]. The literature indicates that, although to pursue entrepreneurship is comparatively strong in India, the education support for its development is still a far cry from the agenda [Raichaudhuri, 2015]. The study conducted on 327, college students by Linan and Fayolle [2005] in china claimed that student enrol in entrepreneurship cause resulted in having higher entrepreneurial intention but could not significantly change their entrepreneurial attitude. Perhaps, this status acts as reason enough to only offer entrepreneurship as an

extra curriculum or co curriculum program in the majority of the colleges and universities in India [Shankar, 2012]. Entrepreneurship education includes all the activities aiming to develop entrepreneurial mindsets, attitude, skills and covering a range of aspects such as idea generation, start-up, growth and innovation. (Fayolle et al.,2009). Plaschka and Welsch (1990) posit two frameworks of entrepreneurship programs. The first combines the dimensions of number of entrepreneurship courses and degree of integration. The second combines the dimensions of number of disciplines and transition stages in a firm. Harrison and Leitch (1994) argue the need to utilise recent developments in the field of leadership research when studying entrepreneurship. The authors suggest that leadership and organisational transformation and continuous learning are themes that reflect the new paradigm associated with entrepreneurship education.

The most important primary and short term results are to raise awareness, knowledge and understanding about entrepreneurship concept and practice, to develop individual entrepreneurial skills, behaviours and attitudes, to enable personal self-confidence and capability, to create empathy with an entrepreneurial way of life, to embed entrepreneurial values and beliefs, to motivate and inspire students towards entrepreneurial business career or life, to understand venture creation process, to develop generic entrepreneurial competencies, to build personal relationship and networking skills, to prepare for becoming a freelancer or self-employed, to start a new business. (Hannon et al 2006).

METHODOLOGY

The current study utilises a qualitative research technique, i.e., the narrative inquiry is based on in depth interviews. During our study on “Entrepreneurial learning and teaching in higher education- Role of Vocational Courses in promoting Entrepreneurship in Assam” we visited two entrepreneurs from Guwahati namely Bidyut Jyoti Kalita founder of ‘Bhuruka Fresh Food’ (Chandmari) and Sadhan Chetry founder of ‘Graduate Chaiwala’ (Ganeshguri) and interviews were taken to know from them about their experience and journey so far in the field of entrepreneurship and as an entrepreneur. We also came to know how effective communication as well as managerial skills help them to reach their customers and help them to acquire their targets.

Also, descriptive method has been gathered from secondary sources. Secondary data and materials have been collected from various journals, books, internet websites, published research articles, papers and newspapers etc.

DEVELOPMENT OF ENTREPRENEURSHIP THROUGH VOCATIONAL EDUCATION

Vocational education or Vocational education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques. One of the objectives of vocational school is to develop entrepreneurs. Through vocational high school education, students are provided with entrepreneurship learning so that they are able to be an entrepreneur. The vocational education community college is largely a phenomenon of twentieth-century American higher education. The label applies to an array of institutions that offer six-month vocational diplomas, one and two year vocational, technical and pre-professional certificates. States, countries, school districts, universities have organised specific racial and ethnic groups for women, or for specific purposes such as business. Skill oriented vocational education in Higher Education is an interdisciplinary approach to develop skill, ability for entrepreneurship. It is inherent to enhance quality of higher education.

The National Education Policy (NEP) 2020 also suggests the integration of vocational institutions in a phased manner over the next decade. According to NEP 2020, by 2025, at least 50% of learners shall have vocational exposure through school and higher education. Every child is supposed to learn at least one vocation and be exposed to several more. The NEP 2020 stated that there will be 'no hard separation' between the vocational and academic streams. Universal access to all children of the country to quality holistic education- including vocational education-from preschool to grade-12 will be ensured, while allowing for flexibility and choice of subjects. At the Secondary stage i.e., for students of ages 15-18 years or grades-9 to 12, every student will receive training in at least one vocation, and more if they are interested. The four period in secondary education i.e., grade-9 to 12 can be used not just to expose a student to different vocations but school to help him/her to progressively build a considerable degree of expertise.

Some Vocational institutions in Assam

1. Kamrup College of Vocational Training
2. Global Academy of Professional Studies Centre-2
3. Epitome Educational Society

4. Fortune Computer & Vocational Training Institute.
5. Assam Technical Education Institute (ATEI)
6. Skill Development
7. Assam Industrial Training Institute. NRDS Vocational Training Centre
8. Vocational Training Centre
9. JOBHUT
10. TUSTI Skill Learning Centre

FINDINGS

- **Various schemes to support Start-ups and Entrepreneurship –**

With India's 530 million youth representing its future, they need to be more knowledgeable to enhance their economic productivity. The Centre Government has been introducing various schemes to support start-ups and has created a dedicated ministry for new businesses. Initiatives to boost start-ups and encourage entrepreneurship includes schemes like

1. Start-up India: Start up India is an initiative of the Government of India to support innovative ideas. this action plan is focusing on three areas- simplification and handholding, funding support and incentives, industry-academia partnership and incubation.
2. Stand Up India: The objective of the Stand-Up India scheme is to facilitate bank loans between 10lakh and 1 crore to at least one SC or ST borrower and at least one borrower per bank branch for getting up a Greenfield Project.
3. SAMRIDH Scheme- SAMRIDH Stands for Sustainable Access to Markets and Resources for Innovative Delivery of Healthcare. The objective of this scheme is to come up with new and innovative health solutions and scale up the production and adoption of the existing healthcare facilities.

Entrepreneurship education should be accelerated and made an integral part of the academic system to motivate the youth to explore new entrepreneurship ventures and not to focus only on jobs.

- **Challenges faced by Entrepreneurs-**

1. Difficulties towards Start-ups: Doing business in India is an extremely difficult proposition due to lack of an appropriate entrepreneurial climate, the lack of required infrastructural facilities, and lack of access to relevant technology. Most of the time, the Indian entrepreneurs have to tackle electricity, transportation, licensing problems.
2. Incomplete Entrepreneurship Education: A survey done by the Entrepreneurship Development Institute, India (EDII) in 2003 shows that the young people are afraid to do start-ups because they are not confident, not capable and lack of knowledge in starting a new business.
3. Cultural Barriers: entrepreneurship can develop only in a society in which cultural norms permit variability in the choice of paths of life. The entrepreneurship education in the higher education system should satisfy the need for entrepreneurship by selecting, motivating, training and supporting the new and upcoming entrepreneurs.
4. Delay: The result of Entrepreneurship program is not immediate, since graduates' motivation and capabilities evolve overtime, hence, the rate of graduate business creation are not suitable indicators to evaluate entrepreneurship.
5. Less than 1/3 of staff teaching entrepreneurship has practical experience in business.

ANALYSIS AND DISCUSSION

- The study was to create awareness of entrepreneurship programme among the youths. We have already discussed about the scarcity of job around the whole India. If the youth understand the concept of entrepreneurship through their syllabus, then definitely it will decrease the problem of job scarcity in the country.
- We need entrepreneurs because they assist in employment generation. During the study we found that each entrepreneur has the possibility of creating and providing at least 20 employment opportunities. So, there's a very important role for entrepreneurs to uplift the economic development of the country by starting new business, making jobs and contribute towards numerous goals of the economy.
- Teachers and educators play a vital and most essential role in the field of higher

education. To train, enable and motivate educators and teachers to enhance entrepreneurial spirit and culture, and to encourage cross border exchange of experience among faculties. Here the crucial role is played by the teachers and the educators.

- Embedding entrepreneurship and innovation, cross-disciplinary approaches and interactive teaching methods require new models, framework and paradigms. Entrepreneurship education should be interdisciplinary, developing multi dimensions, such as employability social and academic entrepreneurship.
- Great marketing strategies build great businesses. However, entrepreneurs being new in this field do not know the best strategies to market their goods and services. It is necessary to create a marketing plan for the business.

CONCLUSION:

Entrepreneurship education is extremely important as it encourages innovation, foster job creation, education, improves global competitiveness, training and work experience are considered as the most common indicators of human resource. Though the entrepreneurship idea was there in the mind of people but real executing technique of the programme was not known by people. Till now in the society people have less idea about the entrepreneurship and most importantly in the country like India people do not support to start a new business. These are the reasons that entrepreneurship programme should be added in the syllabus of not only higher education but also in the ground level education and co-curriculum course. The concept of entrepreneurship is new for a country like India. People, most importantly the youth need to understand the relevance of Entrepreneurship idea.

According to our study, it will generate knowledge about qualifications of learning that effective to produce successful entrepreneurs. This study generates and develops concepts, categories and propositions through verified data collection.

It is widely recognised that it is increasingly necessary for students to have skills which will increase their employability. Entrepreneurial education and training provide individuals with the ability to recognise commercial opportunities, self-esteem, knowledge, and skills to act on them. Individuals must continuously improve their knowledge and skills as a response to today's rapidly changing business environment.

The strategy that involves governments, educational institutions like schools, colleges and universities in needed order to reduce skill mismatch efficiently. Individuals have to enter the job market with appropriate, balanced mix of knowledge and skills that will allow over the professional life further education in order to cope up with new demand. There should be guidance in selecting the right career, for a smooth transition from school to work and for skill improvement over the working life, to better exploit the business opportunities.

RECOMMENDATIONS

- Establishing conditions for Entrepreneurial Learning- if the higher education institution has broad and complex national and international networks with the world of work and other partners, it can offer better resources and environments for entrepreneurial learning.
- Building entrepreneurial teams- teams that supports and promotes common objectives are a breeding ground for accelerated learning. Such teams will create new competence, which will be beneficial to the higher education institutions.
- Promotion of funding- when the higher education institution and its partners formulate the processes required for the recognition and funding of the promising start-ups, it will partly create the conditions for new entrepreneurial growth.
- Enter the wider entrepreneurial ecosystem- in order to be more effective, it needs other developers of entrepreneurship alongside its own activities. If the education institutions have links with other entrepreneurial services, entrepreneurs can have better opportunities for success.
- Development of vocational education- improving the quality of technological and vocational education through schools and out of school education can work well if it is supported well by the input, process and other supporting facilities.
- Curriculum development- In accordance with the developments of science, technology, and communication as well as the needs of business, industry, preparation and curriculum development should be always involving parties concerned stakeholders, especially business/industry.

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Role of Higher Educational Institutions to Create Entrepreneurs in Assam

ABSTRACT

Entrepreneurs are said the backbone of an economy. Entrepreneurship, the thrust of an entrepreneur is the process of doing the innovation, taking the decision, assuming the risk, bearing the uncertainty, making the enterprise a success; supplied goods and services to satisfy the need of the people. It has become a new mantra of a successful career for a growing number of educated, motivated and ambitious youth. Entrepreneurship is a very complex phenomenon to be developed; a continuous as well as never ending process and requires a systematic and organized approach.

Assam is incredible in her natural beauty and resources. Assam is one of the economically backward states of the country even though a glorious industrial and economic past. Problem of marketing and inefficiency in management are major cause of close down various SSI units comes up in Assam after 1993. Entrepreneurship culture did not develop simultaneously in Assam, along with its industrialization.

Educational institute may generate will, zeal and skill. Individual departments of colleges can render services as facilitator and incubator in creating entrepreneurship. The UGC introduced a flexible system of certificate/diploma/advance diploma programme which can run parallel to the conventional BA/BCom/BSc degree. New Education Policy, 2020 is the multifaceted education policy. It is not the policy of creating job seekers, but job creators. Prime Minister of our country very strongly supported 'Make in India', 'Start up' and 'Stand up' India Mission. Rural colleges have the immense role for entrepreneurship development because of the closeness towards the resources.

In this paper an attempt has been made to identify how higher educational institutions can support to build entrepreneurship as a successful career option to collegiate students and accept it the choice and not the chance.

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Key Words: *Entrepreneurs, start-up, institutional mechanism, educational curriculum, economic development*

INTRODUCTION:

Entrepreneurs are said the backbone of an economy. A person, who owns, operates, and takes risk of business venture is called entrepreneur. Risk taking, goal setting, learning from failure, etc. are the basic characteristics and qualities of an entrepreneur. Entrepreneurship can be termed as, a multifaceted phenomenon and a dynamic process of vision and creation. It is the process or activity of doing the innovation, taking the decision, assuming the risk, bearing the uncertainty, making the enterprise a success, supplied the goods and services to satisfy the need of the people. It is a very complex phenomenon to be developed, a continuous as well as never ending process which requires a systematic and organized approach. The development of entrepreneurship is considered to be a panacea for harnessing vast untapped human resources; a new mantra of a successful career for educated, motivated and ambitious youth. A job can support a family only, but entrepreneurship can support more than a family. Basic areas of entrepreneurial activities are enterprises (manufacturing/servicing), business or trading, or any professional activities. Entrepreneurship is the characteristics, practice and/or skill of an entrepreneur that includes:

1. Identifying/innovating ideas,
2. Converting ideas into product & services,
3. Mobilizing resources,
4. Organizing production/services
5. Finally, marketing them covering risk with constantly striving for growth & excellence.

The World is undergoing rapid changes and even the ways people live and consume have undergoing changes. These changes have thrown up newer opportunities. A potential entrepreneur needs to study the environment to find out where the opportunities lie and take up a new venture with adequate training, guidance, planning and imbibing the qualities that are essential for entrepreneurship. Create the right type of attitude and success follows. Bill Gates and Steve Jobs in the United States or Dhirubhai Ambani, Narayan Murthy, Shanaz Hussain in India, who are all first generation entrepreneur, have to a large extent been able to transform society. These people had a vision of what they wanted to achieve, a great passion for their work and a burning desire to succeed.

Entrepreneurs are often said to be crazy people who think that they can change the World and also dare to do so. Now-a-days, entrepreneurship has become a focus area for Government, policy makers and society. J. Schumpeter pointed out, “the rate of economic progress of a nation depends upon its rate of innovation which in turn depends upon the distribution of entrepreneurial talent in the population.” A country rich in physical and natural resources cannot make much headway, socially and economically, unless it has competent and enterprising people with the necessary skills, knowledge and initiative. Many have come to believe that the future growth and development of any society in 21st century would be dependent only on entrepreneurship.

There prevails a controversy on what is necessary to be a successful entrepreneur. Earlier there was a notion that entrepreneurs are born not made. In other words, persons with business family background could become successful entrepreneurs. Subsequently, the sharpened knowledge of entrepreneurial competencies over the last few decades made people realize that entrepreneurs are made and not born. Though true entrepreneurs are born, the formal education system has the role to inculcate the character of the students to make them innovative through proper knowledge and expertise in specific trade. Entrepreneurship education may be able to create awareness and training to enhance the chance to become self employed, learn to take up the challenges of becoming successful entrepreneurs by way of acquiring the requisite skill, knowledge and information. Inclusion of entrepreneurship education in a systematized curriculum could be able to take up entrepreneurship as a career by choice. Entrepreneurship education is not only important to motivate youth to start up any venture but also important to face any challenges like competitions, unknown circumstances, problem of marketing, management, etc.

After launching the entrepreneurial ventures the entrepreneurs are in the actual field of operation and during the course of its operation, entrepreneurs face various circumstances. Paying attention only to the start-up phase of an entrepreneurial venture is not possible to survive and sustain if they are not well protected from the circumstances they had to face during the operational phase. For this they need continued support from various promotional agencies/institutions for establishment of the venture to its liquidation. The very first focus needs to be on molding the mindset of the people and to look into entrepreneurship as a career option. Alfred Marshal has said that “people can be taught to acquire the abilities that are necessary to become entrepreneurs”. Pre-entrepreneurship and operational training is very crucial in entrepreneurship development. Entrepreneurship education means developing expertise as an entrepreneur. Academic knowledge is necessary to develop an understanding of the business environment and also the plethora

of laws, rules and regulations governing business. Through entrepreneurship education, learners can gain key entrepreneurial skills such as creativity, critical thinking, problem-solving, communication, reasonable risk-taking, self-motivation, financial responsibility, and teamwork.

In the last two decades entrepreneurship education has grown rapidly which is reflected in the inauguration of national and international business plan competition, new entrepreneurship curricula and programme. Approaches to entrepreneurship education have varied across colleges and universities from offering single course in new business development to integrated curricula that include marketing, finance, competitive analysis and business plan competition. Entrepreneurship education has become popular for five reasons-first, the development of business plans allows students to integrate accounting, economics, finance, marketing, and other business disciplines. As such, it can be an enriching, integrative educational experience. Second, entrepreneurship education may promote the founding of new businesses by graduates or enhance their employment prospects and the success of graduates in the job market. Third, entrepreneurship education may promote technology transfer from the university to the market through the development of technology-based business plans. Fourth, entrepreneurship education forges links between the business and academic communities. Entrepreneurship education is seen by business leaders as a useful, applied approach to the study of business and the economy, and they have been willing to fund entrepreneurship programs and endow professorships within them. Finally, because there is no set approach to entrepreneurship education and because entrepreneurship generally is outside traditional discipline boundaries, it has been possible to experiment with curriculums (Pradhan, 2005).

INDIAN PERSPECTIVES IN THE ENTREPRENEURSHIP EDUCATION:

Entrepreneurship education in post independence India has been focused on measures designed to encourage self employment and funding of small and medium enterprises (SMEs). The thrust for entrepreneurship development was given first with the introduction of the Industrial Policy Resolution in 1948 and 1956 in India. The importance of entrepreneurship education in India can be better understood in light of the declining rate of growth of employment in the economy. Falling trade barriers, improved communications, the internet and globalization have facilitated the creation of new ventures. According to a statistics, there is only one Government job against every 10 thousand unemployed. Hence, there is a need to think about a substitute for remaining 9999 unemployed. In India, entrepreneurship has not properly placed in educational

curriculum particularly in school education. Truly speaking, college and university education itself is perhaps not enough to prepare students to take-up self-employment and entrepreneurial career.

India has a large reservoir of technically and professional qualified talents. Such talents are seen more to have been absorbed by the Information Technology sector, Multi-National Companies, the corporate and so on. They remain more as 'job seekers' rather than becoming 'job creators'. Government has realized that they can only facilitate enterprise, they cannot run enterprise. It is apprising that the Prime Minister of our country very strongly in support of 'Make in India', 'Start up' and 'Stand up' India Missions. Green Entrepreneurship in the changing market scenario is encouraging in India. As a result of the growing base of eco-consumers several individuals and organizations are taking advantage of the contemporary Indian market scenario by innovating and redesigning their products with a green perspective. Hence the concepts of green entrepreneurship and green marketing are slowly and steadily establishing stronghold in the Indian markets.

Some of the leading business schools in India introduced entrepreneurship as a basic elective subject or non-credit course (Samra, 2005). The University Grant Commission (UGC) initiated a major programme of vocationalization at undergraduate level during 8th plan (1994-95) and in 10th plan. The UGC introduced a flexible system of certificate/diploma/advance diploma programme which can run parallel to the conventional BA/BCom/BSc degree. Moreover, UGC give autonomy to the colleges to formulate own need based career oriented courses followed UGC guidelines. It also encourages colleges to create Career Guidance and Entrepreneurship Development Cell in the colleges. The School of Entrepreneurship and Management has designed to inspire and change the mindsets of students from being job seekers to job creators. The school is developed on the mantra of 'learning through innovative pursuits'. Central Board of Secondary Education (CBSE) has introduced entrepreneurship as a subject in its higher secondary course from 2001-02 sessions. Ministry of Small Scale Industries, Government of India is encouraging National Level Entrepreneurship Training Institutions like NIESBUD Noida, NISIET Hyderabad, IIE Guwahati and EDII Ahmadabad to establish Entrepreneurship and Business Development Centres in selected universities, colleges, Regional Engineering colleges, institutions and organizations under plan scheme of National Entrepreneurship Development Board (NEDB). More than 100 different departments of various universities offer courses in entrepreneurship in India. The open learning programme (OLP), a correspondence course with personal counselling has given a boost to the process of "new enterprise creation" nationwide. Tracking Creative Boundaries (TCB) course at

IIM Bangalore and the popular course titled “laboratory in entrepreneurial motivation” (LEM) at IIM Ahmadabad is all about chasing the dreams of the entrepreneurs, but the numbers of such institutions are not much.

Entrepreneurial Perspectives in Assam: Assam is incredible in her natural beauty and resources. We can assess the entrepreneurial perspectives in the state by its positive and negative profiles. As positive facts we are proud of having abundant natural resources, uncountable flora and fauna, good literacy rate, traditional skill and strong community culture, empowered women, unorthodox people, etc. However, the state grapples with some negative facts like, geographical bottleneck, insufficient infrastructure, under utilization or misutilization of the natural resources, easy earning attitude of the people, easy going culture, prone to natural calamity (flood, drought, heavy rain, landslide, and earthquake zone), unprofessional attitude of the people, lack of entrepreneurial education, etc. The result is more unemployment problem, poverty, low living standard, insurgency & social disturbance, destruction of nature as well as natural resources, regional imbalance, incompetence with global business environment, dependency, late realization of past mistake, etc.

Potentialities and start-up areas in the state can be listed as agro-based on surplus crops like, rice, jute, rubber, bamboo, forest resource based, medicinal and aromatic plants (flavour & fragrance) based, organic products, traditional skill based like, sericulture, fishery, horticulture, based on traditional activities like, handloom & handicraft, ethnic and traditional knowledge, small plantation of commercial crops, ornamental fish, wildlife conservation and eco-tourism, cultural, religious and rural tourism, brick kiln from river mud, sand gravel and stone chaser sand based enterprise, in the maintenance and service sectors, hydroelectric, mineral resources, in the field of ICT, amusement based-centre/parks, based on demand of institution/hospital/defence, etc. in a professional manner.

Against the potential both in the form of resources and the market, number of SSIs in the state is too less. Assam lacks entrepreneurship not because of deficiency in capital but because of deficiency in persons with right attitude for entrepreneurship. Sometimes it is also blamed that genetically indigenous people of the state are less business oriented and competitive. Problem of marketing and inefficiency in management are major cause of close down various SSI units comes up in Assam after 1993. Assam is one of the economically backward states of the country even though a glorious industrial and economic past, not only because of geographical isolation. It is due to the fact that the entrepreneurship culture did not develop simultaneously in Assam, along with its

industrialization. The short supply of entrepreneurs in our society is largely because of the absence of entrepreneurship element in the formal educational system. In the present time, the ecosystem of entrepreneurship development in the state has become conducive for accessible different types of services and support. However, as a meaningful alternative career option it has still not got the well deserved attention of the youth in the state and it's still a kind of chance endeavor for them taking up entrepreneurship. Thus, some major tasks have to be undertaken for the future such as changing attitude of the people, development of human resources, steps for proper utilization of natural resources, exploration of new business opportunities, steps for minimizing social disturbance, etc.

As unemployment scenario is indescribably awful in the state, as a remedy for this burning problem the question of introduction of entrepreneurship education in collegiate education either a core or subsidiary curriculum comes in. It can serve twin purpose of solving the acute problem of unemployment among the educated youth and also bring rapid industrialization with tapped or untapped resources. Syllabus or curriculum for entrepreneurship education should be framed keeping in view the regional requirements. IIE, Guwahati, Assam Institute of Management, Cotton University and Entrepreneurship Awareness Cells and in very recent incubation centres opened at different universities and colleges in Assam through the Start-Up Assam initiated some efforts to create awareness.

Aim and Objectives of Entrepreneurship Education: In view of the shifting needs of society, and in a free market World, entrepreneurship education is a must for all level of mainstream education. With the rapid changed socio-economic and political scenario of the country and the changed government policy, young graduates realized that getting jobs in government sector or even in the corporate sectors is becoming toughest one. On the other hand, they have no proper idea what about they will do after completing their formal education. The basic aim and objective of entrepreneurship education will be to creation entrepreneurial environment through entrepreneurship education especially for youth & student community and expose them to the requirements of the world of work.

The main aim of entrepreneurship education should be to allow young people to experience and feel the concept rather than just learn about it in the conventional sense. The emphasis must be upon learning by doing; by exchange; by copying and learning from the experience; through experimentation; by risk-taking and 'positive' mistake making; by creative problem solving; by feedback through social interaction; by dramatization and role-playing; by close exposure to role models; and in particular interaction with the outside World.

Data Sources and Method of Study: The study planned and systematized with the help of secondary sources of data like academic publications of different authors, institutional reports and bulletins, conference proceedings, books and journals, etc. Internet sources have also been explored to gather information and basic ideas. Observation, experiences, bookies knowledge are also synthesis to prepare the study. Descriptive method of study has been undertaken in the study.

