

Economic Impact Of Out-Migration: A Survey

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Abstract-This survey reviews both theoretical and empirical papers that examine the economic effects of out-migration. Out-migration is the movement of people from source area to destination area. The survey starts with discussion of empirical studies conducted in India and North-East India followed by review of migration theories. The second part deals with sources of data used in empirical review which includes both primary and secondary data. The third part discusses the methodology used in empirical review. Finally the paper concludes that out-migration can have a major economic impact on the source country. These effects can either be positive or negative depending on the interplay between the effects of growth and remittances.

Keywords: out-migration, primary data, secondary data, growth, remittances.

JEL Classification code -F22, F43, J61, J68.

1. INTRODUCTION

Migration is both a cause and a consequence of some major social and economic transformation. It is a dynamic process and encompasses various forms of temporal and geographical mobility (Afsar 2000). Out-migration is considered as a response of the people to the existing socio-economic and political conditions of a country. Many people, who are unable to fulfill their needs with the environment around them, find it convenient to emigrate rather than fight for a change. It is observed that generally most unemployed young males have a tendency to emigrate and thus even as short-term emigration may relieve the unemployment problem to some extent. Out-migration has become an important factor in the development debate of sending countries. It plays a key role in an economy through the contributions made by the migrants in the form of remittances. India had over 14 million international migrants in 2013 spread across the world, making this the largest emigrant stock. International migrant workers sent USD 71 billion as remittances in 2014, which makes India the world's top remittance-receiving country (World Bank, 2014). India is not only known as a labour exporting country, migration has been a matter of survival for a large chunk of population within India. Internal migration in India occurs as a response to regional disparities in the levels of socio-economic development over the national space; in general, movements arise from less economically developed regions to relatively more developed regions (Joe *et al*, 2009; Kundu *et al*, 2008; Mukherji, 1992; Premi, 1998).

There is a large body of empirical literature at the international level, which generally agrees that international migration and remittance income brings socio-economic changes in the countries of origin. Several empirical studies find that remittances tend to reduce labour supply and participation. However, these effects are sometimes influenced by gender. For instance, Funkhouser (1992) finds that remittances have a negative effect on labour force participation and a positive effect on self-employment of non-migrants in sending households. Amuedo-Dorantes and Pozo (2006) find that females work fewer hours than males in all types of employment in remittance-receiving households, and females in remittance-receiving households work fewer hours than females in non-remittance-receiving households. The overall female labour supply also decreases with the increase in remittance incomes in rural areas. The higher incidences of informal sector employment among men may be linked to the attempt to compensate for the loss of household income or to defray household migration-related expenditures.

Another study by Rodriguez and Tiongson (2001), focusing on household-level data from Manila, Philippines, found that international migration has a negative effect on labour participation in migrant households. In a similar study in Jamaica, Kim (2007) showed that remittances have a negative impact on labour force participation, but not on weekly working hours. Author concluded that remittance-receiving household members have higher reservation wages and they reduce the labour supply by moving out of the labour force or showing less keenness to find a job. A study by Acosta (2007) found that labour force participation falls for remittance-receiving women but not for men in El Salvador. The results also showed that males who receive remittances are more likely to be engaged in self-employment activities, while business management (non-farm enterprises) is higher among their rural female counterparts. Overall, the results confirm that remittances seem to reduce credit constraints, principally in rural regions.

Similarly, focusing on the household-level data from Nepal, Lokshin and Glinskaya (2009) compared the labour market participation of women in migrant and non-migrant households. The results indicate that women living in migrant households have a 5.3 per cent lower probability of participating in the labour market compared with women from non-migrant households. The effect is strongest for women aged 25–35 and for women with 11 or more years of education. A survey conducted in Egypt, Binzel and Assaad (2009) found that remittances significantly increase women's labour force participation in the family business, subsistence agriculture and unpaid family work, while they decrease the probability of wage

and salary work. At the same time, women whose husbands work abroad are less likely to engage in market work, and are more likely to be self-employed because they prefer to spend more time with their children, than working long hours for low wages. In contrast to the above studies, using aggregate level panel data from 66 developing countries over the period 1985–2005, Posso (2012) found a positive and significant relationship between remittances and aggregate labour supply. This positive relationship is consistent across both genders, but statistically more significant for males.

Although there are numerous studies focusing on the relationship between out-migration and economic impact at the international level, but the number of studies done in India are comparatively low. Most of the studies in outmigration are done in the state of Kerala. In a recent paper, Datta (2016) has shown that the Remittances have become increasingly important, which from a crucial link between source and destination areas in Bihar. Broad-based migration and the inflow of remittances have contributed to a tightening of labour market and rise in rural wages over time. They have led to increases in household income and reduction of absolute poverty. Saikia (2015) have analyzed the income, consumption and saving pattern and nature of work of the migrant workers in Trivandapuram district of Kerala. The author have found that poor economic condition in the native place and high wage rate and better employment opportunities in Kerala have been the main reasons of migration .Another paper by Khan and Valatheeswaran (2016) analyze the impact of international migration as a factor affecting the labour supply of male and female left-behind members. International migration results in the relocation of labour supply of male left-behind members from salary and casual wage workers to self-employed workers; it increases female left-behind members' participation in household duties and reduces their participation in unpaid family work. International migration has a strong positive effect on self-employment activities through the inflow of remittance income by relieving the credit constraints faced by the left-behind male members.