FINDINGS AND DISCUSSION:

Educational Institute and Educational Curriculum on Entrepreneurship: Educational institute may generate will, zeal and skill among students and youths. Education system, being a process of bringing about desirable behavioural change and growth of multifaceted talents as well as an instrument of employability and development, can be used to develop competencies to overcome the inherent weakness of the mindset of youths to adopt entrepreneurship as a career. Educational curriculum on entrepreneurship includes broader perspectives and the institutions must play a proactive role. Infrastructure, facilities and trained manpower in the institutions are need of the hour and developed as a resource centre. Curriculum on entrepreneurship includes:

- ✓ Motivation and competence with success stories to motivating and inculcating the spirit of entrepreneurship.
- ✓ Vision to identify and tap opportunities: Infuse the vision to identify potential and explore them. Develop the skill and competency towards utilizing the opportunities; prepare project report.
- ✓ Awareness of market and marketing strategies: Enhance competency through awareness, training and exposure.
- ✓ Knowledge of management and operation of enterprise: Provide a supporting environment through finance, infrastructure and market intelligence.
- ✓ Knowledge about schemes, policies and formalities or rules and regulations.
- ✓ Risk and stress management, conflict management.

Entrepreneurship education is to be embedded within the standard curriculum as opposed to being an “add-on” in certain classes. To establish it as a fundamental part of the curriculum, several additional major issues need to be addressed. These include establishing clear objectives; differentiating the program to cater to students with different

wants; maximizing the gateways into the curriculum; and finding appropriate methods of assessment and accreditation. Curriculum should develop learning through experience, observation and understanding of the environment around, redefine the course content. In doing so, the institution can take the aid of various pedagogical tools and learning resources used innovatively, which include case studies, book reviews, movie-reviews, term project, etc. Qualify ISO certification; develop materials, books, modules, manuals for teachers, teachers training, etc. are important tasks for entrepreneurship education.

Role of Management Authority and Infrastructure Development in Higher Educational Institutions: A higher educational institute in a locality is and should be a resource centre not only for students imparting formal curriculum but also for local youth and aspirants who can possess any innovative or extra-ordinary capabilities. Entrepreneurship education is to facilitate an individual to develop the competencies, so that he or she can contribute to the society as well and enable them in taking up entrepreneurship as a career. Institutions should start and develop (i) Information-cum-Career Guidance Cell (ICCGC) for periodical training and awareness camp, (ii) Cohort for budding and aspirant youths, (iii) Incubation Centre, (iv) Entrepreneurship Awareness Camp (EAC), etc. Skill Enhancement Courses offering by colleges as a subject for undergraduate courses in the present CBCS module may aware the students about the skill based education.

Individual departments of colleges can render services as facilitator and incubator in creating entrepreneurship opportunities. Departments can develop entrepreneurship as fundamental and application oriented courses or can offer certificate course/short term courses/diploma programme in their respective areas. To develop as a support centre individual departments should be equipped with necessary infrastructure. Rural colleges have the immense role for entrepreneurship development because of the closeness towards the resources.

Teacher is a Change Agent: Creation of awareness about the need and importance of entrepreneur amongst the teacher and guardian are to be considered seriously. The teachers have to undergo Faculty Development Programme/Teacher's Training Programme/Trainer's Training Programme to be conducted by reputed national level institutions. Only trained teachers can narrow the gaps of students' aspiration of becoming an enterprising student.

Job opportunities being limited students can be made aware about opportunities for self employment and entrepreneurial career when they are still student. To bring out the hidden entrepreneurial opportunities of a student, the ASK approach, that is A=awareness,

S=skill and K=knowledge is the best possible approach. Based on this approach and the field level experience the following inputs generally can be covered by a teacher while imparting entrepreneurship education:

- 1) Behavioural science inputs: Develop personal traits, motivation and confidence.
- 2) Information inputs: Resources, demand, market, incentives and facilities offered by the government or other organization.
- 3) Project report preparation inputs: Resource analysis, cost analysis, demand and market analysis.
- 4) Management inputs: Operation management, risk and uncertainty management, stress management.
- 5) Procedural formalities inputs: Rules and regulations, policies and legal aspects.

McMullan & Long (1987) mentioned six different elements of an entrepreneurship education project- a) objectives that are pursued; b) faculty or teaching team who will be imparting it; c) participant students; d) content of the course; e) teaching methods; and f) specific support activities for the participants to start their ventures.

Challenges in imparting Entrepreneurship Education: Entrepreneurship education has several challenges and the most important one is turning the idea of entrepreneurship into an educational concept. Liyan (2003) finds that entrepreneurship education imparted by many Indian institutions is not holistic enough. Indian Entrepreneurship Education Programmes (EEPs) offer training and coursework, but not the other components. Even when support frameworks exist, they are often not coordinated with the other components of the EEP-for instance, almost every IIM has its own incubator, but these incubators are mainly designed for outside entrepreneurs, and are not synchronized with the EEPs offered by the IIMs. The aim of entrepreneurship education as taught by textbooks is making optimal, effective and efficient use of available resources. The existing entrepreneurship education fails to inculcate such a vision in the young students. Most of the students prefer jobs with multinational companies as it is socially more satisfying. This mindset is partly a product of social norms and partly due to the education imparted to them. A survey conducted by entrepreneurship development institute, shows that young people are afraid to start their own business because they are not confident, not capable in starting a business (Liñán and Rodriguez, 2004).

Risk bearing is the primary role of entrepreneurs. Cost and price efficiency is less in

the state leads challenges for entrepreneurs. Besides, societal problems, public spending pressures, privatizations, deregulation, creation of “markets” in public services, outsourcing of social services, standard-setting and benchmarking, growing brunt of pressure groups in society, legitimization of activities earlier thought of as deviant, greater pressure for geographical mobility, more pressure and wider responsibility at work and more stresses. There is no doubt that in order to take mission and vision forward the banking industry in the country has to play a very significant role. However, the prospective entrepreneurs are having a very negative impression on the response of the banking sector.

Challenges for educational institutions to impart entrepreneurship education may be listed as infrastructural limitations, fund constraints, dearth of efficient manpower, excess work load, approval of the courses from parent organizations, preparation of course contents, motivation and aspiration of the students, sustainability of the courses, time constraints, cooperation from the community and guardians, etc.

SUGGESTIONS:

India is inundated with stories of successful entrepreneurs from Infosys, HCL to new ones such as Makemytrip.com. Now, these successful entrepreneurs should turn into angel investors to provide seed funding to entrepreneurs for their ideas and mentoring and advising them with their lessons learnt. The success stories of entrepreneurs inculcate essential qualities such as perseverance, responsibility, hard work, team work, confidence and independence within the tender age. Excellence, improvement, speed and imagination are the attributes of success. These attributes of success can be taught to them at a tender age.

Creating entrepreneurship environment, the family environment, society, educational institutions, public policy environment and the support system should be conducive to encourage the students to adopt entrepreneurship as a career option. Elders and parents of the society need to encourage the students for taking entrepreneurship as career.

Entrepreneurship culture is the prerequisite for the success of entrepreneurship education. Entrepreneurship education should acquire an important place in primary and secondary academic curriculum for developing an entrepreneurial culture. At higher secondary level students inclined to a particular career option.

The best way of learning about entrepreneurship is through direct experience and practice. Students may be encouraged to do some economic activity at their institutions

like running the college canteen or college hostel or transport services provided by the institution. Such type of activities gives training to the students in operating their own venture afterwards.

CONCLUSION:

We are at present passing through a big crisis. We all know that India's economy has been hit hard by the second wave of the Covid-19 pandemic. The recent Covid-19 effect has shown that India's unemployment rate is shooting, reflecting the economy's increasing inability to generate jobs. We have to inculcate the spirit of entrepreneurship in the region and the most immediate need is to bring about a change in the attitude of the local masses. This target can be achieved only through the spread of entrepreneurship education. Efforts in this direction have already started, but still, they are in the infancy stage. The dream of an entrepreneurial society can be realized only when there exist a proper synergy between business, government and educational institutions.

Entrepreneurs have faced by varieties of problems in establishing and running their business ventures. The problems range from financial, production, and marketing to personal and social. Considering the economic importance of developing entrepreneurship, the Government shall design a suitable scheme to attract youths towards entrepreneurship and to help their enterprises to survive.

Entrepreneurship education will show the young people that they have to create their own destiny by starting their own venture and without depending on a job. It can be accomplished by offering classes to starting a business and bringing on successful role models to share their stories in those classes. Entrepreneurship as a career option was not taken seriously in comparison to other profession but slowly the environment is changing. Today's youth will definitely incline towards entrepreneurship with effective entrepreneurship education and a strong support system.

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New Education Policy-2020: A Comparative Study with Existing Education Policy of Assam *vis-à-vis* India

ABSTRACT:

Education is a fostering, nurturing and cultivating process, which implies attention to the conditions of growth. Therefore, a well-defined education policy is essential for any country. India, having a rich and glorious history of higher education from its early time, has paved its way into a latest stepping stone by announcing the New Education Policy, 2020 (NEP-2020) on 29th July, 2020 that outlines the roadmap of India's vision towards a new education system. Although, the education system in India since historic period has been one of the bests in the world, but Assam's performance in this front was abysmally poor. As per the Census Report of 2011, the literacy rate of Assam was only 72.18 percent, which was even lower than the national average of 74.04 percent. The score of 'Quality Education' (Sustainable Developmental Goals 4) was only 43 in 2020-21 (SDG Index, 2020-21). Since the role of formal education in human capital formation is utmost important; therefore, the poor outcome of existing education policy of Assam is an issue of concern. In this context, this study attempts to identify the major challenges from the receivers point (i.e., students) of the existing education policy of Assam on the basis of primary data. This study also tries to evaluate the role of NEP-2020 to outweigh these challenges. It is evident from the discussion that NEP-2020 has the potential to overcome all the challenges of the existing education policy as per outlined in its document only if it is properly implemented. NEP-2020 is a ray of hope to make Assam as well as India a global hub of education by 2030.

Keywords: NEP- 2020, Assam, education policy, challenges, students

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“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” - Malcolm X

1. INTRODUCTION:

The importance of education is expanding manifold in the present era of digital economy. The education can be defined as an act of investing in people to make them more adaptive to any changes in environment (Nelson & Phelps, 1966). The favorable demographic dividend of India can only be effective if human capital is properly created. Education is the way to create human capital because it enhances the power of people to receive, decode and understand information to make efficient choices and informed decisions. India had a prolific history of education in ancient period with the establishment of the ‘Takshashila University’, World’s first University in 700 B.C. Basically the educational development of India is divided into four periods: ancient Vedic period, medieval Buddhists period, Islamic period, and pre and post-colonial period. Modern education system was introduced in India by the British (Eduprogress & Research Pvt. Ltd, 2019). The growth of education in India became quite sluggish and uneven spatially during the British rule. But after attaining independence, Indian government formed various committees to look after the growth of higher education, like, Radhakrishnan Commission, Kothari Commission, Punneya Committee, National Knowledge Commission (NKC), Yash Pal Committee and most recently the Kasturirangan Committee. Most of the committees’ recommendations were not implemented because in India, the gap between recommendations and actual implementation is wide which is also visible in case of implementation of education policies (Singh, 2004). However, India has had three education policies since post-independence. The first policy, which placed a strong focus on mandatory education for children up to age 14, was implemented in 1968. The second was the National Policy on Education (NPE), introduced in 1986. It placed a strong emphasis on closing the gap between various social groupings. Although, NPE-1986, placed a strong focus on creating educational homogeneity across socioeconomic categories, but it did not take into account the competitive global environment, which became crucial for reconciling with the expanding Indian economy after the 1991 reforms. Given the launch of New Education Policy 2020 (NEP-2020), it is critical to comprehend the differences between NEP 2020 and NPE 1986 (Sharma, 2020).

In India, education is a concurrent subject. States are provided with all the responsibilities of education from elementary level to university level whereas the centre is merely

remained as a coordinate entity and a standard determining agency. In this type of concurrency, all the power to control the education is vested on the hands of the respective State Government. This widens the inequality in curriculum, structure, pattern of examination, system of evaluation of students outcomes and all other aspects (Singh, 2004). This may also be a reason for the outdated or irrelevant syllabi in Assam compared to economically advanced states and Union Territories. Researches also show that there is an interrelationship between the educational environment in a progressive, technologically innovative economic environment and educational return. If the economy is more progressive, return from education is more in that economy (Nelson & Phelps, 1966). The economy of Assam is economically backward. Thus, is economic backwardness responsible for low quality outcome of education in Assam? There is a scope for further research in this regard. The relationship between the educational outcome and economic growth is also true in reverse direction. That implies, better the educational outcome is, more will be the progress of an economy. Because, positive externality associated with the education of an individual benefits the society and economy to prosper. There is a strong relationship among education, capital intensity, technological innovation and efficiency gain (Wobbekind, 2012).

Initially, funding in higher education in India was the sole responsibility of each constitutional state. But after the 42nd amendment of the constitution of India, education was included in the concurrent list in 1976. After that, education became the responsibility of not only the states but also of the centre. Therefore, the burden of funding higher education in India was shared both by the central as well as the state governments of all respective states. The public expenditure on higher education was Rs. 247217 crores in 2017-18 which was only Rs. 22778 crores in 1999-2000. The public expenditure on higher education has increased 14 times with an annual growth rate of 15 percent in last two decades. The growth of public expenditure on higher education in India has grown more than rate of growth in GDP, total budget expenditure and public expenditure on education in general. Per capital (per person, but not per student) public expenditure on higher education has increased from Rs. 196 in 1999-2000 to Rs. 2021 in 2020-21 (Motkuri & Revathi, 2020). But the percentage of expenditure has always been considered to be lower in comparison to the recommendations made by various committees (6 percent of total budgetary provision), especially in Higher Educational Sector.

Expansion of base of higher education in India is critical for realizing one's full human potential, creating an equal and just society, and fostering national development. Education

contributes to social justice, broaden human thinking capacity, logical reasoning, enrich human with skill, intelligence and knowledge that an educated person uplift his/her life with gainful activities (Menon, 2022). The secret to India's continuous ascension and leadership on the international arena in terms of economic growth is to ensure that everyone has access to high-quality education. As stated in the Directive Principles of State Policy and Fundamental Duties, providing universal access to high-quality education is essential for India to continue rising to the pinnacle and maintaining its position as a dominant player in terms of economic development, social justice and equality, scientific research, good governance, and cultural preservation (Niranth & Shubhada, 2021). India has developed the National Education Policy, 2020 (NEP-2020) after more than three decades, bearing in mind the demands of modern India as well as its requirements for the twenty-first century, and its convergence with international standards. The NEP 2020 claims to fully meet the demands of the contemporary world in terms of improved manpower quality and a high-quality education (*National Education Policy 2020 (NEP-2020)*, 2020.). The policy places a strong emphasis on trans-disciplinary learning and comprehensive instruction as the means of reaching the goal of receiving quality education in accordance with international standards (Gupta & Achuth, 2021).

The educational policies prior to introduction of NEP-2020, have mostly dealt with concerns of access and equity in their implementation. This Policy correctly addresses the unresolved issues of the National Policy on Education from 1986, as updated in 1992 (NPE 1986/92). At a tactical level, there are three key areas where the two policies (NPE-1986 and NEP-2020) diverge: the society's vision, social goals, and educational objectives. Both education policies were created with consideration for the social structure. In a sense, the policies from 1986 and 2020 reflect quite different conceptions of Indian society. Most global economies of the 1980s were local, and some of them were in a transitory stage. In contrast, today's global economies are complicated, interconnected entities and NEP-2020 is introduced to address such complication in globalized world.

As the existing education policy is formulated in 1986 based on then societal structure and need of economy, it has many shortfalls related to the mismatching of manpower planning as per the need of the economy, subsidization and public expenses on higher education, quality of educational outcome with regard to recent demand of education in global economy (Tamuli et al., 2016). The introduction of NEP-2020 demands that it is best suited to the present demand of education in globalised world and has the capacity to address all the shortfalls related with the NPE-1986. Therefore, in this context, an attempt is made to analyze the challenges of higher education in Assam vis-à-vis India

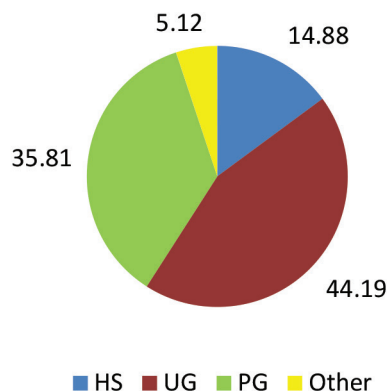
and identify whether the NEP-2020 is capable of addressing all these challenges or not. In this backdrop, the present paper attempts (a) to analyze the challenges of higher education faced by the students of Assam in present education policy in India, (b) to discuss the new initiatives of NEP-2020 to meet challenges of existing education policy and (c) to examine whether NEP-2020 is capable of addressing all the challenges posed by the exiting education policy in higher education sector in Assam vis-à-vis India.

The rest of the paper is organized under three sections. Section 2 discusses about the materials and methods used in the study. Section 3 covers discussion on various shortfalls of present education policy. Finally section 4 concludes findings of the study.

2. MATERIALS AND METHODS:

The present study is mainly descriptive in nature with quantitative analysis. The study has been carried out based on the collection of relevant primary and secondary data. Primary data have been collected through a well-structured questionnaire from a sample of 215 students, pursuing higher education in different colleges and institutes of Assam. The questionnaire has been prepared to get an idea about the different issues faced by these students throughout their academic journey and how New Education Policy 2020 (NEP-2020, hereafter) is going to address them. For secondary data, various journals, articles, and Govt. documents related to NEP-2020 have been studied. The sample profile especially based on their stages of education is present in figure-1. It is clear from fig-1 that out of the total respondents (215), the majority of the students are pursuing graduation (44.19%) followed by 35.81%, 14.88% and 5.12% students pursuing post-graduation, higher-secondary courses and others (MBA, B. Ed and Ph.D.) respectively.

Figure 1: Distribution of sample students according to their stages of education



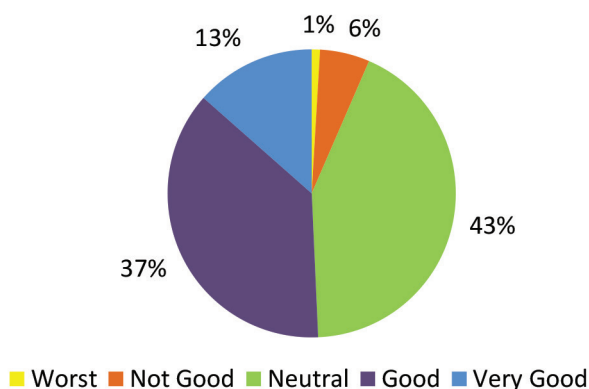
3. RESULTS AND DISCUSSION:

The findings of the survey regarding challenges in higher education as perceived by the students and relevant policy recommendations or suggestions made by NEP-2020 are discussed in the following subsections.

3.1 Rating of overall experience in the field of academia:

Upon asking to rate the overall experience of the students in the field of academia on a 1 to 5 Likert Scale, where 1 denotes “worst” and 5 denotes “very good” it has been observed that 201 students have rated 3 or above in this regard; which implies that although hurdles are being faced by them in many aspects, yet only a handful of them have given their journey a lower rating.

Figure 2: Overall experience of the students in academia



1.2 Challenges faced by students:

In terms of student population, India is the world’s third biggest higher education system, after China and the United States. There is about 34 times increase in number of universities from 1950 to 2014. However, the concerning issue is that several of these institutions have not been ranked among the finest in the world by international education rating agencies. In this information era, more information one possesses, the more empowered one becomes. However, India is still facing significant hurdles. Despite increased investment in education, 25 percent of the population is still illiterate; just 15 percent of Indian students complete high school, and only 7 percent graduate (Sheikh, 2017).

Therefore, on the basis of the primary survey, the top five hurdles of higher education faced by the students of Assam in present education policy are discussed here.

1.1.1.No emphasis on how to deal with the real world issues:

The main task of higher education in a country like India is to recognize the importance of ‘Nation Building Function’, which secures the cultural value, integrity and peace among multilingual, multi religious and multi castes system in India. Commercialization, commoditization, privatization and corporatization of education in the global market create a serious threat to the ‘Nation Building Function’ of the higher education (Mathur, 1992). Other than this, higher education system in India as well as Assam shows inequalities in many fronts. Educational divide is prominent in geographical dimension (rural-urban), technological dimension (access of technology/ digital divide), gender dimension (sex of a person: male-female) and Socioeconomic dimension (private educational institution & public educational institution)

Another important drawback of present higher education institute is the lack of research environment. The creation and promotion of post-graduate level institutions to induce research environment will enhance the knowledge base of the stakeholders of education system and also increase the spillover effect to the society via publishing valuable researches in leading issues of the country, help policy makers formulate appropriate policy for betterment of society (Patnaik, 2009).

1.1.2 No emphasis on internships:

Internship is considered as a possible link between companies and “still green” graduates, with host organizations gaining access to motivated students for short-term projects - and in the process these students gain practical, communication, and collaboration skills (Saravanan & Namdeo, 2020).

In 2018-2019, India was the world’s second largest producer of undergraduate and graduate STEM (Science, Technology, Engineering and Mathematics) students, with approximately 9 lakh students enrolled in post-graduate courses and approximately 35 lakh students enrolled in certificate, diploma, PG diploma, undergraduate, post-graduate, M.Phil, and Ph.D courses. This huge and young workforce is seen as a crucial driver of the Indian economy. Only 47% of that workforce, however, was deemed employable. Provision of proper internship opportunity can be a way forward in this regard to bridge

the gap between employability and job holding. According to the All India Council for Technical Education's (AICTE) India Skills Report, around 85 percent of students in India requested internship training, showing a significant need in this sector.

1.1.3. Lack of technological approach:

According to the Periodic Labour Force Survey (PLFS) 2017-18, about 93% of the Indian population received no vocational or technical training. Over the years, business professionals have expressed worry over a “lack of possibilities.” But there is a bigger problem: a shortage of skills, especially in the technological field. According to the National Sample Survey, only 10% of India's 470 million working-age population receives any type of training or access to skilled employment prospects.

Clearly, there is a significant imbalance between demand and supply for skilled labour and job possibilities, which might put a pressure on the economy in the long run. Despite recent initiatives such as the “Skill India Mission,” which aims to train and cultivate a skilled talent pool of 500 million people by 2020, India still has miles to go.

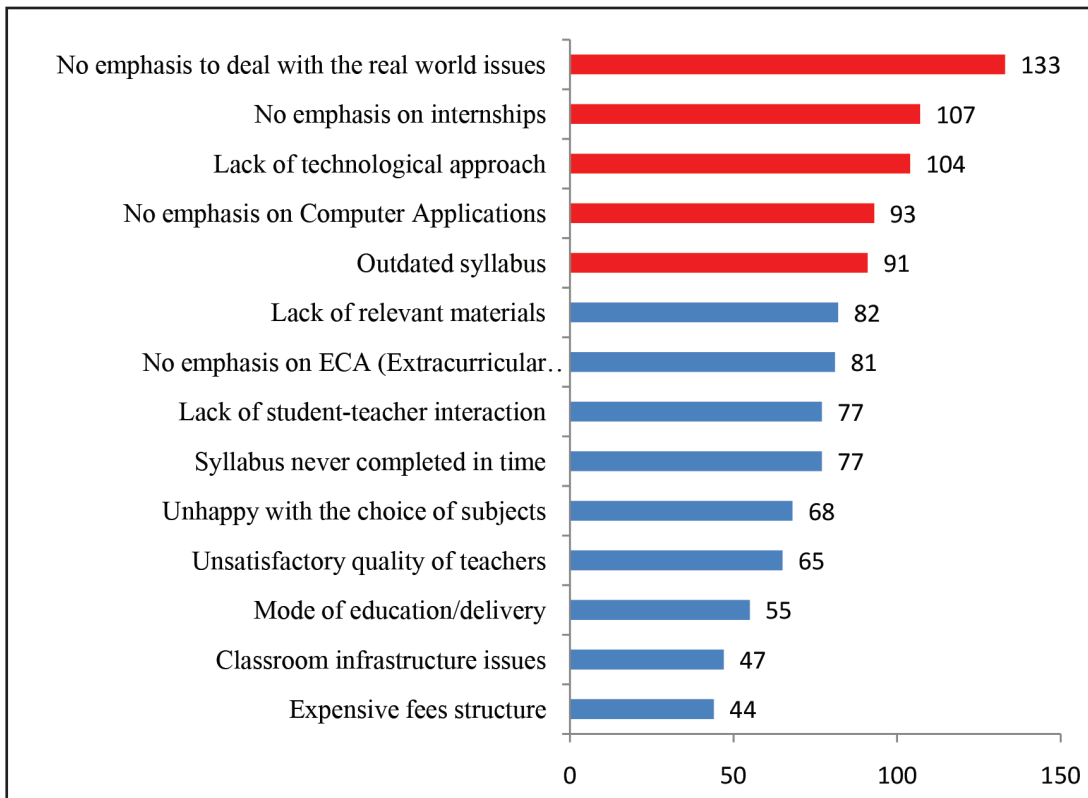
1.1.4. No emphasis on computer application at a primary level:

In India, digital deprivation has long been a problem in all spheres. According to NSSO data, computers are owned by just 4.4 percent of rural families and 23.4 percent of urban households. If we analyze this scenario, a lack of computer-based abilities is unavoidable.

1.1.5. Outdated syllabus:

The lack of up gradation of syllabi as per the changing role of education in an economy is the major cause of outdated syllabus in Assam. The mismatching of syllabi between Assam and advanced states of India is due to the education related policies that are formulated by respective state governments.

Figure 3: Number of students according to the type of challenges faced by them



1.2. NEP-2020: focus areas and relevant policy measures to meet the challenges:

The planned modifications under NEP-2020 will have a far-reaching impact on the next generation, with the decisive shift focusing on ‘employability.’ The policy will be revised to offer students freedom and autonomy in developing current, in-demand skills, which is a much-needed reaction in the quickly changing socio-economic context. It is also in line with the policy’s goal of meeting the 2030 agenda for sustainable development that aims to ensure “inclusive and equitable quality education and promotes lifelong learning opportunities for all” by 2030. Having a median age of 28, India has one of the youngest populations in the world. This indicates that India is experiencing a demographic dividend, which is predicted to climax in 2036. As a result, it will be intriguing to watch how the new education strategy will prepare our future workers to capitalize on this economic edge.

In our study it is found that about 69 percent students are very optimistic about NEP-

2020. While 28 percent are neutral and only 6 percent respondents are pessimistic about the policy. While being asked about how students would like NEP-2020 to address their hurdles in the field of academia, many reasons have come up front. Amidst all, following are the top five areas, where the students expect NEP-2020 to focus upon:

1.1.1 Equal emphasis on all streams with inter-disciplinary approach:

There is information asymmetry in higher education in India, particularly in Assam. Lack of interaction among students with the faculty and seniors, results in improper choices during admissions, subject selections, career prospects etc. (Chattopadhyay, 2009). Again, particularly in Assam, during formulating syllabi and structure of a course, the respective committees of the higher education institutions do not recognize the importance of multidisciplinary approach and stick to the orthodox combination of subjects.

However, NEP-2020 has proposed to maintain a multi-disciplinarily and holistic education across the sciences, social sciences, arts, humanities, and sports in order to ensure the unity and integrity of all knowledge. There would be no hard distinctions between arts and sciences, curricular and extra-curricular activities, or vocational and academic programmes under NEP-2020. Students can choose subjects from any of the streams that interest them. Beginning in the sixth grade, vocational education will also incorporate internships.

1.1.2 Better training of educators:

The demographic size and variability of Assam as well as India may be considered as the downfall by many. However, there is one unifying component that may change the course and lead the Indian education system out of its current quagmire of aimlessness and inflexibility to become a progressive, flexible, interdisciplinary, skill-focused education system with the capacity to generate competent, creative, talented, employable, and ethical learners. “Teacher” is the uniting element (Chari, 2020).

While the concept of an empowered teacher has the ability to move mountains, the reality on the ground is quite different. The reports of the Teacher Education Institutes (TEI) reveals that on average 85percent teachers failed to qualify the post-qualification competency test – Central Teacher Eligibility Test (C-TET) nationwide. Thus, there is a dire need to address this issue.

Rather than criticizing teachers for low learning results in Indian classrooms, the NEP-2020 emphasizes on inadequate teacher education, recruitment, deployment, and service

conditions to be the reasons for a lack of teacher quality and motivation. Recognizing the ‘power of the teacher,’ it has implemented institutional reforms to assist ‘teaching’ emerge as a desirable career for bright and brilliant young minds. It recommends many reforms to empower teachers and “restore the high esteem and standing” of this profession, with the hope that it will eventually entice the brightest brains and talent to choose teaching as a career (Chari, 2020).

1.1.3 Syllabus and evaluation system:

As mentioned earlier, the outdated syllabus of Indian education system is a hurdle that the students have been facing since inception. The higher education system in India abstains the value system of Indian culture because this system is merely a mimic representation of European education system. The inferiority complex of the scholars or patrons of Indian higher education system results in inferior outcome of such system. The evaluation process comprises of examinations at various states. On the basis of the performance of a student, degree is offered (Mathur, 1992). Therefore, the entire system of higher education in India, particularly in Assam is becoming degree hunting rather than ignited minds with new thoughts and ideas. So, it indeed is an area that the students want NEP-2020 to address, and the policy does not deprive us either.

NEP-2020, with the goal to recognize the importance of evaluating “higher order skills” such as creativity, critical thinking, problem solving, visualization, and idea generation can be a torchbearer in this regard. By shifting the focus of assessments away from academic grades and toward higher order skills, higher performance standards can be created, as evidenced by varying degrees of competency across social levels.

A National Assessment Center called “PARAKH”—Performance Assessment, Review, and Analysis of Knowledge for Holistic Development—will be established as part of the NEP 2020. The group will be in charge of recommending standards for student evaluation and assessment to all recognized school boards, including state boards, which the Center has not yet had any influence on. The National Testing Agency (NTA) would provide “high-quality aptitude tests” twice a year to help students to get ready for university entrance examinations too (Mehra, 2020).

1.1.4 Skill and entrepreneurship ability development:

According to research conducted by the “World Economic Forum”, by 2022, 42 percent of workers would lack the fundamental abilities needed to fulfill the majority of job responsibilities. Similar predictions were made in the FICCI’s ‘Future of Jobs’ report,

which predicted that by 2022, over 37 percent of the workforce will be employed in positions requiring drastically different skill sets (Raju, 2022).

Ironically, the theory-heavy education in India, in several ways, has proven to be disconnected from real-life groundwork. Less than 5 percent of the nation's young (19 to 24 years old) attended formal vocational education, according to the 12th Five-Year Plan (2012–2017), which emphasized the shortage of trained employees. In contrast, this proportion is 52 percent, 75 percent and 96 percent in USA, Germany, and South Korea respectively. This gap in vocational training reveals the importance of reforms in this area in India, especially in Assam.

Addressing these drawbacks, the NEP-2020 re-imagines the role of vocational education by aiming to expose at least 50 percent of students to skill-based education and provide them with the necessary training through hands-on experience as a component of both secondary and higher education by 2036. NEP-2020 mentions that educational institutions can provide two types of 'Vocational Education and Training' (VET) qualifications: a VET certificate and a VET diploma, making skill development an intrinsic component of education. Additionally, a controlled strategy is necessary for the overall effectiveness of these programmes, necessitating dual cooperation between organizations and vocational schools.

1.1.5 Low fees structure:

The fee structure in higher education institution, basically in government institutions, does not match with demand and supply conditions for higher education. The recognition of higher education as a merit good facilitates the public expenditures in public higher educational institutions. But, with the emergence of inter linkages of economies of the world, education is commercialized. With the commercialization of education, to cater the demand of higher education, private institutions have been establishing. The private educational institution runs for profit-motive which is a great threat to Indian culture and value system. The uprising fee structure in this institution is basically due to: (a) education employs highly educated workforce and remuneration for this workforce is also very high because, income of educated person increases more rapidly than non-educated person. (b) continuous investment in up-to-date technologies in higher educational institutions, and (c) education is a service and cost of services increases rapidly than any other good (Wobbekind, 2012). The another reason for the high fee structure for professional and skill based courses in private education institutes is the high preference for such courses

among the middle class families. High-paid job opportunities are available for students passed out from public higher educational institutes paying lower fees. While, in private institutes demands higher fees, but lower paid jobs available for the students of such institutes (Patnaik, 2009).

Again, there is an important fact that as the education of a person provides many benefits to the society and to the nation. Therefore, the existence of externality (positive), make impossible for the market of education to determine the competitive price for education (Chattopadhyay, 2009).

Thus, in this regard, NEP-2020 will provide full autonomy in fixing own fees by the Higher Educational institutions. The Higher Education Institutes (HEIs) will only set upper limit of such fees so that the profit motive of private higher educational institutions can be curbed. In case of Public higher educational institutions, the focus is given to overcome the elevated cost of providing education services by the Governments.

3. CONCLUSION AND RECOMMENDATIONS:

The discussion on current challenges faced by students reveal that lack of concern dealing with the real world issues, no emphasis on internships, lack of technological approach, no emphasis on computer application etc., are the prominent challenges in the present education system in the state. Regarding students' perception about NEP-2020 and its potential benefits to them, the study based on the survey concludes that the recommendations of NEP-2020 are basically drawn to address these issues. The NEP-2020 recommends a slew of measures to overcome the present challenges in higher education system of the country mainly by improving pedagogical approaches to improve learning quality. The two current game changers in Indian higher education *viz.* the adoption of digital and remote learning has been given thrust in NEP-2020. Similarly, the provisions of internship opportunities with local industry, businesses, artists, crafts people, etc., and research internships for students; leveraging digital technology for learning through establishing a new autonomous body; simplification of curriculum to make education more lucrative enhancing critical thinking, creativity, communication and curiosity etc. are going to make a paradigm shift in higher education in India as well Assam. The NEP-2020 will be effective only when all stakeholders work together to achieve the policy's goals.

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Rubber Farming in Assam and its Entrepreneurial Prospects: A Study

ABSTRACT:

Rubber is a perennial crop with significant economic importance in the rural economy. For promoting economic development of select region, rubber farming is essential. Rubber is a product with a wide range of uses. Assam is evolving into a location with tremendous potential for producing natural rubber due to the availability of land, labour, and favourable climatic conditions. This study attempts to assess the current scenario of rubber farming in Assam and its future prospects from an entrepreneurial standpoint. Geographically, the study was conducted in Assam's Goalpara and Kamrup districts. The primary data is collected through non-probabilistic judgment and convenience sampling procedure. The Rubber Board played an important role in promoting rubber production in Assam. Farmers who attended the training conducted by the Board, have achieving sustainability in production and marketing. The study area does not have adequate latex market, and middlemen routinely collect rubber items from the rubber growers, thereby reducing the margins of the farmers in the process. In addition, relatively few farmers are able to process the latex that is created. There are numerous chances to promote entrepreneurship in this sector given the increasing demand for natural rubber.

Keywords: *Rubber, Farmers, Entrepreneurship, Constraints*

INTRODUCTION:

The majority of plantation crops are grown for market sales rather than for native consumption. The primary plantation crops include cotton, coffee, tobacco, sugar cane, sisal, various oil seeds, and rubber trees. Section 2(f) of Plantation Labour Act 1951 defines plantation as “any land used or intended to be used for growing tea, coffee, rubber cinchona, or cardamom which admeasures twenty-five acres or more and whereon thirty or more persons are employed, on any day of the preceding twelve months, and in any State where the provisions of this Act have been”. Less than 3% of India's total agricultural

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land is used for plantation crops. India is the world's top producer of a number of plantation crops, including tea, cashew, arecanut, coconut, rubber, and others. Plantation crops boost export revenues, which benefits the national economy. These crops make up roughly 2% of the total cultivated area (or 3.82 % of all crop land) and yield an estimated Rs. 16,000 million in revenue, or about 12.72 % of the overall export revenue from all goods or 75% of the entire revenue from the export of agricultural products. Millions of people are employed directly and indirectly by the plantation sector. A perennial crop with a 32-year economic life span is rubber. It begins to produce the latex in the eighth year. Numerous annual and short-term crops, such as bananas, pineapples, different vegetables, tuber crops, ginger, and turmeric, among others, can be grown as intercrops during the first two years. The objective of this paper is to describe the current situation of rubber farming in Assam from an economic perspective. In addition, as the demand and applications for natural rubber grows, it is also explored to examine the crop's entrepreneurial opportunities for broader socioeconomic benefits.

LITERATURE REVIEW:

Binitha et al., (2018) examine the income, education level and living condition of the rubber plantation labourers. The study revealed that 72.1% of the respondents earns daily wage between Rs.300 to Rs.500. This plays an important role in the process of livelihood creation. Besides, 89.9% of the labourers do not have a secondary source of income due to limited income generating opportunities. Viswanathan and Shivakoti (2007) examines the influence of socio-economic, institutional and policy level factors on adoption as well as non-adoption of rubber-integrated farming systems in the traditional and non-traditional rubber growing regions of India. The study shows that the existing institutional arrangements and policies, which evolved to facilitate rubber area expansion in the traditional regions, have been highly instrumental in perpetuating rubber farming as a monoculture system. Socio-economic factors such as declining holding size, non-availability of family labour, and the rubber mono culture oriented policy and institutional intervention by the Indian Rubber Board had acted as important constraints in the adoption of rubber-integrated farming systems in Kerala. Debbarma (2013) in the study "socio-economic impact of rubber plantation on shifting cultivators in Dhalai district of Tripura" stated that, the British colonial rulers initiated rubber plantation in large scale by clearing vast forestlands of South India mainly for commercial purpose in the early part of 20th century. As regards to distribution of rubber plantations the highest concentration of rubber plantation can found in the Kamalpur Sub-

division followed by Longtarai valley Sub-division and Ambassa Sub-division in Tripura. Presently, about 3,451 hectares of land are under rubber plantations in the district and about 1,450 (approximately) shifting cultivator families have been permanently settled by this scheme. Raju (1993) in his detailed examination of the trend and pattern of rubber cultivation in the state of Kerala revealed that Kerala accounted for as high as 85.10 per cent of the total area of cultivation and 93.30 per cent of the total production of natural rubber in India. Cultivation of rubber in Kerala is primarily dominated by the small holder farmers. Achyuthankutty and Arunkumar (2009) in their study presented various constraints of rubber cultivation. Some of the constraints including small-holding size, inability to raise required adequate capital, lack of sufficient awareness on planting, maintenance, harvesting, post-harvest processing and marketing etc., are successfully overcome by the clusters with the help of institutional linkages established among the various member units. Goswami and Challa (2007) analysed the cost and returns of the smallholder rubber plantation along with measurement of the extent of labour absorption in smallholder rubber plantation in the West-Garo hills district of Meghalaya. Besides the study also analysed the productivity and return of the capital invested by the growers from an economic perspective. The study revealed that rubber plantation as a single crop is a resilient system provided the prices remain remunerative and marketing practices are transparent and effective. The analysis indicated that rubber plantation is a sustainable proposition. The sustainability of natural capital asset base of the smallholder largely depends on their access to secure property rights over the rubber grown area, which is allotted for rubber cultivation on certain conditionality. This necessarily calls for ensuring the smallholder with secured property rights. Under the above literature, the flowing objectives are framed

OBJECTIVES:

The study is undertaken with the following objectives

1. To study the current scenario of rubber farming in Assam, and
2. To study the entrepreneurial prospects among rubber farmers in Assam.

METHODOLOGY:

Both primary and secondary sources are utilised in the current study. Secondary sources include reports of Rubber Board. Primary data was collected through filed survey of the researchers. Geographically, the study was conducted in the two major rubber growing districts of Assam. Two districts with the highest number or concentration of rubber

growers, Goalpara and Kamrup (M) were chosen for the present study. These districts were selected in consultation with the officials of Rubber Board and here it takes the form of expert sampling. Probabilistic sampling could not be used since a complete sampling frame or list of growers were not available to the researchers. As a result, the researchers rely on non-probabilistic convenience sampling method for collection of the required primary data. A total of 30 rubber growers irrespective of their land holding were interviewed to get the desired data. Data was collected through face to face conversation with the respondents. One interview last for 10 to 15 minutes. Interview was conducted in vernacular language and thereafter transcript into English. The findings and recommendations are not equally applicable on food and other crop farming as the study is exclusively dealing with plantation crop farming. Besides, effort is based to categorized the farmers on the basis of socio-economic status based on a few selected socio-economic variables, however, the list of socio-economic variables is not exhaustive in nature. While analysng the problems of the farmers only few selected problems were studied due to time constraints. The list of problem is not exhaustive in nature. Besides, constraints are also emerging in nature and hence, emerging constraints are excluded in the purview of the present work.

ANALYSIS AND FINDINGS

Rubber Farming in India

Table 1.1: Production and Acreage of Rubber in India

Year	Production (tonne)	Rubber area (ha)
2008-09	8,64,500	661980
2009-10	831400	686515
2010-11	861950	711560
2011-12	903700	734780
2012-13	913700	757520
2013-14	774000	778400
2014-15	645000	795135
2015-16	562000	810800
2016-17	691000	810800
2017-18	694000	820900
2018-19	651000	822000
2019-20	712000	n/a

Source: Rubber Board of India

Rubber Farming in Assam

Table1.2: Production and Acreage in Assam

Year	Production (in MT)	Rubber area (ha)
2007-08	5108	18225
2008-09	6395	23705
2009-10	6771	28102
2010-11	10310	38090
2011-12	11740	43335
2012-13	13600	47945
2013-14	14560	48455
2014-15	17310	51795
2015-16	14560	54250
2016-17	19970	58000
2017-18	23300	60000
2018-19	24300	64350
2019-20	30500	60000

Source: Rubber Board of India

DEMOGRAPHIC PROFILE OF THE SAMPLE RESPONDENTS

While analysing the age of the respondents it is observed that, majority of the responders (36.7%) belong to the age category of 40 to 49. Again, while analysing the income it is observed that, majority of the responders (36.7%) belong to the income category Rs. 30,000 to Rs. 60,000. However, rubber income comprises about 25 % of the total income of the farmers. This implies the availability other farm income or cropping practices that contribute towards their living. While analysing the formal literacy level of the farmers it is observed that majority of the rubber growers (56.7%) have their formal education from eight to tenth standard. 36.7% of the respondents comes under medium and semi medium category. Majority of the respondent (61%) have *pucca* house structure. Based on land holding, literacy level, housing condition, and income group, the socioeconomic conditions of the farmers were attempted to examine. Farmers are grouped into three categories based on above mentioned parameters. It is observed that, only 13.33 farmers come under high group, whereas 50% of farmers fall into the middle category in terms of socio-economic status. Majority of the responders (33.3%) had been engaged in rubber cultivation for last 10 to 15 years. Hence, they are the initial stage of getting their return

on investment in rubber plantation. The income earned from rubber farming, is adequate to support their economic needs of the family members as revealed by 83.33% of the farmers. Regarding the credit requirements it is observed that, 53.33% of the farmers rely on dealers at the time of requirement of funds in rubber farming.

PRODUCTION RELATED CONSTRAINTS

Production related constraints were identified with literature review and during the pilot survey of the present work. These problems were analysed in a three point likert scale and presented in the following table,

Table 1.3: Mean Analysis of Production Related Constraint

No	Problem	Mean
1	Issues of Increasing wages of labour	2.63
2	Weather related issues	2.53
3	Issues of increasing input prices	2.33
4	Problem of flood	2.30
5	Issues of scarcity of labour	2.00

Source: Field Survey

The major constraints faced by rubber growers in the study area are increasing wages of hired labour. It can be noted that, labour cost comprises a major portion of total input and production costs. Labour is one of the important components in the process of agricultural production and especially rubber production. In the recent few years the labour rates has increased considerably. The planation growers suffer as a result of rising production costs brought on by rising wages of labour. It has impact farmers' return and, consequently, their profitability. Significant amount of labour is needed during the early years of plantation. As a result, growers deal with this issue that is extremely intense and it is ranked one among all the problems (mean score 2.63) that have been investigated in the present study. The temperature of the atmosphere has a direct impact on the volume of latex production from the rubber tree. Several studies undertaken by previous researchers revealed that rising atmospheric temperatures have an impact on

rubber output in the traditional rubber-growing regions of India. As the air temperature rises above a threshold point, the productivity declines. Thus, if the current trend of warming continues, the impact of climate change in this region could have a significant impact on rubber cultivation. With a mean score of 2.53 the farmers in the research area suffer from this issue to a significant degree. Another significant barrier to the production of rubber is rising input costs. Plant, material, pesticide, and labour costs are only a few examples of different input costs. Inflated costs of stated inputs have an impact on the total cost of production and, consequently, the farmers' profit margin. With a mean of 2.33, this issue came in third place among the production related issues examined by the researchers. Floods in Assam have an impact on the agricultural sector, which also includes the rubber farming industry, as well as human life. The rubber and other plantation crops in Assam suffered significant damage as a result of the flooding which occurs regularly every year. It creates problems regarding the collection of latex and thereby reduces the latex production. The requirement for labour is increasing along with the expansion of area under rubber farming. As it is one of the profitable plantations and therefore acreage expansion is a common phenomenon in the last few decades. However, it is extremely difficult to locate the necessary manpower with required skills in the study area in the present context. Migration of labour force towards other industrialised regions of the state or nation in quest of greater economic opportunities also influences the issue.

MARKETING PROBLEMS OF RUBBER FARMERS

Marketing is the critical link between the producer and consumers. It connects the production and consumption of a product or service. Profitability of a product depends on efficient marketing. This is more valid in case of agricultural commodities. Consumer of rubber basically comprises the latex making companies. This consumer segment is more organized than the farmers i.e. the producers. In fact, it can be stated that rubber marketing is an unorganised activity for the farmers. As such there is no organised market in the study area. Price, demand and market disposal is controlled by intermediaries to a large extent. Market related problems of the rubber farmers were identified and analyzed with the help of mean value. Here higher the mean, greater the problem intensity

Table 1.4: Mean Analysis of marketing related constraints

No	Problem	Mean
1	Issues of problem of price fluctuation	2.80
2	Issues of low return	2.73
3	Issues of Lack of market	2.53
4	Issues of excessive dependency on middlemen	2.33
5	Issues of excessive marketing cost	2.23

Source: Field survey

Fluctuation of price is one of the major marketing constraints faced by rubber growers in the study area. Prevailing market conditions influence the rubber prices as well as price fluctuations. International market phenomenon has a direct influence on the domestic situations prevailing from time to time. The domestic natural rubber (NR) sector was integrated with the international market through various policy decisions from the early 1990s culminating in the lifting of quantitative restrictions in the year 2001. One of the main factors influencing international rubber prices includes global supply and demand position, crude oil price, prices of synthetic substitutes, exchange variations of currencies of major exporters etc. The growers are the sufferers of these price fluctuations. In the study region, price fluctuation is the major market related constraints among the rubber farmers. This problem ranked first among all the studied market related constraints with mean score 2.80. Due to increasing input costs, rubber growers get lesser return from the production of rubber latex. Increasing input price and fall in the market price makes the rubber return less remunerative for the rubber growers in the study region. Lack of organised marketing platforms in the study area where the growers can sell the latex is another problem. Due to lack of organised market set up and prevalence of different types of intermediaries the produce becomes less remunerative. For selling the latex from the home or the farm, growers have to take the services offered by prevailing agents which is also having negative consequence in the volume of return. They charge excessive commission for collecting the latex from the home of the growers. Dominance of middleman among the plantation growers is a common phenomenon observed in the study region. Sometimes several socio-economic factors including lack of required marketing cost, time etc., compel the farmers to rely on the intermediaries. When growers sell the latex in the primary market, they also bear the required transportation charges.

When marketing is undertaken by the intermediaries, they take excessive commissions. In this way excessive marketing cost is becoming another major problem among the rubber growers

ENTREPRENEURIAL PROSPECTS OF RUBBER GROWERS

While attempting to analyse the entrepreneurial prospects of rubber growers of the study area, it can be highlighted with different types of end products that are made from rubber in today's context. Growing demand of those products implies numerous opportunities for production and marketing of natural rubber. Some of the products are highlighted below,

1. **Adhesive tape:** A strip of paper or plastic coated with adhesive and sold in a roll, used to stick things together. This is becoming an important item of household and offices use.
2. **Balloons:** Some balloons are used for decorative purposes or entertaining purposes, while others are used for practical purposes such as meteorology, medical treatment, military defense, or transportation. This is one of the promising segment.
3. **Breathing Bag:** A breathing bag is a device used to temporarily help a patient breathe. When a patient needs help in breathing, a respiratory therapist, places the breathing bag face mask over the patient's mouth and nose. The breathing bag is connected to an oxygen source. This is one of the important item of healthcare industry.
4. **Conveyor belts or belting :** One of the basic tools in material handling industry, belt conveyors are most commonly used in transportation of bulk materials (grain, salt, coal, ore, sand, etc.)
5. **Erasers /Eraser tips:** Eraser, piece of rubber or other material used to rub out marks made by ink, pencil, or chalk. The modern eraser is usually a mixture of an abrasive such as fine pumice, a rubbery matrix such as synthetic rubber or vinyl, and other ingredients.
6. **Tires:** In the present times automobile tires are made up of 50% natural rubber. Tires used for aircraft are made out of 100% natural rubber. The reason for this is that the properties of natural rubber makes it optimal for creating "radial" tires; a design which emerged in the 1970's and is far superior to its predecessor.