Apart from the effect of remittances in many empirical studies researchers have found other effect of outmigration. Ramesh (2012) have analyzed the dynamic and unique character of migration of youth from North Eastern states of India to urban centers. The increased presence of youth from NER in urban centers has more to do with the backwardness of the source regions in terms of economic development, facilities for higher education and availability of gainful employment opportunities. These drawbacks coupled with the social tensions (due to a multitude of reasons) push the prospective youth to search for education

and employment in urban centers far away from the native. Similarly in another study Narayan and Singh (2015) try to examine the differential in out migration in eastern Uttar Pradesh. They have found that migration rate is likely to be twice in remote villages as compared with semi-urban villages. The migration rate is also higher among people who have completed primary or higher education. To study the increasing trend of outmigration from North Eastern Region (NER) to Bangalore Reimeingam (2016) have studies about growth of migration in Bangalore. The rate of migration from NER to Karnataka has declined steadily; however, to Bangalore it has slightly increased. Urban people from NER show a higher tendency to migrate to Bangalore which is not the case for migrants from NER to rest of India (ROI). NE people, particularly males, migrated to Karnataka and specifically to Bangalore mainly for education and employment.

1.1 THEORETICAL REVIEW

The first scholarly contribution to migration consisted of two articles by the nineteenth century geographer Ravenstein (1885; 1889). He concluded that migration was governed by a "push-pull" process; that is, unfavorable conditions in one place (oppressive laws, heavy taxation, etc.) "push" people out, and favorable conditions in an external location "pull" them out. Everett Lee (1966) reformulated Ravenstein's theory to give more emphasis to internal (or push) factors. Lee also outlined the impact that intervening obstacles have on the migration process. He argued that variables such as distance, physical and political barriers, and having dependents can impede or even prevent migration. Lee pointed out that the migration process is selective because differentials such as age, gender, and social class affect how persons respond to push-pull factors, and these conditions also shape their ability to overcome intervening obstacles. Furthermore, personal factors such as a person's education, knowledge of a potential receiver population, family ties, and the like can facilitate or retard migration.

Several theories have been developed to treat international patterns of migration on their own terms, but these too are variants of push-pull theory. First, neoclassical economic theory (Sjaastad 1962; Todaro 1969) suggests that international migration is related to the global supply and demand for labor. Nations with scarce labor supply and high demand will have high wages that pull immigrants in from nations with a surplus of labor. Second, segmented labor-market theory (Piore 1979) argues that First World economies are structured so as to require a certain level of immigration. This theory suggests that developed

economies are dualistic: they have a primary market of secure, well-remunerated work and a secondary market of low-wage work. Segmented labor-market theory argues that immigrants are recruited to fill these jobs that are necessary for the overall economy to function but are avoided by the native-born population because of the poor working conditions associated with the secondary labor market. Third, world-systems theory (Sassen 1988) argues that international migration is a by-product of global capitalism. Contemporary patterns of international migration tend to be from the periphery (poor nations) to the core (rich nations) because factors associated with industrial development in the First World generated structural economic problems, and thus push factors, in the Third World.

The concept of internal migration (from rural to urban) attracted the attention of both academicians and policymakers only after the seminal work of Lewis (1954). The inter-sectoral allocation of labour is the centerpiece in the dual economy analysis of Lewis (1954) and subsequent works by Ranis and Fei (1961). The main message of these studies is that in the process of development, labour moves to the modern sector which facilitates development. However, in developing this idea, it is assumed that the modern sector faces perfectly elastic labour supply originating in the traditional or rural sector (i.e., there is unlimited supply of labour from rural to urban sectors). This view is inconsistent with the idea that migration is determined by varying income differentials and that labour is productive in all sectors of the economy. But labour migration from rural to urban sector increases labour productivity and hence it is always desirable and should be encouraged. Ranis and Fei (1961) are of the opinion that technological progress in agriculture sector will make migration process slow by increasing agricultural labour productivity. The Todaro (1969) and Harris and Todaro (1970) models explain the migration flows in the presence of rising unemployment rates in the destination (urban) region which in turn results in the development of informal sector.

Further developments on micro modeling approach are ‘the new economics of migration’ which focus on family as the agent that maximize the family utility function by minimising the risks associated with the agricultural sector (Stark & Bloom 1985; Stark & Katz 1986; Banerjee, 1998; Taylor & Martin 2001; Stark 1991; Mincer, 1978).