7. **Airbags:** Rubber is also used to produce airbags that protect riders from injury after high- impact accidents have occurred.
8. **Clothing:** In its fibrous form, natural rubber forms elastic which is used to produce tight- fitting and expandable clothing such as wetsuits and cycling shorts.
9. **Natural Rubber Gaskets:** Gaskets are used in between two or more mechanical parts, usually to prevent leakage or to fill any sort of irregular space between them. Gaskets are an important part to the performance of any type of machinery.
10. **Nozzles:** Creating nozzles with rubber allows for them to spray more substances and are more durable than other spray nozzles.
11. **Rubber Gloves:** This has been and perhaps always will be the preferred method of keeping our hands safe and sanitary.

However, it is observed that majority of the farmers are unaware about these value added products except the use of rubber in tire making industry. The role of the farmers is limited to the producer of the latex. They sell the latex immediately after production to the prevalent intermediaries and hence value addition at farmers' level is lacking. Although some of the progressive farmers aware about various value added products made from natural rubber, however they are not associated with the production of those value added products. Besides, rubber board is also primarily focusing on cultivation of the crop rather than value addition at farmers' level due to several logistical and operational issues. By considering the growing demand it can be stated that there are tremendous scope of promotion of entrepreneurship for production of rubber based products in the region. Abundant availability of the natural rubber can be capitalized to avail the benefits of growing demands of these products.

SUGGESTIONS AND RECOMMENDATIONS

In a small study, it might not be possible to suggest an exhaustive list of strategies for creating a better environment of production and marketing. However attempt is made to provide some generalized suggestions which will be helpful for the rubber growers. Expansion of the awareness campaign by extending its cultivation to the other suitable areas from the side of the Rubber Board is suggestive. There are some dry land areas where rubber can be grown in the study region. This can be considered for wider benefits of region's economy without harming the natural environment. As there is a growing consciousness regarding environment along with harmful effect of rubber farming on

the environment, these need to be carefully considered before taking acreage expansion decision. Due to lack of knowledge and confidence farmers are not adopting rubber cultivation as a primary means of earning. They undertake this plantation crop farming along with other farming suitable in their location and land. More Scientific methods with improved crop management techniques may be imparted to the growers to increase the productivity. Arranging periodical growers meet by the Rubber Board and the extension agencies for effecting improvement in the operation of rubber cultivation is also suggestive to boost the confidence of the farmers. Government can take measures for creation of adequate rubber latex market for the convenience of the growers of the study region. Dissemination of price related information and control of price fluctuation are other suggestive steps for holistic benefits of the growers. The economic aspects of natural rubber cultivation as well as its profitability should be promoted in the exiting media for attracting younger generation towards its farming. Superior quality and hybrid varieties of planting material suitable for diverse agro climate situations must be made available to the rubber growers through recognized nurseries at subsidized rates. Finally awareness should be created regarding entrepreneurial opportunities in rubber farming along with creation of conducive entrepreneurial opportunities for greater economic benefits of rubber growing regions.

CONCLUSION:

Natural rubber is a renewable raw material produced by the hevea tree. Its unique characteristics include malleability, elasticity, waterproofing, mechanical and thermal resistance, insulation from electricity, and grip on all types of surfaces. Rubber is elastic, flexible, airtight, watertight, long lasting and insulating, to mention just a few of its properties. There are large numbers of products, which are made by taking the advantage of these properties. It is well established fact that the natural rubber is superior to synthetic rubber in all respects. Rubber board of Assam has been playing a significant role to train the growers to plant the rubber trees. Rubber Board of Assam is quite successful in this aspect of awareness creation and adoption of rubber farming by the farmers. They also provide adequate support regarding marketing practice of for the convenience of the growers. But there are still some areas apart from the districts where this study has been conducted, where rubber can be cultivated. By creating adequate awareness rubber farming can be expanded to those areas. This sector has a great potential for future and therefore it requires adequate support from the side of the government and other stakeholders. In the process of doing the same, the problems faced by rubber growers also

require adequate consideration. It is observed that rubber farming provides a substantial amount of income for maintaining the livelihood of the growers. Marketing practices are also less complex than the some other crop grown in the region. Increasing wages of labour or increasing input cost are the main production related constraints faced by the farmers. The study suggested several strategies for removing the above problems. If the given suggestions implement properly by the concerned stakeholders it will help the rubber growers to earn their livelihood in a better way. Besides, it will reduce rural poverty, unemployment to a large extent. By considering the nature agrarian economy the given suggestions need to be implemented by the concerned authority.

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Enhancement of Income of Poultry Farming Community Through Livestock and Poultry: A Study Relating to The Villages of Sarthebari Area Under Bazali District of Assam”

ABSTRACT:

Livestock is an integral part of the mixed-farming system that characterizes agriculture in Assam. Among all other livestock, the cattle population constituted the largest group in Assam. The poultry population of the State, as revealed from the Livestock Census 2007, has registered an increase of 34.2 % over the previous census 2003. In Assam, though livestock products are increasing year by year the demand and supply gap is still large. In this paper, an attempt has been made to make a study regarding the economic enhancement of the farming community through livestock and poultry in the Sarthebari area under the Bazali district of Assam separately before starting the poultry firm and completing at least 2 years of starting the poultry firm. Moreover, we have applied some analytical tables to examine whether the poultry farmer has played a significant role in the economic development of Assam. We have found that the poultry farmer has taken played a significant role in uplifting their earnings.

Keywords: *Livestock, poultry farming, appraisal, performance, growth, Assam*

INTRODUCTION:

Assam's economy continues to be predominantly an agrarian economy as more than 85% of the population is living in rural areas and more than 52 percent of the total labor force are found to be engaged in agriculture and allied activities as per Population Census 2001. The Animal Husbandry sector has a significant impact on employment generation in the State and plays a vital role in income generation of both the rural and semi-urban economies. A significant proportion of landless laborers and small and

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marginal farmers have access to livestock resources and the acceleration in the growth of the livestock sector in Assam offers significant opportunities for household income augmentation and employment generation. It also performs important input functions in terms of contributing draught power and dung to crop production.

According to the 19th Livestock Census, 2012 total livestock population of Assam is 19.08 million, the cattle population constitutes the largest group with 54.02% followed by a goat population of 32.23% and pigs of 8.5%. Mostly indigenous populations of livestock are prevalent in the state. Some of the important Goat breeds found in Assam are the Assam Hill goat, and Assam Local Goat. Crossed breeds and exotic cattle have 395900 populations as per the 2012 census.

Livestock is mostly reared by every household in rural Assam. Non-descript cattle, Small ruminants like goats, and backyard poultry are common for every household along with agriculture, while Pig rearing is mostly done in ST/SC dominant areas.

Livestock is an important component of a 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, and that of milk and milk products is lower. Coupled with the traditional meat-eating habit, increasing per capita income, urbanization, and lifestyle changes, the region is a deficit in the production of livestock products.

The state Veterinary and Animal husbandry department renders health care, breeding, and extension services to livestock owners through a total 2400+ numbers of institutions which include polyclinics, dispensaries, sub-centers, disease diagnostic laboratories, first aid, and AI centers, frozen semen banks, bull rearing farms, bull mother farms, fodder and cattle farms, etc. There are 8 growth/extension centers (as of 2007) with hatcheries, and breeding/demonstration farms under the State Institute of Rural Development (SIRD) in Assam for imparting training on livestock rearing to farmers. There are 20 functional Krishi Vigyan Kendras (Farm Science Centre) under Indian Council for Agricultural Research (ICAR) system in the state.

The productivity of animals is very low in Assam, compared to other parts of the country. While increasing farm-level production and productivity will require more improved animals, improved fodder/feed technology, and better access to livestock services,

smallholders' access to reliable markets to absorb more milk at remunerative prices is also a critical constraint.

Considering these problems of the villages of sarthebari areas under the Bazali District of Assam, it becomes important that measures should be taken up so that the strengths of these areas are capitalized. The present study is designed to examine the “Enhancement of income of poultry farming community through Livestock and Poultry: A study relating to the villages of Sarthebari area under Bazali district of Assam”.

1.1: STATEMENT OF THE PROBLEM:

Taking a clue from the aforesaid discussion, we have carried out a research investigation on the topic **“Enhancement of income of poultry farming community through Livestock and Poultry: A study relating to Sarthebari area under Bazali district of Assam.”**

1.2: OBJECTIVES OF THE STUDY:

The following is the objective of this paper;

1. To study how poultry farmers enhance their income

1.3 METHODOLOGY OF STUDY

There are altogether 128 villages in the sarthebari area. We have selected at random five villages from a population of 128 villages. For this random selection, we have numbered the above-mentioned villages as, 01, 02, 03,...128. Then with the help of 4-digit random number tables, we have drawn five villages which are Parahkuchi, kalatali, Batiya, Kashkuri, and Gamurah. From the record maintained in the office of the Veterinary Department, we have found that there were altogether 1506 poultry farming units and 350 fish-producing fisheries as of March 2021 in the Sarthebari area under Bazali District. We have selected a sample of poultry farming units and fisheries from the selected area which have been completed at least 2 years from the date of their formation. The reason behind this is that poultry farming units and fisheries require a minimum period of 2 years to earn income. The total number of poultry farms and fisheries is shown below:

Table-1.1
Total No's of Poultry Farm units and Fisheries in Selected in five Village

Sl. No.	Name of Villages	No's of Poultry Farm	No's of Fisheries
1	Parahkuchi	25	25
2	kalatali	35	20
3	Batiya	17	15
4	Kashkuri	23	10
5	Gamurah	20	5
Total		120	75

30 % percent of the total poultry farm of 120 i.e. about 36 poultry farms and 30% percent of the total fisheries of 75 i.e. about 18 no's of Fisheries belonging to the selected areas have been studied. For this purpose, we have selected poultry farms and fisheries from these selected five villages by the principle of proportionate allocation under the stratified random sampling technique. By following the principle of proportionate allocation under the Stratified Random Sampling Technique, we have selected 36 poultry farms and 18 no's of Fisheries from the selected 5 villages which are as follows:

Table-1.2
No' of Selected poultry farming units from Selected villages

Sl. No.	Name of Villages	Calculation	Selected poultry farming units	Calculation	Selected Fisheries
1	Parahkuchi	$36/120 \times 25$	8	$18/75 \times 25$	6
2	kalatali	$36/120 \times 35$	10	$18/75 \times 20$	5
3	Batiya	$36/120 \times 17$	6	$18/75 \times 15$	4
4	Kashkuri	$36/120 \times 23$	6	$18/75 \times 10$	2
5	Gamurah	$36/120 \times 20$	6	$18/75 \times 5$	1
Total			36		18

The data collected from 36 poultry farming units and 18 fisheries have been processed keeping in view the quantitative objectives of the study. As far as our objective is concerned we shall use the analytical concept of this study.

1.4: HYPOTHESES TO BE TESTED:

1. The income of Poultry farmers has not significantly increased (H_0).

Vis-a-Vis

The income of Poultry farmers has significantly increased (H_1)

1.5: RELEVANCE OF THE STUDY:

As the study of the poultry farming community through Livestock and Poultry is instrumental for improving the income in rural areas and since a general study relating to a country or state cannot properly reflect in particular district hence this study is thought to be of great significance.

1.6: PERIODICITY OF THE STUDY:

We have collected data during the period from March 2020 to February 2022 in respect of the sample of poultry farming units that completed at least two years till February 2022. Hence our periodicity of study is the period from March 2020 to February 2022.

1.7 LIMITATIONS OF THE STUDY:

The study is purely based on primary data collected through a sample survey. Hence the data collected are subject to both sampling and non-sampling errors.

1.8: ANALYSIS AND INTERPRETATION OF DATA:

The number of sample fish producers taken from each of the select 5 villages and the income earned from fish producers in each village are as follows.

Table 1:
Level of Income Earned From Fish Production

Income (Rs.)	Nos.	%
0-5000	4	22.22
5000-10000	5	27.78
10000-20000	9	50
Total	18	100

Source: Field study data

There are many reasons responsible for the lack of commercialization of fish production in the study area such as flood-prone areas, those who produce fish are untrained and uneducated, underdeveloped transport and communication facilities, lack of store facilities, etc. Thus fish production has a very limited role to play in the household income level and also as an occupation in the study areas.

TABLE 2:
LEVEL OF INCOME EARNED FROM THE POULTRY FARM.

Income Level (Rs.)	Sample Poultry Farm	
	Nos.	%
0-1,000	14	38.89
1,000-2,000	11	30.56
2,000-5,000	5	13.89
5,000-10,000	3	8.33
10,000-20,000	3	8.33
Total	36	100

Source: Field study data

The present study has also studied the production of livestock (domestic animals) and poultry (domestic fowls) as an economic activity. It has been found that 100.00 percent of the sample households in the village areas produce livestock such as cow, buffalo, goat, pig, sheep, etc. and poultry (domestic fowls) such as hens, ducks, pigeons, etc. but there is a lack of commercialization of livestock and poultry production due to various causes such as the backwardness of transportation and communication facilities, lack of training facilities for livestock and poultry farming, lack of marketing facilities, lack of finance, flood-affected area, etc. The distribution of income earned from livestock and poultry production by the sample households is presented in Table 2. It is found that only 8.33 of the sample households have

earned an income of Rs.10,000-20,000 from livestock and poultry production. Thus it is found from the distribution of the level of income earned from livestock and poultry production in the study area that there is a very limited role to play by the livestock and poultry production as an economic activity in the village areas. The present study has also found that the members of 67.73 percent of the sample households in the village areas of Bazali district migrate to different places in the state in seeking some economic activities due to the lack of alternative income sources in the village areas. On the basis of the field study concerned with the first objective of the present study is to find that agriculture is the major source of income in the village areas of Assam. Though agriculture is the major source of income in the village areas of Assam but it still remained backward due to many reasons such as natural calamities, i.e., flood, drought, river bank erosion, illiteracy, lack of training facility, use of a traditional method of cultivation, the small size of land-holdings, less and improper use of fertilizers, underdeveloped transportation, and communication facilities, lack of marketing facilities, lack of cold storage facility, poverty, underdeveloped financial services, etc. There is still a lack of alternative sources of income in the village areas of Assam and the above mentioned problems in the village areas become constraints in the path of alternative sources of income. Thus, agriculture is the main source of income for households in Assam.

Table 3:
Annual Income of The Sample Poultry Farmer

Income Level(Rs.)	Sample Households	
	Nos.	%
0-20000	46	20.91
20,000-40,000	94	42.73
40,000-60,000	36	16.36
60,000-100,000	34	15.45
100,000-200,000	7	3.18
200,000-300,000	3	1.36
Total	220	100

Source: Field study data.

The present study has also examined the household income level which is presented in Table 3 and found that the majority of the household's annual income in the last year are Rs. 20,000 40,000. Therefore, the economic condition of the sample households in the study area is poor, which results in a low level of savings. There is also a lack of financial institutions to mobilize savings and provide loans to needy customers. In the study, it is found that 20 percent of the households borrowed money from relatives, moneylenders, and locally formed societies. The present study has also examined the standard of the basic amenities available to the sample households in the study area because it has an impact on the standard of living of the people living in the village areas.

1.9. CONCLUSION:

The village areas of Assam have to play a significant role in the path of economic development of the state. These areas have been an important contributor to the socio-economic life of the state. Around 95 percent of the people of village areas are cultivators but spend their lives in distressed conditions due to a lack of a modern transport system, education, alternative job opportunities, medical facility, and other essential facilities. The physical vulnerability is seen as the root cause of this backwardness for which developmental effort always gets a back seat in these areas. The people in village areas are deprived of many basic amenities of modern living. Most of them drink contaminated

water by taking contaminated floods water, walk bare-footed on damp soil containing hook-worm and spent most of the time in an unclean and unhygienic environment. The foremost obstacle to the people is the communication barrier. The level of living standard of the village people is very low. The recurring flood destroys houses and sheltering places and also the land for cultivation.

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A Budget Innovation in Machinery to Assist Farmers In Irrigation

ABSTRACT:

The use of traditional methods will not provide a flexible and profitable environment for farmers. Farmers are the backbone to the economy of any country. Farmers are happy in such countries, where technologies are being used. Development of technologies is possible by developing technical education. So, in this work to create a flexible and comprehensive work place for farmers, a new mechanism for irrigation purpose has been described. Maximum number of farmers for their irrigation purpose is suffering lot due to unavailability of electric supply and continuous increment of petrol and diesel price. To solve these issues, a model is designed using mechanical concepts that will useful to farmers for lifting water and irrigating the land without any external energy sources. The use of this designed model is very easy for farmers. Diverse field of individuals like handicapped, lady farmers, constructional workers, etc. can use this mechanism for lifting water and using the same in various purposes. This designed model is environment friendly and also economically viable to acquire.

Keywords: Mechanical advantage, velocity ratio, energy harness, eco-friendly.

INTRODUCTION:

Continuous irrigation is only possible by using diesel or petrol operated pump or by electric operated pump connected with tube well. For such type of arrangement farmers depend on electricity, petrol and diesel. Poor farmers are also suffered by continuous increasing of petrol price and electric bill. The aim and purpose of this system to help farmers for irrigation purpose in agriculture. So we develop a system where continuous

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irrigation is possible without any electricity, petrol, diesel. In our system we utilize mechanical concept as Mechanical Advantage (MA), Velocity Ratio (VR), Efficiency, energy storage concept. We develop such a system to help farmers .by using this system a Physical handicap farmer can also lift water from bore well. After successfully design and development of this product it has been tested in a agricultural farm, where there was vegetable farming in 2 acre areas. Irrigation was by diesel operated pump with tube well. But during the time of Fani cyclone in month of May 2019 all petrol pumps shut down for 2 month at that time we tested our project successfully, water from tube well by connection with our product supply continuous water for irrigation purpose. The idea of being able to simultaneously achieve economic results with as little environmental degradation as possible is the need of the hour in the context of small farms. Stępień et al. [1] studied aneco-efficiency of minor-scale agro business in Poland. They presented the importance of agriculture on the economic growth of a country. They also developed a relation between eco-efficiency and formal descriptive variables. Honc and Merta[2] studied smart, precision or digital agronomy and farming and conducted a current state survey along with determination of its applications and future prospects. Soteriades et al. [3] studied preserving production while dropping confined and overall environmental discharges in dairy agro business and found the connection between Data Envelopment Analysis eco-efficacy and a sequence of pointers of dairy agro business intensity. Importance of ground water for irrigation purpose has been studied by Scheiber et al. [4].In their work they presented efficient use of ground water by various techniques to enhance cultivation and produce better yields. Methods for storage of ground water provide sustainability in agriculture has also been presented in their work. Lyu et al. [5] studied how the stable isotopes and elements/ions were modified by biogeochemical processes with their integration into drip water and found that changes in vegetation is an important factor manipulating the inter annual variation of the drip water. The variation in the use of stored water and cultivation practices effects for cannabis drive on the amount of water extracted and timing have been studied by Dillis et al. [6] and they found that water extraction generally occurs during the summer dry season using groundwater wells. Deng and Bailey [7] studied the reason and resolution of high groundwater levels in various irrigated areas and found that decreasing canal leak and transitioning of cultivated fields from surface water irrigation to groundwater irrigation can decrease water table raise.

Katuwal et al. [8] studied water use efficiency and soil water extraction pattern of spring canola and found that skipping irrigation during vegetative stage and using spring canola

cultivar could maximize water productivity. Tiglao et al. [9] studied a Wireless Sensor and Actuator Network (WSAN) and found that farmers could use this technology for greater yields and could earn higher profits. The use of the Richards equation for describing the soil water movement have been studied by Fuentes et al. [10] and found that this solution could be applied to water allocation problems during and after gravity irrigation. Ostad-Ali-Askari and Shayannejad [11] studied the volume balance model by varying the shape factors relative to time and found that subsurface shape factor was variable relative to time. Irrigation water consumption statistical work have been studied in Wanyao irrigation area by Wang et al. [12] and found that it is feasible to layout the monitoring facilities by simulating the water circulation. Roul and Dash [13-16]; Roul and Sahoo [17]; Roul et al. [18] investigated numerically the flow of two-phase fluids such as air, water and oil through pipes with sudden variation in flow areas and found out pressure drop by extrapolating the axial pressure profiles at these sections. They have considered different area ratios with variations in inlet and outlet pipe diameters and found out pressure drop in each case. Nayak et al. [19-20] designed and developed innovative arrangements for providing continuous irrigation in rural areas in absence of electricity and without the use of any fuel.

NEWNESS/UNIQUENESS OF THE INNOVATION:

A new concept has been used for solving continuous irrigation problem, this system is a easy to operate and it can easily install with the tube well. This system is suitable for agriculture purpose. This system can also be used for household purpose and also for water supply for constructional work. Mechanical concept as Mechanical Advantage (MA), Velocity Ratio (VR), Efficiency, energy storage concept are used, the system works without any electricity, petrol, diesel. By using this system a Physical handicap and women farmers can also lift water from bore well for agriculture purpose.

POTENTIAL AREAS OF APPLICATION IN INDUSTRY/MARKET IN BRIEF:

Our product will be sold in the market instantly. There are so many industries in India are developing agricultural products. This is unique product. Hence no problem in marketing. The idea can be easily implemented because here input materials are easily available . As soon as commercialization is done within two months breakeven point will reach. After that profit will come. This system is suitable for agriculture purpose. This system can also be used for household purpose and also for water supply for constructional work.

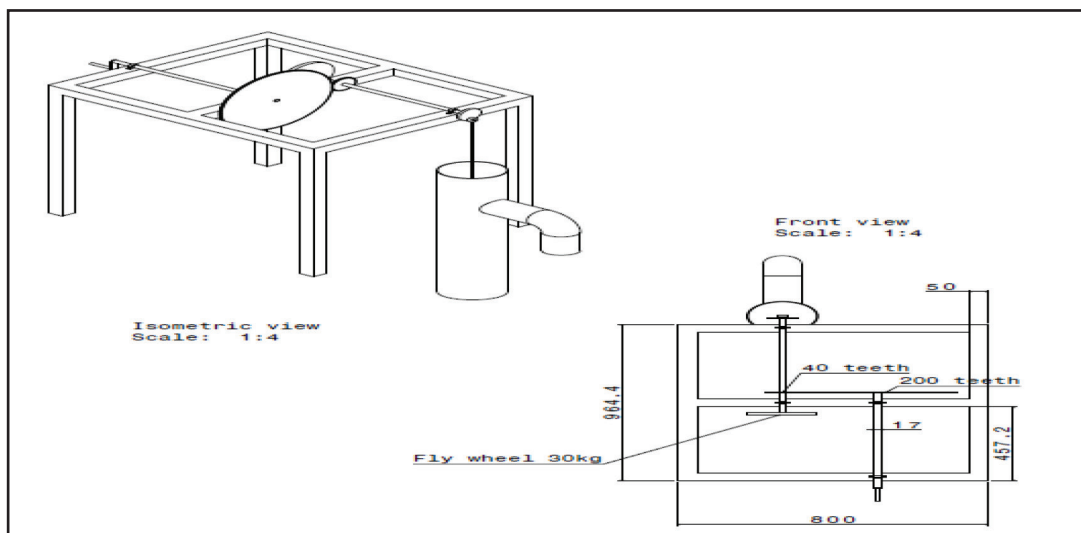
It has tremendous demand in the market. As it is an unique system for solving irrigation problem so huge commercialization possibility is there.

MARKET POTENTIAL OF IDEA/INNOVATION:

There is a large market for this system, as for agriculture and water supply system this is a best system. For design and development of this system less time is required and its manufacturing process is also very easy. Our product will be sold in the market instantly. There are so many industries in India are developing agricultural products. This is unique product. Hence no problem in marketing. The idea can be easily implemented because here input materials are easily available. As soon as commercialization is done within two months breakeven point will reach. After that profit will come.

Need Product/Technology:

The figure 1 shows the arrangement for a continuous irrigation system, which consists of Gears, Flywheel, Handel, bearings. This arrangement placed on a frame which is made of mild steel angles having dimension (40x40x5)mm. In this work two gears, a flywheel, four numbers of bearings, shaft having 25 mm diameter are used. driver and driven gears having 200 and 40 teethes respectively, for future work of this project the number



of teethes for driver and driven may be varied. shafts lengths having 2.5 feet(ft) each as shown in figure, one of the shaft carries driver gear(200 teethes) and handle at its end, other shaft carries driven gear(40 teethes) , flywheel 30 kg, handle of the tube well as shown in figure, shafts are supported by bearings at various positions.

The amount of stored energy in the flywheel is related to the mass shape and material, moment of inertia and velocity, as illustrated in equation (1)

$$E = 1/2 I \omega^2 \quad (1)$$

Where E is the amount of stored kinetic energy, I is the moment of inertia and ω is the velocity. The moment of inertia I depends upon the shape of the spinning mass, for the solid cylinder the moment of inertia is given by the equation (2)

$$I = 1/2 m r^2 \quad (2)$$

Where I is the moment of inertia, m is the mass of the solid cylinder, r is the radius.

A gear train is two or more gears working together by meshing their teeth and turning each other in a system to generate power and speed. It can increase/ decrease speed or torque, but never both at the same time.

Gearing is able to convert torque to velocity. The more velocity gained, the more torque sacrifice. The ratio is exactly the same:

Gear Ratio = Teeth input gear / Teeth output gear = Torque in / Torque out = Speed out / Speed in.

After successfully design and development of this product it has been tested in a agricultural farm, where there was vegetable farming in 2 acre areas. Irrigation was by diesel operated pump with tube well. But during the time of Fani cyclone in month of April 2019 all petrol pumps shut down for 2 month at that time we tested our project successfully, water from tube well by connection with our product supply continuous water for irrigation purpose.

CONCLUSION:

Irrigation is the purpose of controlled amounts of water to plants at desirable gap. Irrigation helps to grow farming crops, maintain landscapes, and revegetate concerned soils in dry areas and during periods of less than normal rainfall. In this paper a new product has been developed for continuous irrigation system, where the concept of MA (Mechanical Advantage), gear terminology, energy storage concept by flywheel has been concerned,

After successfully design and development of this product it has been tested in a agricultural farm, where there was vegetable farming in 2 acre areas. Irrigation was by

diesel operated pump with tube well. But during the time of Fani cyclone in month of April 2019 all petrol pumps shut down for 2 month at that time we tested our project successfully, water from tube well by connection with our product supply continuous water for irrigation purpose.

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Crafting ‘Popular Mandate’: Analysing the rise of political consulting firms in India

ABSTRACT

India is a constitutional democracy with a parliamentary system of government, and at the heart of the system is a commitment to hold regular, free and fair elections. Elections are part of a larger political process, which includes nominations, campaigning, and the actual voting. Elections involve detailed and meticulous planning and therefore political consulting firms are hired by political parties to target election campaigns, mine private data and potentially manipulate voters’ mandate. Political consulting can be traced in other parts of the world as far back as the 1930s. India which is a large middle-aged democracy has seen the growing presence of consultants over the last two decades. Since 2014, the mechanisms of national election campaigns in India are being gradually handed over to political consulting firms comprising of young graduates of the sciences, technology, engineering and management fields. They use data mining and strategic technological targeting to, effectively, tell voters what they want to hear. Foot soldiers, cadres, and on-the-ground party workers continue to do the work they do in a traditional party structure, but are increasingly being directed by young professionals working as political consultants who gain their legitimacy from top party leadership. Fundamentally, political consultants work with parties to win elections. Political consulting firms have mushroomed in every part of India offering their services to their political clientele and thereby emerging as a flourishing entrepreneurial venture. The industry body Assocham measured 150 firms in 2014 that referred to themselves as political consultants. By the 2014 national election, the industry was reported to be worth \$40-\$47 million. Between 2014 and 2018, industry specialists approximated that the number of firms in this market has at least doubled. North-East India is also not an exception to this phenomenon. In several elections that had taken place in this region, political parties have availed the services of such firms. The involvement of such firms has immensely impacted the outcome of elections. In the backdrop of the above discussion the present study seeks to analyse what factors have fuelled the growth of political consulting and

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how have political consultants grown and evolved over time in the Indian context. The study also examines how these developments have impacted electoral politics in India.

Keywords: *Big Data, Campaign Managers, Elections, Electoral Bonds, Vote Bank Politics.*

INTRODUCTION

Professional political consulting has become indispensable to campaigning in many democracies. Joseph Napolitan noted that a political consultant is ‘a specialist in political communication’ (Napolitan 1972) while David Lee Rosenbloom suggested, ‘a professional campaign management firm is a company that provides services for pay to candidates for public office, to political parties and to groups supporting or opposing public referendums’ (Rosenbloom 1973). Sabato offers an operational definition of contemporary political consultants, “a campaign professional who is engaged primarily in the provision of advice and services such as polling, media creation and production, direct mail fundraising to candidates, their campaigns, and other political committees” (Sabato 1981). Fueled primarily by developments in the United States, the political consulting industry experienced tremendous growth in the 20th century.

Political consulting can be traced as far back as the 1930s. In the US, Baxter and Whitaker started Campaigns Inc., spearheading the use of advertising techniques for political campaigning and pioneering new methods of persuasion through targeted messaging, pamphleting, and narrativizing (Sheingate 2016). They “forged a lucrative business of politics by discovering new ways to organise business in politics” (Sheingate 2016). Over the next several decades, Madison Avenue advertising professionals participated in a few presidential campaigns, yet it took until the 1980s for the term “political consultant” to be considered a full-fledged, profitable business (Johnson 2016). Much has been written on political consulting in the US (Cain 2011; Sheingate 2016; Johnson 2016; Medvic 2003), countries in Europe (Strömbäck 2009; Karlsen 2010) and recent democracies (Lisi 2013), yet their presence in a post-colonial, developing country like India is noteworthy. Whether Indian political parties’ campaign on the basis of ideologically coherent platforms or a coalition-centric struggle for power is a long-running debate (Chhibber and Verma 2018). Regardless, consultants’ growing control over election campaigns and popular political visions widen the extant gap between elite leadership and popular consciousness. Fundamentally, political consultants work with parties to win elections. Professionalising

this process can refer to a number of activities, but particularly to the creation of a more “rational” (Negrine, Holtz-Bacha, and Papathanassopoulos 2007) and streamlined political organisational structure. This can mean better use of demographic data to help with targeting voters, skillful uses of forms of communication, and the reorganisation of political parties themselves. Crucially, however, the process of professionalising political parties and elections aims to enact a “rationalisation of persuasion” (Mayhew 1997).

The evolution of professionalizing of campaigning is in general thought to have passed in three main stages: the Newspaper Age, the Television Age, and the Digital Age (e.g. Farrell 1996). Concerning the involvement of professionals, the first period is characterized by politicians being in charge of the campaign and there is minimal use of agencies and consultants. The second period sees a growing prominence of agencies and ‘specialist consultants,’ but politicians are still in charge. In the third period the campaign organization is staffed by campaign professionals, there is extensive use of political consultants and agencies, and it is not clear whether it is the politicians or the political consultants who are in charge. Since 2014, the mechanisms of national election campaigns in India are being gradually handed over to political consultants comprising of young graduates of the sciences, technology, engineering and management fields, who use data mining and strategic technological targeting to, effectively, tell voters what they want to hear. Foot soldiers, cadres, and on-the-ground party workers continue to do the work they do in a traditional party structure, but are increasingly being directed by young professionals working as political consultants who gain their legitimacy from top party leadership. This work appeals to young professionals for one of two reasons: first, offering involvement in the election campaign to bring “change” and help bring about a vaguely “good, stable” government; and second, a fast-paced, exciting work environment promised to them by former students of their institution (Sajjanhar 2021). The 2014 and 2019 Indian national elections were referred to as “Whatsapp elections”, with IT cells, bots, and political consultants strategically using data-mining tools to build resonant narratives and tell voters what they wanted to hear. These unprecedented tools of technological campaigning come with new forms of identifying, targeting, and defining issues of political importance. Indeed, in interpreting and reproducing the allegiances of both the candidate and of individual voters, consultants have the power to “create the very context in which they work” (*Ibid.*).

OBJECTIVE

The objective of this study is to analyse what factors have fuelled the growth of political

consulting and how have political consultants grown and evolved over time in the Indian context. The study also examines how these developments have impacted electoral politics in India.

METHODOLOGY

The study is analytical and descriptive based on both primary and secondary sources of data. The primary data is collected through unstructured interviews with about 20 professionals working for various political consulting firms based in New Delhi, Bangalore and Guwahati. The secondary data is collected from various sources like journals, books, reports, articles, websites and newspapers.

FINDINGS AND DISCUSSION

During the last decades, the style and practice of election campaigns have been modernized and professionalized according to country and culture-specific variations. A comparison of actual changes in campaign practices shows several macro-trends, which can be observed in industrial democracies as well as in democracies of economically less developed countries. Campaign consulting is a relatively new profession that continues to evolve and redefine itself in each election cycle. Political consultants have an impact on candidates, voters, the outcome of elections, and ultimately on governance and public policy. Consultants have helped to redefine the role of political parties and have transformed the way candidates communicate with voters and the way voters judge candidates.

(i) Growth of political consulting firms in India

The democratic process is, ideally, about more than just elections (Malleon 2018). Electing political representation is the cornerstone of a representative democracy, yet the liberal democratic process also claims to account for minority protection, constitutional rule of law, checks and balances, and accountable dispersal of power. Studies in classical political theory (Hallas 1983; Springborg 1984), as well as Indian subaltern scholars (Chatterjee 2011) argue that discourses of universal suffrage in liberal democracies often tend to falsely homogenise differential political power amongst citizens (“one person, one vote”). This, then, conceals the voices silenced and the diverse forms of economic and structural violence experienced by marginalised groups in deeply unequal societies. Yet, those who are voted into power have a strong hand in shaping democratic processes. As such, the profession of hired firms to help with political persuasion predates even corporate advertising.

Scholarship on political persuasion in Indian elections highlights the clientelism evident in local and regional elections (Das and Maiorano 2019), the capturing of “vote banks” through strategic promises (Chauchard 2018), and handouts in interest-group politics (Elliott 2011). Political consulting firms see their work as bringing order to the corruption and “messiness” of Indian politics. A technocratic discourse argues that it is those outside the dregs of a corrupt politics and stagnant bureaucracy who know best is revived here, yet those considered the experts have changed. The outsiders who are hired to run the democratic process are increasingly the managers, engineers, and commerce, finance and business graduates: a particular kind of ‘professional’. Technocratic professionals and management consultants often see their increased role as deepening democratic participation (Sajjanhar 2021).

The clandestine nature of such firms makes it difficult to ascertain the exact moment of origin of this industry in India. Prior to 2012, political parties had only occasionally hired external advertising agencies to create large-scale campaigns highlighting the party, instead of engaging with voters to target messages. In 1989, Prime Ministerial candidate Rajiv Gandhi hired Rediffusion, an Indian advertising agency, to run an unsuccessful campaign (“My Heart Beats for India”) for the Congress party. In 2004, the BJP hired Grey Worldwide, an international advertising agency (who also worked with Samsung and Hyundai), to run their “India Shining” campaign. In the 2009 Odisha assembly elections, Viplav Communications’ services were hired by Naveen Patnaik’s party, the Biju Janata Dal (BJD). Reportedly, it was on the basis of the strategic input provided by the firm that Naveen Patnaik decided to break off his electoral alliance with the BJP and contest the elections independently. The gamble eventually paid off, with BJD sweeping 103 out of the 147 seats in the legislative assembly.

The employment of professional data analysts and strategists in this process, however, has been a recent but quickly growing development with significant implications for electioneering. As such, these moments present both rupture and continuity – the amplification of elements that existed prior to these tools is itself, a rupture. First, it both specifies voters of interest and targets messaging on a much larger scale. Second, it introduces an apolitical and “ideologically agnostic” approach to backroom political strategy that has, thus far, been driven by political partisanship, grassroots loyalty, clientelism, familiarity, and/or ideological positioning. Third, it brings technocratic professionalism into the electoral process to an unprecedented degree, turning election campaigns into an established and profitable market (Sajjanhar 2021).

(ii) Modus Operandi of Political consulting firms

Political consulting firms have been hired by political parties on a smaller scale, for individual politicians and state elections, over the last few decades - from image management companies, to boutique strategic consulting firms, to larger global firms such as Strategic Consulting Ltd. (which also owns Cambridge Analytica). The Indian Political Action Committee (IPAC), founded by Prashant Kishor, is one of the key political consulting firms hired by parties fighting both national and state level elections. Along with IPAC, other significant firms include Jarvis Consulting, Association for a Billion Minds (ABM), Mindshare Analytics, Political Edge, Chanakyya and WarRoom Strategies. Urban Chanakya based in Guwahati has been providing services in the North Eastern Region.

In terms of clients, strategy and style of functioning, every firm has its own set of preferences. A political campaign is usually months in the making and every consulting firm has a different approach of creating one for their candidate. Generally, the consulting firms offer end-to-end services to a politician or a political party, and start work five to six months ahead of the elections. Multiple interviews revealed how political consultants would do intensive focus group discussions in each constituency, station an informant in each booth for several months leading up to the campaign, assign individual people to target each double-sided page of the electoral roll, collect weekly reports, simultaneously prepare campaign jingles, posters, and slogans projecting the candidate as the answer to a multitude of different and sometimes contradictory desires. They accessed demographic data on caste and socioeconomic status available through land records, census lists, national surveys, electricity bills, and electoral rolls. This helped to target phone numbers through calls, Whatsapp messages and WhatsApp groups bringing together people of each caste, religion, and socio-economic group. They would collect data through call center surveys, send recorded calls and gauge interest by tracking how long people would listen to each message. At the same time, the top leadership continued to reach out to party workers and supporters through a nation-wide proprietary phone app, while social media and traditional media worked to circulate a range of desires appealing to: material needs; symbolic needs (something to fight for i.e. national security and nationhood); aspirations of moral and material desires; and othering imagined enemies (someone to blame). This data would come from multiple sources and be supplemented by focus group discussions, call centres, recorded calls, Whatsapp groups, and consultants assigned to each individual page of voter lists in a constituency.

Political consultancies may help win elections, but they definitely do not strengthen a party in the long run. Any mainstream party, regional or national, has structures from the village to state level, including booth committees, youth wings and wings for particular communities. Positions within these structures are assigned to *karyakartas* (cadre), empowering them to work harder and more effectively for the party. Faced with resistance and new challenges, the consultants are reinventing themselves, setting new political narratives, engineering spins for better electoral outcomes and gradually changing the DNA of political parties by being part of the process of selecting candidates. Distributing party tickets is no longer the prerogative of a handful of party veterans, but a decision-making process based on scientific inputs (Nandakumar 2022).

(iii) Political consulting firms and Entrepreneurship in India

Political consulting is a flourishing multi-dollar entrepreneurship venture attracting hundreds of firms and several thousand people. Political consultants can be termed as entrepreneurs due to two reasons. First, they are engaged in a speculative search for profit as political consulting is a business. In a second sense political consultants are entrepreneurs as they creatively combined scientific polling, artful media, and local political knowledge into winning campaign messages and strategies. Political consulting has grown more competitive and firms have often merged with larger media and public relations conglomerates and in the process involving themselves with several issues. Emergence of new tools like social media for reaching out to voters have also led to political parties hiring specialised agencies to handle their poll campaign.

India has more than 600 registered political parties at national and regional levels. Political consultancy firms have promoted entrepreneurship in India as political parties and politicians consult private consultants to increase their chances of winning the elections and change the wave in their favour. It is very much visible from 2014 general elections that have brought a change in the nature of election campaigns. The introduction of anonymous electoral bonds into elections in 2018 allows political parties to amass large funds from business lobbies without any transparency about where these funds emerge from and which interests they support. This, then, primarily allows political parties that have amassed large amounts of funding and/or corporate support to take advantage of this professionalisation.

The industry body Assocham measured 150 firms in 2014 that referred to themselves

as political consultants. By the 2014 national election, the industry was reported to be worth 700 to 800 crores. Between 2014 and 2018, industry specialists approximated that the number of firms in this market has at least doubled (Sinha 2018). A typology of political consulting firms active in this growing professional arena varies according to their scale and association with specific political parties. These firms offered a wide range of services such as voter profiling, media management and opinion polling, etc. and they could charge nearly 1 to 50 lakhs per constituency that they were working in. Contracts with huge firms can go up to Rs 150 crores. The costs incurred by these firms depend primarily upon the range of services they provide. The additional functions of political consulting firms include mass mailings to influence voters, opposition research and graphic designs of signs and pamphlets. Consulting firms may also train campaign team members and party supporters to delegate responsibilities. Currently their services are not just restricted to cities but have expanded over to small towns and rural areas. Some are housed inside a political party, others are not loyal to a party but move between them and the others work with individual politicians. While industry-wide data is difficult to access and has yet to be systematically measured, the scale of operations is multiplying: Political Edge, a boutique consulting firm, has worked on average for 100 candidates a year since it started in 2011. WarRoom Strategies, a consulting firm founded in 2016, expanded from forty employees to seven hundred in two years. Since 2016, IPAC has paved the path for several more influential political consulting firms, and expanded from 50-60 employees in 2016 to more than 600 in 2019.

(iv) Impact of professionalisation of elections on democratic politics

Several concerns have been raised regarding the involvement of political consultancy firms in electoral politics of India. Political consultants are sometimes vilified as ‘hired guns’ who will do anything to get their candidates elected, as ‘image merchants’ who through misleading advertising and distortion appeal to base emotions of voters or as the ‘new kingmakers’, the purveyors of the black arts of campaign trickery and shenanigans. However, these allegations are not universally applicable and acceptable. The work of “rational calculation” of these political consultants and, indeed, their perception of their work, is at the frontlines of transforming everyday practices of governance and political discourse.

The growing clout of political consulting firms in election campaigns raises an important question regarding the changing role of political parties in India and their relationship

with political consultants. It also raises some interesting puzzles. Conventional wisdom and academic scholarship on Indian politics suggest that most voters cast their vote in favour of political parties, and not based on a consideration of the individual candidates. Interestingly, however, the services of political consultants continue to be demanded overwhelmingly by individual candidates in their respective constituencies. This raises an important question that if the electoral fortunes of candidates remain largely dependent on the popularity of their party then why do candidates invest in the services of political consultants at all.

First, part of the explanation may be that candidates who are doubtful of their party's popularity and ability to deliver their voters may turn to political consultants as a last-ditch effort to swing the tide in their favour. Especially in elections characterised by a 'wave', candidates from the losing party hire political consultants to buck the trend in their particular constituencies. Once some candidates are seen to be employing political consultants, other rival candidates may simply imitate this practice for fear of being outdone. Second, the increased demand for political consultants at the candidate level can also be explained by the increasingly deep pockets of the average candidate contesting elections in India. Scholars have noted that political parties in India increasingly distribute tickets on the basis of a candidate's ability to self-finance their campaign expenditure. Given the massive wealth at the disposal of many candidates, hiring a political consultant to manage the election campaign is unlikely to pose an insurmountable cost for them. On the contrary, it may even produce greater efficiency in the use of financial resources, given the more professional *modus operandi* of these consultants. Third, while citizens may ultimately cast their vote in the name of a party (and not the candidate), candidates still have to undertake considerable campaign activities on behalf of the party in their constituencies. However, most political parties in India continue to be weakly institutionalised and often have defunct party machinery at the local level. In the absence of party workers who could be relied upon for accurate information or to undertake campaign activity on the ground, a candidate may choose to depend upon political consultants to top up the organisational efforts of the party workers (Serupally 2019).

CONCLUSION

The advent of political consulting firms in India has impacted the nature of electoral politics in India. These firms have also opened up new entrepreneurial ventures in the country. The increasing reliance on data profiling to identify and mobilize voters has made the presence of these firms more relevant. These firms have enabled several

political parties and candidates to win elections. To conclude, political consultancy firms have transformed democratic politics and the political discourse of the country. The professionalization of elections has changed the dynamics of political parties and involved multiple stakeholders in the process.

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Impact of Entrepreneurial Learning and Teaching on students in selecting an entrepreneurial career

ABSTRACT:

Entrepreneurial activities are very important for the economic development of a nation. Considering the present economic situation and unemployment level of the nation (India), Govt. of India has laid emphasis on inculcating entrepreneurial mindset amongst the youth of the nation. Presently, innovation and entrepreneurial education has been promoted by Ministry of Education through formation of Institution Innovation Councils at Higher Educational Institutions and by introducing entrepreneurship, skill enhancement courses and new venture planning as subjects as part of course curriculum at degree and master degree level across the country. As such, the present study focusses on the Impact of entrepreneurial learning and teaching in higher education in building entrepreneurial career amongst students. The present study is exploratory and descriptive in nature and is based on students studying in higher educational institutions across Guwahati city. The sample size of the study is 200. The data collected has been analysed with statistical tools to arrive at the conclusion of the study.

Key words: *entrepreneur, entrepreneurial education, training, students of HEI*

INTRODCUTION:

Entrepreneurship is a very important factor which is essential for socio-economic growth and development of a nation. It is helpful in increasing job opportunities thereby removing unemployment problem of the society. Considering the importance of entrepreneurial activities for a nation like India where there has been mounting unemployment problem; government both at the centre and state has been taking several steps to infuse entrepreneurial mindset in the citizens of the country. One such step of the government is to impart entrepreneurial education at higher education level. Here, entrepreneurship has

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been introduced as part of the course curriculum and through formation of Institution Innovation Councils under Ministry of Education (MoE) to organise various programmes so that students can identify and exploit entrepreneurial opportunities by providing them (students) with information, knowledge, skill and encouragement required to take up entrepreneurial activities.

Colleges under Gauhati University have also introduced Entrepreneurship as part of course curriculum in some of the degree programmes. Besides, as part of government initiative and as part of Institution Innovation Councils under MoE, Colleges under Gauhati University have also undertaken programmes as per the guidelines of MoE. On this backdrop, the present study focuses on the impact of entrepreneurial learning and teaching on students in selecting entrepreneurial career amongst the students studying in HEIs in Guwahati city. This study will be helpful in assessing the impact of the initiatives of the government in stimulating entrepreneurial growth.

REVIEW OF LITERATURE:

Entrepreneur is a person who undertakes to start and conduct a business assuming full control and risk (Webster's Student Dictionary, 2005). Entrepreneurship is the activity of setting up a business or businesses, taking on financial risks in the hope of profit (Oxford English Dictionary). These activities are very important for accelerating economic growth and development as it helps in generating employment opportunities, increasing income, improving standard of living of the people and enables proper utilization of available resources.

Assam is a land abundant in natural resources. Besides having huge reserves of natural resources, the pace of growth of its economy is very slow. It is mainly because it is an agrarian economy with very low rate of industrial activity. This factor calls for the need to increase the entrepreneurial activities to accelerate economic growth. For this purpose, entrepreneurial education and training needs to be imparted as it enables students to identify and exploit opportunities whereby entrepreneurial activities can be carried out.

Entrepreneurial education stimulates students with greater information, knowledge, skills and encourages and supports mindset in the students to take up entrepreneurial activities (Yung et. Al, 202). Jesselyn, M and Mitchel B (2006) in their study have highlighted the importance of providing training and education to young people in entrepreneurial field which will enable them to be job providers instead of job seekers. Entrepreneurial education and training enable a person to acquire the skills required to understand and

identify the business opportunities available in the market (Chen et al, 2009) (Charney & Libecap, 2000). Considering the importance of entrepreneurial education in fostering entrepreneurial motivation and intention, educational institutions should package course curriculum, teaching methods and provide support facilities to entrepreneurial activities (Asghar et al, 2019). Saraih U. N. (2018) have highlighted that to increase the level of entrepreneurial intention amongst the students, the degree of self-efficacy amongst the students' needs to be enhanced. United States of America has been giving emphasis on entrepreneurial education from a long time and as such is considered as the pioneer of entrepreneurial education. This has helped USA to achieve its present status as entrepreneurs were the promoters of US economy (Bandura, A. , 1985) (Ibicioglu, H. et al 2008).

On the basis of the above review of literature it has been observed that entrepreneurial education provides the skills and knowledge required to identify entrepreneurial opportunities available in the market. So, through this study an attempt has been made to know how far the students use these skills for selecting an entrepreneurial career.

OBJECTIVES:

1. To study the various means through which entrepreneurial training and education are being imparted in higher educational institutions.
2. To study the impact of entrepreneurial learning and teaching in higher education.

RESEARCH METHODOLOGY

This research paper makes an attempt to study the impact of entrepreneurial learning and teaching on students in selecting entrepreneurship as a career. The study is based on students studying in Higher Educational Institutions (HEIs) in Guwahati city. The Research carried out is descriptive and exploratory in nature. In order to carry out this study data both primary and secondary has been used. Secondary data for this study has been collected from books, websites, journals, research papers etc. While primary data has been collected from degree level students studying in different colleges of Guwahati city with the help of questionnaire. Data for this study has been collected with the help of simple random sampling technique. Students' admission records of the colleges have been utilised as a base to collect data under simple random sampling technique. Data collected has been represented with the help of tables and graphs, based on which analysis and findings has been made to arrive at the conclusions and suggest recommendations of the study.

LIMITATIONS OF THE STUDY:

1. The study is based in Guwahati city as such the observations of the study cannot be generalised to other areas of Assam.
2. The study has been carried out within a very short span of time.
3. The findings of the study are based on responses received through questionnaire.

DATA INTERPRETATION

The study was conducted with a sample size of 200 respondents. The following results show the attitudes of different students at the degree level of different colleges of Guwahati towards entrepreneurship.

Table 1: Demographic Profile of the Respondents

Demographic Characteristics	Category	Percentage(%)
Gender	Male	49.5
	Female	50.5
Institutions	Guwahati College	37.5
	Icon Commerce College	20
	K.C.Das Commerce College	13.5
	R.G.Baruah College	13.5
	Arya Vidyapeeth College	15.5
Parental Occupational Background	Service	37.5
	First Generation Entrepreneurs	7.5
	Traditional Entrepreneurs	11.5
	Others	43.5
Stream	Science	5
	Arts	19.5
	Commerce	55.5
	others	20

Source : Field Survey

From the above table it has been observed that most of the respondents of the study are

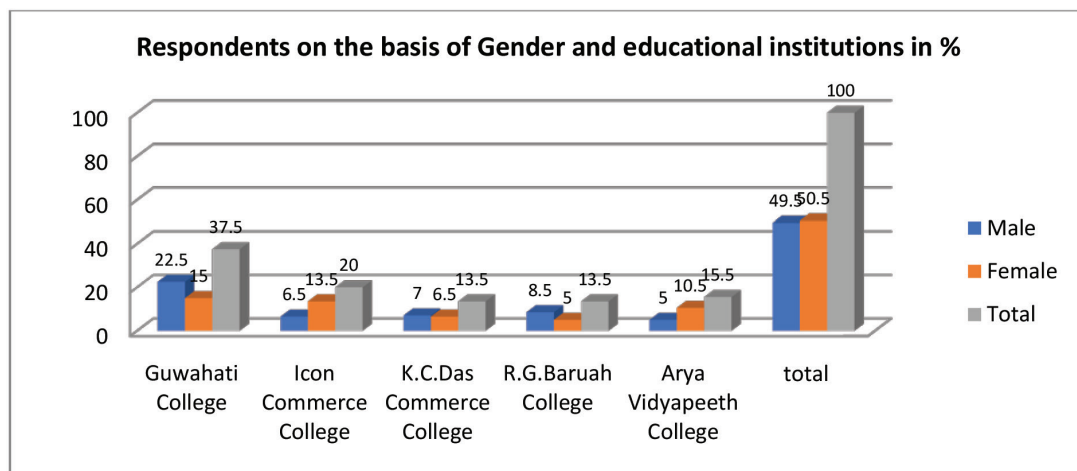
females (50.5%) and are from Guwahati college (37.5%), with parental occupational background being others (43.5%) and service (37.5%). In addition to these most of the respondents of this study are from (55.5%) commerce stream.

Table 2 Response Sheet of Respondents on the basis of Gender and Educational Institutions

Respondents on the basis of Gender and educational institutions in percentage						
Gender	Guwahati College (%)	Icon Commerce College (%)	K.C.Das Commerce College (%)	R.G. Baruah College (%)	Arya Vidyapeeth College (%)	Total (%)
Male	22.5	6.5	7	8.5	5	49.5
Female	15	13.5	6.5	5	10.5	50.5
Total	37.5	20	13.5	13.5	15.5	100

Source : Field Survey

The Graphical Representation of Table 2 has been given below-



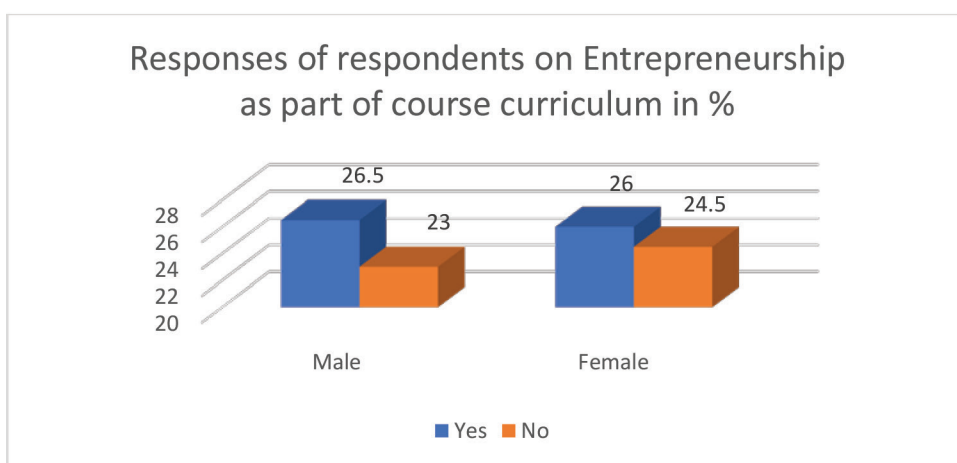
The above table represents the composition of gender of the respondent students of this study, out of the total respondents 22.5% male and 15% female are from Guwahati College; 6.5% male and 13.5% female are from Icon Commerce; 7% male and 6.5% female are from K.C.Das Commerce College; 8.5% male and 5% female are from R.G.Baruah College and 5% male and 10.5% female are from Arya Vidyapeeth College.

Table 3: Response Sheet of Respondents having entrepreneurship in their course curriculum

Gender	Male (%)	Female (%)	Total (%)
Yes	26.5	26	52.5
No	23	24.5	47.5
Total	49.5	50.5	100

Source : Field Survey

The Graphical Representation of Table 3 has been given below-



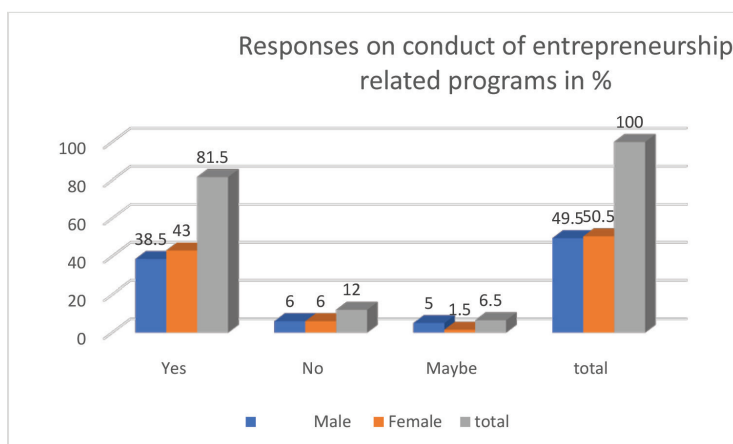
From the above table it has been observed that, out of the total respondents 26.5% male and 26% female have entrepreneurship in their course curriculum and 23% male and 24.5% female do not have entrepreneurship in their course curriculum.

Table 4: Response Sheet of Respondents showing effectiveness of programs in encouraging entrepreneurship amongst students

Gender	Male (%)	Female(%)	Total (%)
Yes	32.0	25.0	57
No	9.0	2.5	11.5
Maybe	8.5	23.0	31.5
Total	49.5	50.5	100

Source : Field Survey

The Graphical Representation of Table 4 has been given below-



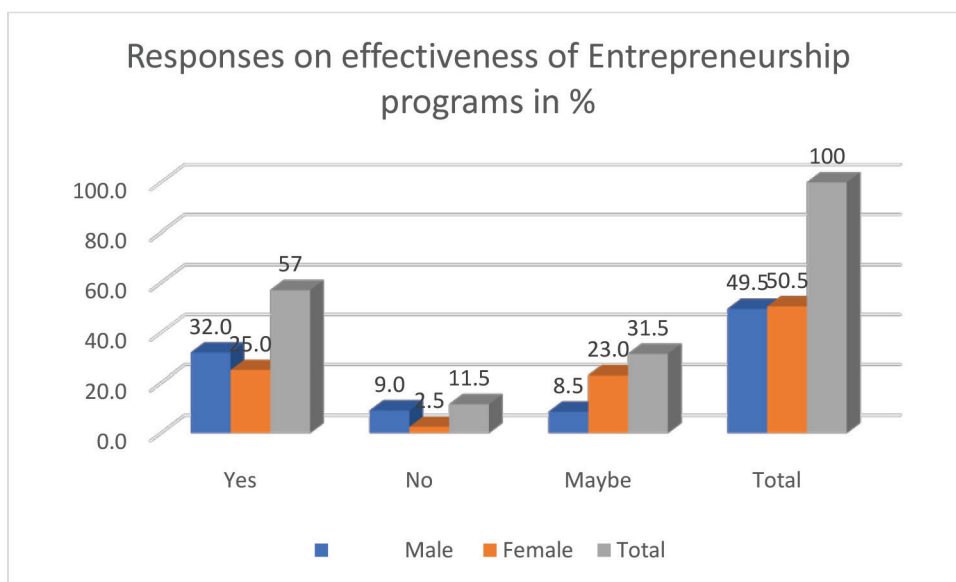
From the above table it has been observed that, out of the total respondents 32 % male and 25% female are of the view that entrepreneurship subject is effective in encouraging the spirit of entrepreneurship amongst them; 9% male and 2.5% female are of the view that entrepreneurship subject is not effective in encouraging the spirit of entrepreneurship amongst them and 8.5% male and 23% female are conceivably not sure about the effectiveness of the subject in encouraging entrepreneurship amongst them.

Table 5: Response Sheet of Respondents showing conduct of entrepreneurship related programs by educational institutions

Gender	Male (%)	Female(%)	Total(%)
Yes	38.5	43	81.5
No	6	6	12
Maybe	5	1.5	6.5
Ttotal	49.5	50.5	100

Source : Field Survey

The Graphical Representation of Table 5 has been given below-



From the above table it has been observed that, out of the total respondents 38.5% male and 43% female are of the view point that entrepreneurship related programs are conducted in their respective colleges; 6% male and 6% female are of the view point that entrepreneurship related programs are not conducted in their respective colleges and 5% male and 1.5% female are not sure about the conduct of entrepreneurship related programs in their respective colleges.

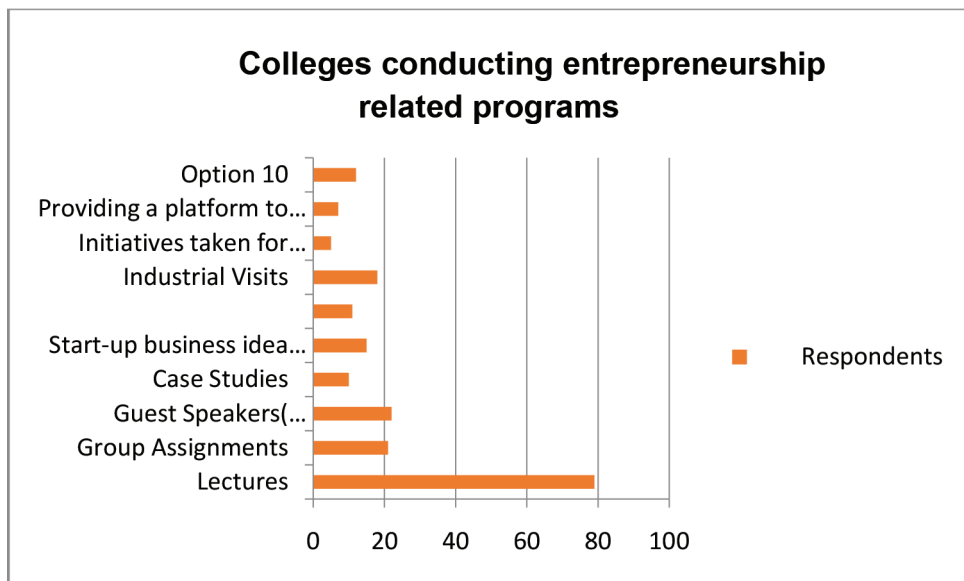
Table 6: Response Sheet of Respondents showing conducting entrepreneurship related programs in colleges

Entrepreneurship related programs	Respondents (Nos)
Lectures	79
Group Assignments	21
Guest Speakers(entrepreneurs)	22
Case Studies	10
Start-up business idea competitions	15

Individual assignments on entrepreneurs	11
Industrial Visits	18
Initiatives taken for providing training on different aspects	05
Providing a platform to showcase the products of the students	07
Projects	12

Source : Field Survey

The Graphical Representation of Table 6 has been given below-



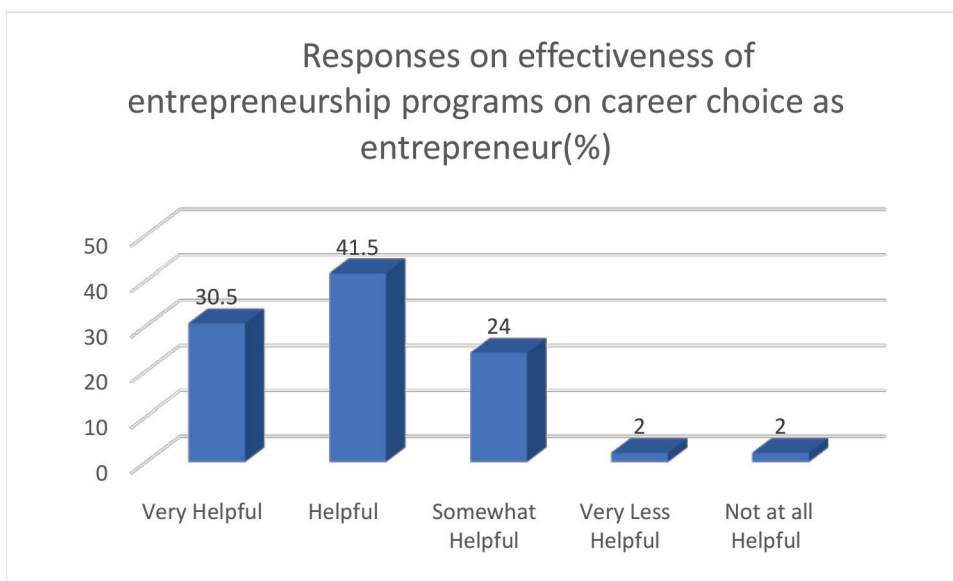
From the above table it can be concluded, that 79 students said that lectures are held in their colleges; 21 said that group assignments are given to them by the faculty members, 22 said that guest speakers (Entrepreneurs) are invited for interactive sessions ; 10 students said that case studies are conducted; 15 said that start-up business idea competitions are held; 11 said that individual and group assignments on entrepreneurs are given to them; 18 said that they are taken on industrial visits; 05 said that initiatives are taken for providing training on different aspects; 07 are of the opinion that entrepreneurship related programs provide a platform to showcase the products of the students and 12 students go for projects (Option 10) by which they are encouraged to take up entrepreneurship as their career option.

Table 7Response Sheet of Respondents showing encouraging students to take up entrepreneurship as a career option

Entrepreneurship as a career option	Respondents (%)
Very Helpful	30.5
Helpful	41.5
Somewhat Helpful	24
Very Less Helpful	2
Not at all Helpful	2

Source : Field Survey

The Graphical Representation of Table 7 has been given below-



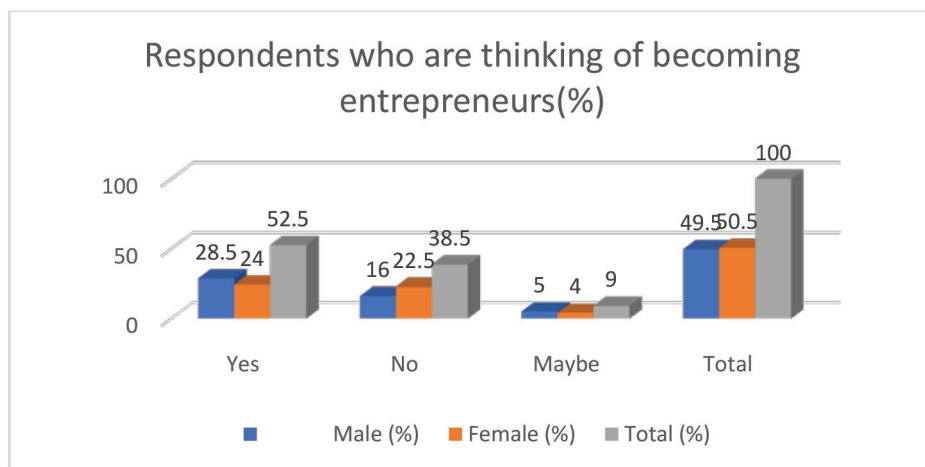
From the above table it is concluded that 30.5% students are of the opinion that the programs which are organised by the college are very helpful in encouraging students to take up entrepreneurship as a career option; 41.5% students said that it is helpful; for 24% students it is somewhat helpful; for 2% students it is less helpful and not helpful at all.

Table 8: Response Sheet of Respondents who are thinking of becoming an entrepreneur

Gender	Male (%)	Female (%)	Total (%)
Yes	28.5	24	52.5
No	16	22.5	38.5
Maybe	5	4	9
Total	49.5	50.5	100

Source : Field Survey

The Graphical Representation of Table 8 has been given below-



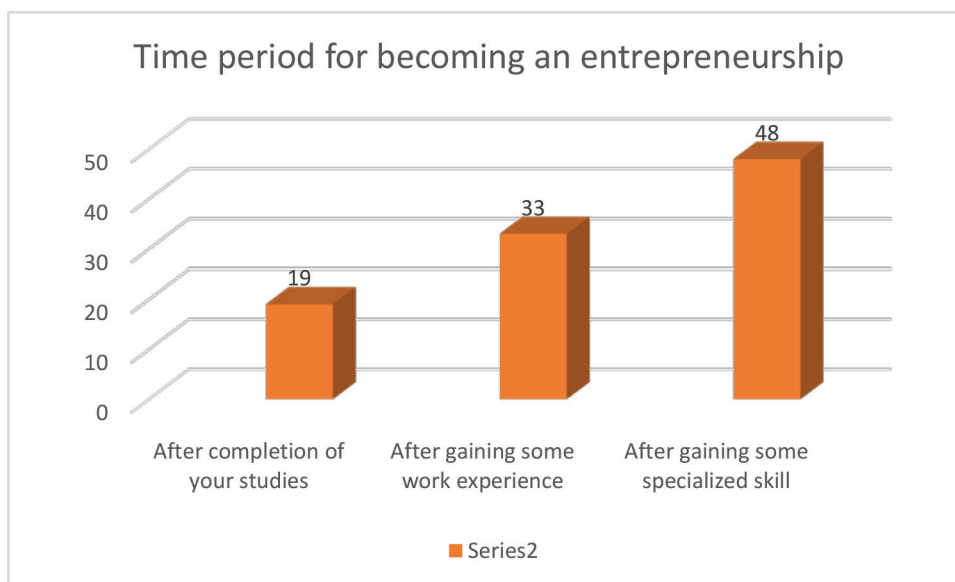
From the above table it has been observed that, out of the total respondents 28.5% male and 24% female are thinking of becoming an entrepreneurship; 16% male and 22.5% female are not interested in taking up entrepreneurial activities and 5% male and 4% female are not sure regarding taking up entrepreneurship as their future career option. Further, from the above table most of the respondents (50.5%) are not interested to take up entrepreneurship as career option.

Table 9 Response Sheet of Respondents regarding time period for becoming an entrepreneurship

Time period for becoming an entrepreneurship	Respondents (%)
After completion of your studies	19
After gaining some work experience	33
After gaining some specialized skill	48
Total	100

Source : Field Survey

The Graphical Representation of Table 9 has been given below-



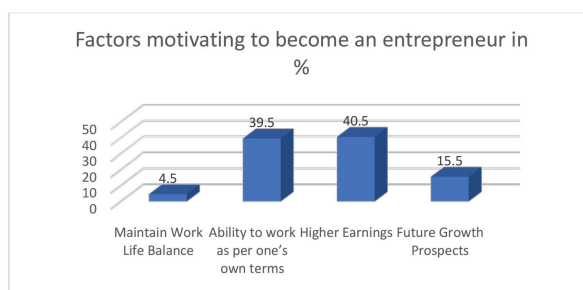
From the above table it is concluded that 19% students want to become an entrepreneur after completion of their studies; 33% students want to become an entrepreneur after gaining some work experience and 48% students want to become an entrepreneur after gaining some specialized skill.

Table 10: Response Sheet of Respondents showing factors motivating to become an entrepreneur

Factors motivating to become an entrepreneur	Respondents(%)
Maintain Work Life Balance	4.5
Ability to work as per one's own terms	39.5
Higher Earnings	40.5
Future Growth Prospects	15.5

Source : Field Survey

The Graphical Representation of Table 10 has been given below-



From the above table it is concluded that 4.5% students are of the view that maintaining work life balance is a factor that motivates to become an entrepreneur; 39.5% students said that ability to work as per one's own terms is a factor that motivates to become an entrepreneur; 40.5% students said that higher earnings is a factor that motivates to become an entrepreneur; 15.5% students said that future growth prospects is one of the factors that motivates to become an entrepreneur.

MAJOR FINDINGS

- Majority students have entrepreneurship related subject in their course curriculum.
- Majority of the students find the entrepreneurship related subject is effective in encouraging entrepreneurship amongst students.
- Almost all the colleges conduct Entrepreneurship Development Programmes to inbuilt the skill of an entrepreneur amongst the students.

- The Entrepreneurship Development Programmes are helpful in motivating the students for taking up entrepreneurship as a career option.

CONCLUSION

Thus, it can be concluded that in majority of the colleges Entrepreneurship Development Programmes are conducted at various levels which inculcates entrepreneurial abilities within the students. Through these programs the skills that are required to become an entrepreneur is developed among the students. The ultimate objective of these programs is to develop technical and managerial skills and identify a potential entrepreneur so that he/she is able to sustain the cut-throat competition prevailing in the market.

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Rural Entrepreneurship Development in Assam

With reference to Udalguri District

ABSTRACT

A Entrepreneurship is a major strategy for economic development of a country. An entrepreneur is an important constituent of the development process and an integral part of the socio-economic transformation process. As such entrepreneurship is a purposeful pursuit towards initiating, promoting, innovating and mainstreaming economic activities for production and distribution of wealth. Therefore, it is the need of the hour to create a climate for Entrepreneurship particularly in rural India as majority of the people lives in the villages in India. In Assam also majority of the people are living in rural areas but it is found that they lack in entrepreneurial abilities. Urban and rural are two sides of the same coin of economic development. While the urban sector has witnessed phenomenal growth and development, fuelled by the post-independence era of industrialization, the rural sector saw little corporate growth. The north-eastern region of the country is poised for a major economic leap along with the rest of the country. The development of rural entrepreneurship is considered to be a panacea for harnessing vast untapped human resources. Rural progress depends on industrialization. So, this paper is an attempt to study the problems and prospects of rural entrepreneurship in Udalguri district of Assam.

Key words :- *entrepreneur, economic development, rural, industrialization, problems, prospects,*

1. INTRODUCTION:

The word “entrepreneur” has been taken from the French language where it was originally meant to designate and organizer of musical or other entertainments. In economics, an entrepreneur is an economic leader who possesses the ability to recognize opportunities for successful introduction of new commodities, new techniques, and new sources of

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supply, and to assemble plant and equipment, labour and organize them into a concern. According to Schumpeter in 1934, an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. Thus, entrepreneurship is the process of exploring the opportunities and arranging resources required to exploit these opportunities. An entrepreneur promotes capital formation and creates wealth in society and in the process, reduces unemployment and poverty. The promotion and development of entrepreneurs both in the agricultural as well as industrial sector are crucial not only for accelerating growth in the primary and secondary sectors but also achieving social objective of dispersal of economic growth and equitable distribution of wealth.

Rural entrepreneurship has emerged as a dynamic concept. It is generally defined as 'entrepreneurship emerging at village level which can take place in a variety of fields of Endeavour such as business, industry, agriculture and acts as a potent factor for economic development.' Development of rural areas, have been linked to entrepreneurship more than ever before. Entrepreneurship is now regarded as a strategic development intervention that could accelerate the rural development process by institutions and individuals promoting rural development. Entrepreneurship stands as a vehicle to improve the quality of life for individuals, families and communities and to sustain a healthy economy and environment. The majority of the rural population depends, directly and indirectly, on agriculture, fishery, animal husbandry or rural wage labour associated with plantations and ranches, along with ancillary activities linked to rural townships. Rural entrepreneurship development strategies aim at diversifying rural economic activities, which include the development of non-farm economic activities and facilitating the transition of informal activities into the formal growth sector.

In Assam, entrepreneurship development was poor at the time of independence. Though Assam is full of natural and precious resources, presently Assam is amongst the industrially backward states of India. The industrial scenario of Assam is confined within the growth of employment orientated SSI sector comprising of the processing and manufacturing units. In Assam, the handloom sector is almost handled by women entrepreneurs. The contribution of such women in entrepreneurial activities is nearly not visible. This scenario is detrimental in the development of the state and at the same time, it is against the spirit of inclusive growth. According to Economic Census of Assam 2013, the total number of establishment under women entrepreneurs are 1,51,111. Out of the total establishments owned by females, around 1.08 lakh establishments (71.48%) were located in rural areas

as against 0.43 lakh (28.52%) in urban areas. About 1.16 lakh (76.89%) establishments were found to be operated under the women entrepreneurs in the state as being non-agricultural activities and remaining 23.11% as agricultural activities. The maximum number of establishments run by women entrepreneurs were found in manufacturing activity group (30%) , followed by retail trade activity group (21.89%) and livestock activity group (19.91%).

The Udalguri District of Assam is one of the four districts which were created after a long ending of 14 years of Bodoland movement in 10th. February, 2003 with the signing of the Accord between the Central & State Government and the Bodoland movement leaders. Udalguri district is bounded by Bhutan and West Kameng District of Arunachal Pradesh state in the North, Sonitpur District in the East , Darrang District in the South , and Baksa District in the West. It has two sub division, namely, Bhergaon and Udalguri covering 11 development blocks (Udalguri, Mazbat, Khoirabari, Bhergaon, Rowta, Kalaigaon, Besimari(part) , Pub Mangaldai (part) , Paschim Mangaldai (Part), Borsola(part) and Dalgaon) consist of 824 villages. The total geographical area of the district is 1,852,16 sq. km. The extent of the district lies between 92°08'0E to 95°15'0E Longitude and 26°46'N to 27°77'N Latitude. About 48% of the total population of the district are female and out of the total female population 32% are belongs to Schedule Tribe.

The economy of the district is predominantly agro-based. In addition to agriculture the other economic activities are traditional activities like handloom and handicrafts, weaving, piggyery, dairy, poultry farming and majority of the people are engaged in these activities. The Udalguri district is seen as a area where more women are involved in income generating activities than women of the other parts of the state. There is also very good scope for the development of small enterprise and entrepreneurship in the Udalguri district. The small enterprises can be further increased by proper coordinating efforts among support agencies and organisations involved in promoting and conducting entrepreneurship related activities.

2. SCOPE OF THE STUDY:

Presently, the Government and other institutions in the recent years have taken measures to encourage the practice of entrepreneurship; rural sector still economically and socially backward with inadequate infrastructure, economic stagnation, low levels of education,

low skilled workers, low income, and a culture not supportive of entrepreneurship. Entrepreneurship in the rural areas of Assam plays a pivotal role in their socio-economic conditions. Therefore, it's very important to take measures which would help the rural people to explore their skills, uplift themselves, create job and thus earn livelihood. Inadequate infrastructural facility and rampant poverty contributes to the overall economic backwardness of the state. So, the need of the hour is to understand their problems and work out effective solutions.

The study is to assess the performance of the rural entrepreneurs in the district and give an insight view to the problems and opportunities associated with the rural entrepreneurs in the district. This would enable the rural youths to measure their strength and weaknesses thereby help them identify measures for further uplift in their livelihood. It is expected that the study would inspire the rural youths for exploring new opportunities and allocate their resources available locally with minimum finance. This would also help them to look forward for the new technologies and schemes provided by various institutes.

3. OBJECTIVES OF THE STUDY:

The specific objectives of the study are :

1. To examine the performances of the rural entrepreneurs in the study district.
2. To identify the problems of rural entrepreneurs.
3. To suggest measures for the development of rural entrepreneurs.

4. METHODOLOGY OF THE STUDY:

In order to examine the status of rural entrepreneurship in the district we have collected secondary data from different sources like Udalguri District Planning & Development Branch; NIC- Udalguri District; DRDA, Udalguri District; District Industries & Commerece Centre, Udalguri district, Economic Census and Statistical Handbooks, other statistical publications of the government of Assam, books, journal and newspaper at the disaggregate level. We have also personally collected some data by selecting 50 samples randomly from some villages of Khoirabari Development Block and Bhergaon Development Block to know the actual situation. So the study is basically analytical and descriptive.

5. FINDINGS AND ANALYSIS

5.1 First objective: To examine the performances of the rural entrepreneurs in the study district.

In our study area rural entrepreneurs are not aware and literate as to handle all the legal and other formalities in loan taking and establishing an enterprise. They have to work in a social environment which is not conducive for development of self-employment.

But now the scenario is fast changing with modernisation, urbanisation and development of education and business. Thus the opportunities of self-employment in rural areas in the district have increased drastically. It is found that the percentage of unemployment among educated and qualified people is increasing in the rural area. Thus it is necessary to increase the opportunity of self-employment for educated or uneducated unemployed people through the development of entrepreneurship in rural areas of the district . It should be stated here that the self-employed entrepreneur creates not only his or her employment but also creates employment opportunities to others. It is most important to create a favourable atmosphere for a healthy development of rural entrepreneurship.

In Udalguri district, self-employment opportunities in organized sectors is absolutely discouraging. Employment in government sector is gradually diminishing, investment is very low due to lack of resources and skilled man power in the study area. Therefore, self-employment is the best and last resort which is gradually increasing among all sections of the society. With the increase of literacy, modernization, and Self-Help Groups (SHGs), entrepreneurial activities on traditional and non-traditional sectors are increasing day by day rural areas.

Since this district is agriculture based and also underdeveloped, a large section of the people in the rural areas are directly or indirectly depend on agricultural sector. Moreover, due to the absence of big industries, entrepreneurship development in the study area is low. Field study reveals that the main motivating factor is to earn money to raise their standard of living. Unemployment is also another motivating factor followed by to be independent, responsibility due to death of close relatives, time management and business-family balance, dissatisfaction with current jobs, interest in entrepreneurial activities, existence of business culture in the family, being entrepreneur was a lifelong goal and existence of business culture in the family.

It was observed that, the initiative to start an enterprise came from non-availability of Government jobs or alternative sources of income in majority of the cases. It is found

that agro based industries are still taking leading role in development of micro enterprises in the district. Requirement of less investment, easy decision making and administration etc. have encouraged the sample entrepreneurs for starting of proprietorship business rather than partnership or other form of business..

5.2. Second objective: To identify the problems of rural entrepreneurs.

Entrepreneurs are playing very important role in the development of economy. They face various problems in day to day work. As the thorns are part of roses, similarly every flourishing business has its own kind of problems. Some of the major problems faced by rural entrepreneurs in our study area are as under.

5.2.1 Financial Problems:

- ❖ **Paucity of funds:** Most of the rural entrepreneurs in Udalguri district fail to get external funds due to absence of tangible security and credit in the market. The procedure to avail the loan facility is too time consuming that its delay often disappoints the rural entrepreneurs. Lack of finance available to rural entrepreneurs is one of the biggest problems which rural entrepreneur is bearing now days especially due to global recession.
- ❖ **Lack of infrastructural facilities:** The growth of rural entrepreneurs in our study area is not very healthy in spite of efforts made by government due to lack of proper and adequate infrastructural facilities.
- ❖ **Risk element:** Rural entrepreneurs in the study area have less risk bearing capacity due to lack of financial resources and external support.

5.2.2. Marketing Problems:

- ❖ **Competition:** Rural entrepreneurs in our study area face severe competition from large sized organizations and urban entrepreneurs. They incur high cost of production due to high input cost. Major problems faced by marketers are the problem of standardization and competition from large scale units. Competition from large scale units also creates difficulty for the survival of new ventures. New ventures have limited financial resources and hence cannot afford to spend more on sales promotion. These units are not having any standard brand name under which they can sell their products. The literacy rate among the rural consumer is very low.

- ❖ **Middlemen:** Middlemen exploit rural entrepreneurs in Udalguri district. The rural entrepreneurs are heavily dependent on middlemen for marketing of their products who pocket large amount of profit. Storage facilities and poor means of transport are other marketing problems in rural areas. In most of the villages, farmers store the produce in open space, in bags or earthen vessels etc. So these indigenous methods of storage are not capable of protecting the produce from dampness, weevils etc. The agricultural goods are not standardized and graded.

5.2.3. Management Problems:

- ❖ **Lack of Knowledge of information technology:** Information technology is not very common in the study area. Entrepreneurs rely on internal linkages that encourage the flow of goods, services, information and ideas. The intensity of family and personal relationships in rural communities can sometime be helpful but they may also present obstacles to effective business relationships.
- ❖ **Legal formalities:** Rural entrepreneurs in the area find it extremely difficult in complying with various legal formalities in obtaining licenses due to illiteracy and ignorance.
- ❖ **Procurement of raw materials:** Procurement of raw materials is really a tough task for rural entrepreneur in our study area. They may end up with poor quality raw materials, may also face the problem of storage and warehousing.
- ❖ **Lack of technical knowledge:** Rural entrepreneurs in the area suffer a severe problem of lack of technical knowledge. Lack of training facilities and extension services create a hurdle for the development of rural entrepreneurship.

5.2.4. Human Resources Problems:

- ❖ **Low skill level of workers:** Most of the entrepreneurs of rural areas of the district are unable to find workers with high skills. Turnover rates are also high in this case. They have to be provided with on the job training and their training is generally a serious problem for entrepreneur as they are mostly uneducated and they have to be taught in local language which they understand easily. The industries in rural areas of the district are not only established just to take advantage of cheap labour but also to bring about an integrated rural development. So rural entrepreneurs should not look at rural area as their market, they should also see the challenges existing in urban areas and be prepared for them. Rural entrepreneurs in the

area are generally less innovative in their thinking. Youths in the areas have little options “this is what they are given to believe”. This is the reason that many of them either work at farm or migrate to urban land.

- ❖ Negative attitude: The environment in the family, society and support system is not conducive to encourage people to take up entrepreneurship as a career in the area. It may be due to lack of awareness and knowledge of entrepreneurial opportunities. The young and well educated mostly tend to leave. As per circumstances, rural people by force may be more self-sufficient than their urban counterparts, but the culture of entrepreneurship tends to be weak. Continuous motivation is needed in case of rural employee which is sometime difficult for an entrepreneur to impart with.

5.3. Third objective: To suggest measures for the development of rural entrepreneurs.

The following views have been presented as suggestions with a view to help the policy makers, financial institutions especially banks and the entrepreneurs for better prospect of rural micro enterprises in the district of Udalguri.

- 1 The financial institutions and banks which provide finances to entrepreneurs must create special cells for providing easy finance to entrepreneurs of the area.
2. The entrepreneurs in the area should be provided finance at concessional rates of interest and on easy repayment basils. The cumbersome formalities should be avoided in sanctioning the loans to rural entrepreneurs.
3. Entrepreneurs in the area should be ensured of proper supply of scarce raw materials on priority basis. A subsidy may also be offered to make the products manufactured by rural entrepreneurs cost competitive and reasonable.
4. Training is essential for the development of entrepreneurships. It enables the rural entrepreneurs to undertake the venture successfully as it imparts required skills to run the enterprise. Presently the economically weaker entrepreneurs of the society are offered such training facility by Government of India regarding skill development of the existing entrepreneurs so that entrepreneurs in the area can generate income and employment opportunities in rural areas of the district.
5. Motivational programmes for youths at gram village level as well as in educational institutions to increase the desire to take up entrepreneurship as a career option.

6. Attention should specially be given to sustainably managed infrastructure, lowering of energy, transport and communication charges, while improving the reliability of these services. Facilitating public-private partnerships and attracting FDI into basic infrastructure as well as for establishment of industrial parks for SMEs are options that should be considered.
7. Marketing is one of the weakest areas in the state and the district. Very little efforts are made by the local units on effective marketing. It is felt that the micro enterprise of the state has to follow a dynamic marketing strategy to increase its market share in nation market. The state level training institution, financial institution may arrange more and more programmes on marketing particularly on marketing techniques, pricing strategies, packaging, total quality management etc.
8. The empowerment of women especially economic empowerment will revitalize the nation and bring about all round development in the society. It was found that there are very limited numbers of women are engaged in micro enterprise in the study district. Therefore the Government and Financial Institution should take some awareness campaign on entrepreneurship development among the women's of the district.
9. Most of the micro/small enterprises studied have remained sole proprietorship concerns. In order to increase more employment in this sector and increase the amount of investment, partnership and limited company form of organization may be encouraged with a very minimum formation procedure.

6. CONCLUSIONS:

Rural entrepreneur is a key figure in economic progress of India. Rural entrepreneurship is the way of converting developing country into developed nation. Rural entrepreneurship is the answer to removal of rural poverty in India. Therefore, there should be more stress on integrated rural development programs. The problem is that most of the rural youth do not think of entrepreneurship as the career option. Therefore, the rural youth need to be motivated to take up entrepreneurship as a career, with training and sustaining support systems providing all necessary assistance. There should be efficient regulated market and government should also lend its helping hand in this context.

It has been recognized that this sector is one of the largest employment potential sectors which can generate more employment opportunities and income for development of the nation. In this respect, all the concerned stakeholders should take requisite steps for its overall development.

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SKILL INDIA – A STRATEGY FOR RESHAPING INDIAN ECONOMY

ABSTRACT:

Economic growth and social development of any country mostly depends on skills and comprehension. Today, India has faced a paradoxical situation, where on the one hand, labour market do not provide jobs for youth; on the other hand, industry sector complaining of unavailability of appropriately skilled youth. Again India's "demographic advantage" can be converted into dividend if India is able to skill its youth population in the coming year. If India wants to become a manufacturing hub, then it must focus on skill development of its youth population. Keeping in view of these needs, Government of India has adopted Skill Development as a national priority. This paper aims to study the needs of Skill India Campaign, focusing on the programmes under it and its impact in reshaping Indian economy.

Key Words: *Skill India, Education, Indian economy, Employable skill.*

1. INTRODUCTION:

In today's world skill development is considered as key for productive employment. It is generally used to refer to the productive capabilities acquired through all levels of learning and training, occurring in formal, non-formal, informal and on the job settings. Skills determine the ability to achieve goals and execute better plans. For India, skill development is critical from both socio-economic and demographic point of view. Keeping this in mind, the prime minister Narendra Modi introduce "Skill India Mission" in 2015, which was in accordance with his vision to help India become "Atmanirbhar" (Self reliant). The main objective of the mission was to create and implement comprehensive

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skill development programmes among youths that would help bridge the gap between industry demands and skill requirements which would help India to grow at large. Through this initiative, the government aimed to train more than 40 crore (400 million) people in India in various skills by 2022. This paper aims to study the needs of skill India Campaign, focusing on the programmes under it and its impact in reshaping Indian economy.

2. OBJECTIVE:

The study encompasses the following objectives-

- To analyse the need of skill India Mission in reshaping Indian economy
- To analyse the schemes under Skill India Mission and its impact on Indian economy

3. METHODOLOGY:

The research paper is mainly based on the secondary data. Data pertaining to the study are collected from various journals, magazines, articles, reports and publication of different government and other organisations. The study is descriptive in nature.

4. NEED FOR SKILL DEVELOPMENT IN INDIA:

Today India has faced a paradoxical situation, where on the one hand, labour market provides jobs for youth; on the other hand, industry sector are complaining of unavailability of appropriately skilled youth. So it is very much essential for the employable youth to remain technologically advanced. But in India it has been seen that over the years , learners and professionals have taken little interest in improving their skill-set. Continuous skilling (upskilling, and re-skilling) emerges as an integral part of the growth process. The lack of skilling has kept the learners from making the corporate space.

This thing has created a wide gap between the employee and the evolving demands of the workforce, which formed an economic tension in the society. This issue motivated government to think of a skill development mission in India. With trained youth entering the workforce better result can be achieved at a quicker pace, which has the potential to boost the country's economic growth.

Secondly, skill development is considered as a key to inclusive growth. The major problems of Indian economy such as unemployment, low productivity, low standard of

living can be tackled only when it's working population is skilled. So government think of a nation wide campaign of skill development which would reduce unemployment, improve productivity and increase standard of living. When skill development is undertaken with a motive to structural change, it automatically gives labour productivity and better economic growth.

Another need arise from the demographic composition of India's population. India finds itself in a context today where 60% of the population is in young age group. But in order to get dividend from such large workforce the paramount importance is to improve employability of this huge workforce. To tackle this situation government propelled to set the ministry of Skill Development and Entrepreneurship who had taken up the task of coordinating all skill development efforts across the country. This includes the removal of the disconnect between demand and supply of skilled manpower, building a vocational and technical training framework, building new skills and innovating thinking, not only for existing jobs but also jobs that are to be created.

Studies have shown that due to the shortage of skilled manpower, India would face a huge skill deficit cost in the coming years. According to the International Labour Organisation (ILO), by 2030 India is likely to face shortage of ~29 million skilled personal. Similarly Accenture in 2019 predicted that if India does not take timely actions –such as invest in new technologies or build industry required skills- the skill deficit could cost the country US\$1.97 trillion in terms of gross domestic product(GDP). Focussing on these things government initiates Skill India Mission to overcome these challenges. With the mission the government aims to develop those practical skills, which are required by the industry.

5. SCHEMES FOR SKILL DEVELOPMENT:

In Skill India Programmes government includes all youth who are jobless, college and school dropouts, along with the educated ones from rural and urban areas, all will be given value addition. Government launched the following schemes for skill development in India.

- **National Skill Development Mission (NSDM):** The NSDM was established in order to promote convergence to skills training activities across various sectors and states. Apart from consolidating and coordinating skilling efforts, the mission would also facilitating decision-making across sectors in order to achieve large scale quality skilling.
- **Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** This scheme aims to train

about 24 lakh Indian youth to be industry relevant, skill based and to prepare them for the global market. Under this ts, th trainees will also be given financial support and a certificate on successful completion of training and assessment, which will help them in getting a job for a better future. Many specialized components are included in the scheme, including the national skills Qulifications Framework (NSQF), Recognition of Prior Learning (RPL), Kaushal, and Rozgar Melas, among others. The scheme will cover 10 million youth during the period 2016-2020 and Rs 12,000 has been allocated for this period.

- Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):** This scheme was launched in 2018. It is a World Bank –funded programme manage under Ministry of Skill Development. Total cost of the project stands at US\$ 675million, including US\$ 500 million assistance from the World Bank. The objective of the project is to enhance institutional mechanisms for skill development and increase access to quality and market-relevant training for the workforce. SANKALP will provide market relevant training to 3.5 crore youth. It has a six year implementation period till March 2023.
- UDAAN:** The aim of the Udaan scheme is capacity building of the youth in Jammu and Kashmir through skill development and subsequently exposing them to the best of corporate in India. The initiative also aims at providing the corporate sector in India access to the rich talent pool in Jammu and Kashmir. The scheme is funded by the Ministry of Home Affairs and implemented by National Skill Development Corporation(NSDC).
- Standard Training Assessment and Reward Scheme (STAR):** This scheme was launched by the Ministry of Skill Development and Entrepreneurship. The main aim of the STAR scheme is to encourage youth by providing a training program to incorporate market-driven skills and increase problem-solving methods to meet the demand of highly competitive markets. Monetary rewards and certificates are provided to the youth after successful completion of the training. The scheme has successfully trained about 10 lakh youth until 2019. Presently , the scheme has targeted to provide the STAR certification for 500 million till 2022.
- Polytechnic Schemes:** Scheme of Community Development Through Polytechnics (CDTP) envisages providing non formal, short term, employment oriented skill development programmes, through AICTE approved polytechnics, to various section of the community, particularly the rural, unorganised and disadvantaged

sections of the society, to enable them to obtain gainful employment. Under this scheme no fee is charged from the trainees and there is no restriction of age and qualification for the trainees. Duration of training usually ranges from three to six months.

- **Vocationalisation of Education:** Vocational Education and Training (VET), also called Carrier and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities , traditionally non-academic and totally related to a specific trade, occupation or vocation. As the learner directly develops expertise in a particular group of techniques it is also referred to as technical education.

6. IMPACT OF SKILL INDIA MISSION ON INDIAN ECONOMY:

With “Skill India Mission”, the government aims to develop those practical skills among youth, which are required by the industry so that employment level in the country will improve. Since implementation, the mission helped raised employment in the economy. According to the data from the Centre for Monitoring Indian Economy (CMIE), unemployment rate dropped to 6.5%in January 2021 from9.1% in December2020, while the employment rate increase to37.9%in January 2021from 36.9%in December 2020.

The upgraded mission will provide Short Term Training (STT) course for the unemployed college dropouts for the periods of 200-600 hours to 2.2 lakh citizens. Recognition of Prior Learning (RPL) course for the individuals with prior experience for the 12-80 hours to 5.80 lakhs and Special Project (SP)course that encourages youth to train for special courses under Qualifications packs (QPs)or National Occupational Standards (NOSs) for2021-26 in a phased manner.

According to the data provided by the government, till date, 65,44,420 youth have been trained under STT, 64,98,896 candidates under RPL and 2,56,866 candidates under SP. Although 23,72,745 candidates are said to be employed through placements under PMKVY, the current unemployment rate in India stands at 7.3% as per the CMIE.

7. CONCLUSION:

With India being a young country due to its 75% economically active population, development of a skilled and educated workforce will play a significant role in enhancing its overall economy. For this, the government of India newly set up the Ministry of Skill

Development and Entrepreneurship who had taken up the task of coordinating all skill development efforts across the country. Skill India Mission aims to empower India's youth by providing them with the necessary skills and training to increase their chances of finding work in various sectors. The chief objective of the mission is to provide market-relevant skills training to more than 40 crore young people in the country by the year 2023. The various scheme for skill development such as PMKVY, SANKALP, UDAAN, STAR, VET etc make an attempt to skill its growing workforce. This includes bridging the gap between demand and supply of skilled manpower, developing a vocational and technical training framework, and developing new skills and innovating thinking not only for existing jobs but also for jobs to be created. All these efforts improve employment rate in the country. However, recent reports indicate that the skill development initiative is still far from achieving its intended result. Though this initiative is a much welcomed move, the policy still seems to be a nascent stage of implementation and as a result, has had a limited impact. To achieve the targeted goal the vast unorganised informal sector of the country needs to be targeted more sharply.

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Rural Entrepreneurship Development in Assam

ABSTRACT:

In recent time rural entrepreneurship development plays significant role in the country's growth processes. Rural entrepreneurship implies entrepreneurship emerging in rural areas with new innovation. It is being labour intensive and solves the widespread problems of rural disguised unemployment and underemployment in rural areas. Rural entrepreneurship emerges at village level and plays a vital role in transforming rural areas for sustainable rural development. Rural entrepreneurship fosters economic development in rural areas. This control migration from rural to urban areas in one hand and lessen the disproportionate growth in urban areas, reduce the growth of slum areas and social tension. It also leads to development without destruction slums. In this paper we try to study the role and importance of rural entrepreneurs in the economy of Assam and its problems faces in Assam.

Key words: Rural entrepreneurship, Growth, Rural development

1. INTRODUCTION:

In recent era rural entrepreneurship development plays an important role in the country's growth processes. Rural entrepreneurship implies entrepreneurship emerging in rural areas with new innovation and providing enormous employment opportunities to rural people. It helps to raise the per capita income of the rural people and reduce the rural –urban disparities. An entrepreneur is a person who has motivation and creative skills to establish a business house and always looks for greater achievement. Rural entrepreneurship implies entrepreneurship emerging in rural areas, a force that mobilises other resources to meet unmet market demand, an ability to create and build something from practically nothing. Rural entrepreneurship emerges at village level and plays a vital role in transforming rural areas for sustainable rural development. It focus on creation

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of a new organisations that introduces new products, serves or creates a new market, or utilises a new technology in a rural environment (Nagler & Naude, 2014) . At present the growth process of our economy is directly linked with the development and growth of rural entrepreneurship. An entrepreneur plays a fundamental role not only for the development of industrial sector but also help the development of the agriculture and service sector. The quantity and competency of entrepreneurs affect the development process of a country. In this paper we try to study the role and importance of rural entrepreneurs in the economy of Assam and its prospect and problems in Assam.

2 . OBJECTIVES:

The paper has the following main objectives:

- 1 The role and importance of rural entrepreneurship in the economy of Assam.
- 2 Problems and challenges faces by rural entrepreneurship in Assam

3. DISCUSSIONS:

3a) Meaning of rural entrepreneurship:

Entrepreneurship emerging in rural areas is called rural entrepreneurship. In other words, establishing industries in rural areas refers to rural entrepreneurship. Simply, rural entrepreneurship is synonymous to rural industrialisation. Rural entrepreneurs are that class of entrepreneurs who carry out entrepreneurial activities by establishing Industrial and business units in the rural areas of an economy. Rural entrepreneurship concentrates on finding and stimulating rural entrepreneurial talents and thereby promotes the growth of indigenous enterprises. Rural entrepreneurship augments the economic value of the rural areas by introducing new methods of production, new markets, and new products. Moreover, it also generates employment opportunities in the rural areas and thus ensures rural development.

Rural entrepreneurship takes various forms:

- a) Farm entrepreneurship which is related with farming.
- b) Merchant and traders.
- c) Artisan entrepreneurship.
- d) Employment generation.

- e) Tribal entrepreneurship.
- f) Income generation.
- g) Balanced regional development.
- h) Promotion of culture.

Need for rural entrepreneurship:

- i) It helps to increase the per capita income of the rural people.
- ii) Rural entrepreneurship helps to reduce the gaps and disparities between the rural and urban people.
- iii) It controls the concentration of industries in city areas.
- iv) It promotes balanced regional development in the economy
- v) It generates employment opportunities to the rural people.

3.b)Rural entrepreneurship in Assam:

The growth story of Assam is directly linked with the rural entrepreneurship development. The farming community of the state is now quite aware about the value o their resources and their usefulness. Accordingly, agro based industries are rowing in the rural areas giving a powerful base for rural entrepreneurship. Diversifications into non-agricultural uses of available resources such as catering for tourists, blacksmithing, spinning etc as well as diversification into other than agricultural usage such as woodlands, buildings, available skills all are fit for rural entrepreneurship. Now farming community of the state is found to interest to convert their land for industrial purposes. In the changed scenario, they are ready to develop agro based industries. Industrial units promoted by rural entrepreneurs are in a position to use the available resources at local level by diversification of their land for non agricultural uses. :

Assam is the centre of commercial activity in the entire North-east region. Following are the some of best business (entrepreneurial) activities in Assam:

- 1 Start on online store
- 2 Start on selling tea
- 3 Start on education and training centre

- 4 Start own bakery
- 5 Start waste management business
- 6 Start grocery or FMCG store
- 7 Start a clothing business
- 8 Start a local handloom store
- 9 Start a restaurant
- 10 Sell Agarwood & related product
- 11 Fish farming
- 12 Candle making business
- 13 Sell electronics
- 14 Start Yoga & Fitness training
- 15 Start health care centre
- 16 Open a beauty salon
- 17 Become a massage therapist
- 19 Open a coffee shop
- 20 Manufacturing cotton Wicks
- 21 Interior designing services.

Rural entrepreneurship in Assam is a key to the rural prosperity and rural development. It constitutes a significant link in the process of socio- economic transformation of rural areas. It provides additional opportunities of employment, income, better standard of living and enriches the cultural heritage of various social structures in rural areas.

3c) Role and importance of rural entrepreneurship in the economy of Assam

The role of rural entrepreneurship is manifested in the following ways:

- 1 **Provides employment opportunities:** unemployment is the burning problem in our economy. Rural entrepreneurship is basically labour intensive. It provides employment opportunities to the rural masses.

- 2 **Balanced developments:** Rural entrepreneurship can significantly contribute towards promotion of regional development.
- 3 **Protecting traditional artisans:** Rural Entrepreneurship has the potential of the protecting and promoting traditional artistic activities, art, craft and rural handicrafts of the rural areas. It can also generate employment opportunities by creating infrastructure and other amenities in the rural areas.
- 4 **Solve social problems:** The social problems like poverty, inequality, caste distinction can be reduced by rural entrepreneurs.
- 5 **Positive checks on migration of rural population to urban areas:** Rural entrepreneurship has the capacity to reduce the gap between rural and urban areas. Unskilled workers of rural areas move out to urban areas in search of job and this lead to excessive pressure of population in urban areas and create many social and political problems. But rural entrepreneurship helps to solve these problems by check on migration of these rural workers to urban areas.
- 6 **Optimum utilisation of rural resources:** Rural entrepreneurs aware about the available in rural areas. Rural entrepreneurship can ensure the most efficient and effective use of rural resources and contribute to overall economic development in the rural areas.
- 7 **Raising the standard of living:** Rural entrepreneurship can improve the standard of living of rural people. Their increasing opportunities for growth and prosperity can uplift the rural masses.
- 8 **Increasing foreign exchange earnings:** Rural entrepreneurship also play significant role in increasing of foreign exchange earnings of the country if their products are recognised and demanded in foreign countries.
- 9 **Capital formations:** By increasing income of rural people through entrepreneurship help to increase capital formation. This leads to increase investment and production and also employment opportunities in rural areas.
- 10 **Self reliance:** Entrepreneurs are most important for self reliance. They help to manufactured indigenous substitutes to imported products which reduce the dependence of foreign countries.

3.d) Problems face by rural entrepreneurship: Major problems faced by rural entrepreneurs in Assam are as follows:

- 1 Illiteracy:** The level of literacy is very poor not only among the rural workforce but also among the rural entrepreneurs. In most of the time they find very difficult to understand the various concept of business activities, technical knowhow and prospect of different sectors of knowledge. The level of literacy among the workers affect the business prospect of rural entrepreneurs and thus illiteracy is a serious challenges for rural entrepreneurs.
- 2 Limited purchasing power:** Lack of purchasing power is a serious problem face by rural entrepreneurs. The rural entrepreneurs face the crisis of lack of capacity to purchases machineries and raw materials.
- 3 Lack of experiences:** The rural entrepreneurs are mostly the first generation entrepreneurs. So they have lack of experiences. It is obvious that they have to compete with the people with rich experiences.
- 4 Challenge from the existing urban entrepreneurs:** The urban entrepreneurs have better access to information, technology, business prospect, credit facilities etc. Rural entrepreneurs have to compete with the urban entrepreneurs who already have better position.
- 5 Lack of funding:** The rural entrepreneurs find it difficult to generate external fund owing to the absence of tangible security. They often borrow from the unorganised financial sectors where interest is found to be high.
- 6 Existence of Middlemen:** The existence of middlemen is another serious problem for rural entrepreneurs. Rural entrepreneurs are often dependent on the middlemen and in this process they get exploited.
- 7 Lack of Technical knowhow:** Rural entrepreneurs face a serious problem of lack of technical knowledge. They do not keep themselves updated with the information of technical development.
- 8 Procurement of Raw materials:** The rural entrepreneurs have to face serious hurdles in procurement of raw materials. Usually the suppliers neglect the new entrepreneurs because initially they are small size firms. They also face the problem of warehousing and storage.

- 9 Lack of training facilities:** The lack of training and skill development facilities are also serious problems of rural entrepreneurs.
- 10 Poor Infrastructures:** The rural infrastructure mainly the level of roads, communication facilities, electricity supplies are very poor. The low level of infrastructure facilities retards the development of rural entrepreneurs.
- 11 Lack of healthy atmosphere:** In most of the cases, the social environment, family custom are not conducive the young generation to take up entrepreneurship. In rural areas there is a lack of awareness and knowledge of entrepreneurial opportunities.
- 12 Risk involvements:** The rural entrepreneurs have less risk bearing capacity due to lack of financial resources and credit facilities.

4 CONCLUSIONS:

The state Assam has a vast scope for rural entrepreneurship development. It is a key figure for economic growth of the state which helps to solve many social and economic problems. During the planning period Govt also introduced many rural development programmes for growth of the rural entrepreneurships. But the main problem is that most of the rural youth do not aware about entrepreneurship take as their career option. Therefore, Government should take steps to motivate them to accept entrepreneurship as their career and also providing tainting and financial support. Hope that in near future govt will take many more initiative and will introduce various schemes to improve these industries which will generate more employment opportunities to our youth and will contribute to our national economy.

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Women Vegetable Entrepreneurs in Kamrup (Metro)

ABSTRACT-

Growing vegetable is a promising activity throughout the globe but production and selling is mostly dominated by men. Women, though in minority, are mainly involved in marketing of vegetables which requires a great zeal of entrepreneurial skills. Therefore, it can be accepted that empowering women vendors will eventually develop them into prominent entrepreneurs. Since the days of human civilisation women have steadily developed and shown tremendous entrepreneurial capabilities. In context to Kamrup (Metro), women vegetable vendors are not lacking behind. They are exceedingly occupied in weekly vegetable trading, although few are also noticeable in traditional retailing. The study was undertaken to proof the entrepreneurial skills of women vendors of Kamrup (M) in vegetable retailing. The researchers want to establish the notion that women vegetable vendors of Kamrup (Metro) are indeed not less than an entrepreneur who works arduously from dawn till midnight for earning their livelihood.

Keywords: *women, vegetable, vendors, entrepreneurs, Kamrup (Metro)*

“A true entrepreneur is a doer, not a dreamer”- Nolan Bushnell

1. INTRODUCTION:

Agriculture is significant since time immemorial because it fulfils 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

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practices. Hence, a rapid rate of agricultural growth is an indispensable for generating and sustaining the momentum of developed economy. (Singh, 2003)

India, being an agricultural dominant nation, needs to give subjective importance to marketing, considering the natural and economic limitations. The approach of marketing agricultural products is significantly different from that of manufactured products as there are lots of characteristics which are different from the factory products: Perishability of the product, Seasonality of the production, Bulkiness of the products, Difficulty in Standardisation as well as Grading, Variation in the quality of the products, Irregular Supply, Large number of cultivators, Inadequate infrastructure, others.

India is the producer of large variety of vegetables among the whole world. India is a big country with high productivity of vegetables, having climate favouring conditions. The per capita requirement of vegetables in India is shown below:

Per Capita Requirement of Vegetables in India

Year	Population (million)	Area (million hectares)	Yield (tons/hectare)	Production (million tons/ year)	Requirement Per Capita (grams/day)
1989-90	844	4.50	10.00	45.00	135
1999-00	1017	6.50	15.00	90.00	200
2009-10	1263	8.00	20.00	160.00	225
2019-20	1566	9.00	25.00	225.00	250

Source: Indian Horticulture Database, NHB (2020)

India is blessed with the unique characteristic of nature of diverse climate and favourable seasons making it possible to grow large variety of vegetables numbering more than hundreds. The major vegetable productions per state wise are presented in the following table:

Vegetable Production in Major States of India (2020)

Serial No.	States	Area ('000 hectares)	Production ('000 metric tonnes)
1	Uttar Pradesh	1479.42	28621.67
2	West Bengal	1464.58	28131.49
3	Madhya Pradesh	927.33	18148.06
4	Gujarat	613.13	12342.13
5	Maharashtra	682.86	11610.48
6	Haryana	500.00	9011.97
7	Karnataka	502.36	8733.92
8	Chattisgarh	489.03	6784.12
9	Tamil Nadu	243.68	6447.82
10	Punjab	258.52	5217.26
11	Assam	324.13	4060.14

Source: Indian Horticulture Database, NHB (2020)

2. SCENARIO OF MARKETING SYSTEM OF VEGETABLES IN ASSAM:

The pattern of vegetable marketing in Assam and other North Eastern States is distinctly different from the other states of India. Since, the structure of ownership and functioning is heterogeneous in these markets; therefore it is difficult to implement Government rules and policies to bring uniformity. Further, unlike other states of India, it is very difficult to implement the APMR (Agricultural Produce Marketing Regulation) Act in these states. The multiplicity of various regulatory acts in Assam acting parallel has resulted into absence of unidirectional developments- Assam Agricultural Produce Market Act'1972, Panchayat Act'1994 and Municipal Act'1956. The APMR Act was amended in the year 2006 to make provisions for contractual farming, direct markets and private markets.

The scenario of vegetable production in Assam is shown below:

Statistics of Vegetable Production in Assam

Vegetables	2000-2001	2016-2017	Performance
Area (lakh hectares)	1.95	2.79	Increased by 0.84 lakhs hectares
Production(metric tonnes)	24.71	51.63	Increased by 26.92 lakh metric tonnes
Productivity (Kg/hectares)	12672	18457	Increased by 5785 lakh kg/hectares

Source: Directorate of Horticulture and Food Processing, Assam (2018)

Area, Production & Yield of Vegetable in Assam (2014-15)

Vegetables	Area (hectares)	Production (metric tonnes)	Average Yield (kg/hectares)
Kharif (Jul-Oct)	85413	1508393	17660
Rabi (Oct-Mar)	192537	3503210	18195
Total	277950	5011603	35855

Source: Statistical Hand Book Assam (2016)

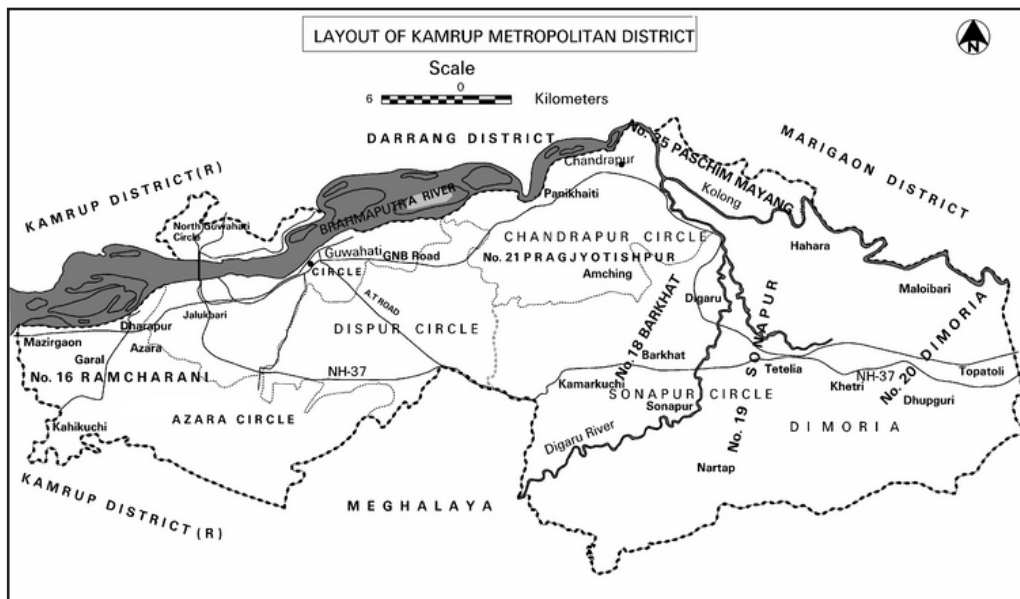
3. VEGETABLE MARKET IN KAMRUP (METRO) DISTRICT:

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.

The district of Kamrup (Metro) comprises of five circles- Sonapur, Chandrapur, Dispur, Guwahati and Azara. The business of vegetable vendors starts at 5 am in Kamrup (Metro). The price gets determined after few hours on the basis of demand and supply forces prevailing in the wholesale market. The prominent wholesale markets of vegetable are Fancy Bazaar and Garchuk market. The traders procure various items of vegetables from the sellers at the least possible price. The wholesalers purchase these vegetables on large quantities for selling them off to the retailers or customers directly. The vegetables usually

come from the nearby places, i.e. Kharupetia, Dhing, Boko, etc. The west and middle part of Kamrup (Metro) vegetable market are usually controlled by vegetables of Boko and Kharupetia, whereas the east part of Kamrup (Metro) is flooded with vegetables coming from Morigaon and Nagaon. The scenario of Kamrup (Metro) vegetable market is very multifaceted as the competition is very high and the market is very fast. (NIAM, 2012)

Map of Kamrup (Metro) District Showing Different Circles of the district:



Source: Kamrup (Metro) Official Website (2018)

4. REVIEW OF LITERATURE:

Based on the proposed research problem, the researchers could only carry out the following preliminary survey of the available literature in the field of women vegetable vendors.

Gollapudi, N. & Jayashree, V. (2008) revealed that working women feels that more variety of vegetables is offered in supermarkets. There is more flexibility in respect to the quantity of purchase. There is ease of purchase at supermarkets due to section wise display and self service. The working women section compromise the fresh and healthy vegetables available from the roadside stands and find it more convenient to buy from the supermarkets.

Saha, D. (2011) studied the working life of the street vendors in Mumbai, as they are self employed as well as most deprived. The working life of these vendors are studied with reference to their financial conditions, their debts, cash bribes they have to pay in-order to sustain in the market place, working hours per day, legal norms they have to abide, and other issues. The street vendors borrow money from the local money-lenders at a high rate of interest to support their economic life as well as their social life, and later on, fall into the debt-trap. They have a very long working hours per day which seems to increase year after year. Street vendors with long working hours, less negligible safety and security measures at the market place and constant harassment from the authorities, all together results in deteriorating working life with economic deprivation.

Vadivelu, A. & Kiran, B.R. (2013) commented that agriculture plays an important role towards economic development of a nation. India's economy is significantly depended on agriculture. In agricultural world, marketing plays a very crucial role in the system. Awareness of farmers are significant in various issues- what to grow, when to grow, where to sent grow and whether to store grow. In India, still farmers are practicing agriculture based on traditional approach. Therefore, there is a need of hour to create awareness among the farmers along with the State Government co-operation, Krishi Vigyan Kendras and others on agricultural marketing to reap the highest benefits.

Banerjee, S. (2014) found out that the socio-economic conditions of both male and female is very poor and the conditions of women vendors are more vulnerable. The study revealed that the income of women vendors are half that of male counterparts and they have very less capital to invest in their business. Women vendors choose this business as they suffer from chronic poverty. Moreover, women vendors are more prone to infections as there are less or no public toilets in the streets of Ranchi. They also face security issues.

5. OBJECTIVES OF THE STUDY:

The study has the following objectives-

- i. To establish a relationship between women vendors and their entrepreneurial skills;

6. RESEARCH METHODOLOGY:

Nature of Study: The study is basically exploratory and analytical in nature. The research study is mainly based on primary sources of data.

Sources of Primary Data: The researchers have collected primary data from the women vegetable vendors of Kamrup (Metro) district with a prepared schedule.

Universe of the Study: The research study comprises of all the women vegetable vendors of Kamrup (Metro).

Population Size: The population size of the universe of the study is undefined.

Method of Sampling: For the study purpose, the researchers have used convenience sampling technique. The entire Kamrup (Metro) district has been segregated into five circles with the sample size of women vegetable vendors in each circle, as shown below:

Circles of Kamrup (Metro)	No. of Respondents
Sonapur Circle	10
Chandrapur Circle	10
Dispur Circle	10
Guwahati Circle	10
Azara Circle	10
Total Women Vendors Selected For Sample	50

The weekly vendors are those vendors who sell vegetables only in weekly market. The traditional retailers include those vendors who sell items on regular basis in a particular market location (Rajkumar & Jacob, 2010).

8. LIMITATIONS OF THE STUDY:

The research study has been made by taking the following parameters of entrepreneurial characteristics:

- i. Passion and Motivation
- ii. Product or Service Knowledge

- iii. Risk Management
- iv. Planning
- v. Acceptance of Failure

7. ANALYSIS AND INTERPRETATION:

The vegetable market of Kamrup (M) is mainly dominated by retail sector vendors. The retail sector is very crucial in perspective of urban population of Kamrup (M) as they are the only channel through which vegetables flow from wholesaler's shop to customer's home. In context to present research study, the researchers have taken entrepreneurial characteristics of women vendors into consideration. The women vendors of Kamrup (M) toil equally hard like men in vegetable vending. However, the business life of women vendors is challenging, which are intensively discussed below.

7.1 Passion and Motivation to be a Vendor:

The women vendors, just like men, rise early between 3-4 am on daily basis to be a successful vegetable vendor. These women vendors arrange transportation from their point to reach various locations within Kamrup (M). This is evenly practiced by 100% of the women vendors.

There is a high proportion of inequality in retail market in regard to women vegetable vendors. The retail vegetable market of Kamrup (M) is mostly dominated by men, i.e., 70%. The noteworthy point to be taken into consideration is almost at par presence of women vendors (45%) in the weekly market scenario of Kamrup (M). These women vendors come from the nearby areas of Kamrup (M), Boko, Palashbari, Khanapara (Ri-Bhoi district, Meghalaya), Morigaon, Hajo, Jorabat, Baihata Chariali, Jagiroad and other adjacent areas. This analysis shows that women are active too in vegetable vending business and they are supporting their families with an added income as and when it is required. This is a very encouraging fact for women empowerment.

7.2 Product or Service Knowledge:

As women vegetable vendors are actively striving in the markets of Kamrup (M), and the women vendors have gained thorough knowledge about their products, i.e. vegetables as well as their service, i.e. vending. As per the data

collected, 78% of the women vendors are fully aware about their location advantages and disadvantages, what vegetables will be sold today, which are seasonal vegetables and which are not seasonal and how much price they will fix for different variety of vegetables. These pre-determined factors establish the fact that women vendors are fully sensitive of their product and service. The rests 22% of the women vendors are not sure about their location of business, they sells what they get from the wholesalers, and they are unaware how much should be the selling price.

7.3 Risk Management:

The women vendors of Kamrup (M), specially the weekly vendors, are immune to great levels of risk. The weekly vegetable business are subjected to higher risks which includes traffic risks, transportation risks, local administration risks and sometimes, local goons risks. And it is seen that more than 81% of the weekly women vendors are efficient in managing these unavoidable risks. These women vendors are flourishing extensively in the weekly markets of Kamrup (M) and in recent times they have proved themselves to be an able entrepreneur by acknowledging great risk management skills.

7.4 Planning:

To be able to master risk management and be fully aware about their product and services, the women vendors of Kamrup (M) must be a good planner. In Kamrup (M), 74% women vendors are fully prearranged as what will be their mode of transportation (train, tempos, mini truck, etc), 78% are aware about their location of business, 84% make an estimate as how much capital they are going to invest for the day, and other important elements. Hence, the women vendors gradually become good planners as they get expertise in the traits of vegetable vending.

7.5 Acceptance of Failure:

The last factor which establishes the women vendors to be successful entrepreneurs is acceptance of failure. It is a well known truth that business is not all about success but also failure. More than 85% of the women vendors have agreed that they have failed to sell full stock of their vegetables every now and then. As the women vendors fail to sell their stocks, they either resort to sell at a lower price or sometimes taking back home for sell consumption. In

rare situations, they have to dispose them because of their perishable nature. Moreover, they also face various problems from administration (GMC, Police, etc). Sometimes they are not allowed to set up their shops besides roads and sometimes they are evicted by the GMC officials. In that context, 76% of the women vendors have accepted they face innumerable problems from all sides and earning profits amidst all these is a great achievement. No matter what, the women vendors of Kamrup (M) accept their failures and carry their business efficiently.

8. FINDINGS:

The findings of the above research study are based on five characteristics of entrepreneurs and their relationship with the women vegetable vendors of Kamrup (M)-

- i. The women vendors are highly motivated and passionate to be vegetable vendor. The reason behind such dedication is to earn a livelihood and support their families, which they are doing efficiently.
- ii. Though the retail segment of vegetable trading in Kamrup (M) are under the control of men vendors, but women vendors are distinctively visible in weekly vegetable markets.
- iii. The women vegetable vendors, especially from the nearby districts (Barpeta, Kamrup, Morigaon and Nagaon) or from neighbouring state Meghalaya, are visiting Kamrup (M) for business purpose.
- iv. The women vendors are fully aware about the business attributes in connection with the products and services of vegetable vending.
- v. The women vendors have mastered the art of risk management that are closely linked with vegetable trading.
- vi. The women vendors of Kamrup (M) have learnt the art of planning with years of experience in vegetable business and have a clear vision what are their objectives and how they can maximise their returns.
- vii. Lastly, the women vendors are also conscious about the dark side of doing business. They have learnt the art of accepting failures like entrepreneurs as everyday is not same in vegetable vending. There are numerous factors which affects the day to day business in vegetable vending.

9. RECOMMENDATIONS:

On the basis of the above discussions, it has been seen that there are various issues related with women vendors of Kamrup (M). Therefore, the researchers have outlined certain recommendations which will have a greater impact on the women vendors. These are as follows:

- i. The administration of Kamrup (M) should adopt policy to make certain markets at definite locations fully women base. This will encourage the women gender to be self made entrepreneurs and independent. This will be a noteworthy step towards women empowerment in a micro level.
- ii. The different bodies, such as, Government, semi-government or NGOs, should take initiatives to educate the women vendors on financial literacy. This will guide them to know the tactics for better use of finance for their business.
- iii. The massive wastages of decayed vegetables from different locations of Kamrup (M) should be collected, decompose it and convert it into organic fertilisers. These fertilisers may be packaged and sold by the stakeholders to be used in organic farming. This initiative may be adopted by the Government.
- iv. In regard to transportation, a systematic fare mechanism should be launched to decide the carrying charges between wholesale markets to retail markets. This step can be adopted because the places of distribution of vegetables are already certain, from where it will be collected and where it will be disposed.
- v. The vegetables markets should have clean toilets for the vendors and the public. Minimum fee of Re. 1 or Rs 2 can also be charged from the users and the raised funds can be utilised for its maintenance. In case of weekly markets, women vendors usually urinate in open or besides the roads or pavements. This causes serious health problems for the women vendors. Therefore, the market committees or the authority can install mobile toilets in those locations.
- vi. The market committees along with the Kamrup (M) administration should install CCTV cameras to heighten the security level of the markets in the district.
- vii. In the name of donations, various anti social elements charges money from these hard working women vendors. The market committees should be self reliant to tackle these events and thereby, develop security units to withstand such unsocial activities.

10. CONCLUSION:

Since the beginning of human civilization, vegetable vending has been going on. Now, the women vendors of Kamrup (M) have been interacting with the various segments of urban population. They play a specific role in the society by providing basic nutrients to the citizens and also supporting their livelihood. Their primary role is manifold-providing nutritious vegetables, creating livelihood and support employment, especially for the underprivileged sections. They help in reducing unemployment and poverty by providing ample scope to be a potential women entrepreneur. Abolishing women vendors will increase the difficulties for survival of these hard working women who walk shoulder to shoulder with the men vendors. Therefore it can be concluded that women vendors of Kamrup (M) not only dreamers but also doers and hence, they can be considered as self made entrepreneurs.

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