Theoretical considerations suggest that the increase in household income through remittances, by lifting budget constraints, increases the reservation wage of the left-behind members of the migrant household. The probability of left-behind members entering or

staying in the labour market decreases when the market wage is below the reservation wage (Killingsworth, 1983; Taylor, 1999). Apart from the income effect of remittances, the absence of a productive member increases the household dependency ratio. Such arrangements affect the relocation of left-behind family members, which takes place to substitute the absent labour or income (Amuedo-Dorantes & Pozo, 2006). In a traditional society, women tend to participate less in market work and more in household production (Rodriguez & Tiongson, 2001). However, the increased income through remittances, either invested to expand an existing business or to open a new enterprise, would result in an increase in the labour supply of left-behind members of the household or in a shift from wage to non-wage work.

The paper is organized as follows. Section 2 begins with a review of the main data sources used in empirical literature. Section 3 discusses the methodology used by researcher in their studies. Section 4 discuss about the conclusions and remaining questions.

2. DATA ON OUT-MIGRATION

Almost all the empirical work we survey here relies on primary and secondary sources of data. Most of the papers have used primary source of data to study the effect of outmigration. In some papers researchers used combination of primary and secondary data. The secondary sources of data used are Census survey, Central Statistical Organization, NSSO, Planning Commission and other administrative records.

Many studies have used cross-section data through primary survey in a particular time period. In order to study the trend of migration certain papers have used time series data collected from census report.

3. METHODOLOGY

Data are analyzed using various descriptive statistics. Test for difference of means (t-test) is used to test differences between migrant and non-migrant households. To assess the impact of migration and other socio-economic factors on household income, Ordinary Least Square (OLS) regression analysis and binary logistic regression model are used.

Paris, Luis, Chi, Wongsanum and Villanueva (2008) in a conference paper about migration and remittances have used Ordinary Least Square (OLS) regression analysis to assess the impact of migration and other socio-economic factors on household income.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n$$

Where, Y = is the total household income which is a dependent variable, X_1 and X_2 are dummy independent variable.

In another paper related to international migration, remittances and labour force participation, Khan and Valatheeswaran (2016) have used a binary logistic regression model to measure the impact of international migration on the labour supply behavior of left-behind members.

$$Y_i = P_0 + P_1(EMIG_0) + P_2(X_i) + \epsilon$$

Y_i is the binary outcome variable which represents participation in market work. EMIG is a binary variable which is equal to one if an individual belonging to a household in which at least one member has migrated abroad and 0 otherwise. X_i represents the set of individual.

4. CONCLUSIONS AND REMAINING QUESTIONS

In order to facilitate further necessary research on this topic, we summarized the state of this literature. Workers' remittances, flows received from migrant workers residing abroad, have become the second largest source of external finance for developing countries in recent years. In addition to their increasing size, the stability of these flows despite financial crises and economic downturns make them a reliable source of funds for developing countries. Moreover the development potential of remittance flows is increasingly being recognized by researchers and policymakers as the effect of remittances on financial development remains largely unexplored. Better understanding of the impact of remittances on financial development is important given the extensive literature on the growth enhancing and poverty reducing effects of financial development.

Despite of these positive impacts of remittances there are negative social consequences among the households and the society which needs to be examined. The increasing migration of the younger generation leaving the elderly parents behind will have negative impact on the future of agriculture. The resulting labor shortage can cause quality farm lands to be remaining idle and converted to nonagricultural land thus causing a threat to household and national food.

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Factors Responsible For Out-Migration In Assam

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Abstract-Out-migration of people is the most common phenomenon across all countries of the world which has received considerable attention from the policymakers. Like many other developing countries of the world, in India and especially in the Northeastern part of the country the extent of out-migration has increased in the recent past. Out-migration is a recent problem in Assam. Historically, Assam is a migrant-receiving state due to availability of livelihood sources. But with respect to the development of Assam, the rate of employment generation is very low. So people out-migrate to other state and countries from their usual place of residence in search of employment. Out-migration has been recognized to contribute significantly in bringing down the economic disparities across regions. Using NSSO 64th Round (2007-2008) unit-level data comprising information of 1427 out-migrants in Assam, the paper attempts to study the determinants of out-migration in Assam by using binary logistic regression analysis. Findings of the study show that out-migration from Assam has been significantly affected by both individual and household characteristics. Individual characteristics like age, marital status, gender and education attainment have an immense influence on the decision to migrate. Similarly, household characteristics like the size of the household, household type, caste, social group, land possession and religion also have a significant impact on the decision to out-migrate.

Key words: Out-migration, employment, economic disparities.

1. INTRODUCTION

Developing an understanding of the causes and consequences of out-migration and gaining the intellectual and practical skills are essential to deal effectively with out-migration. It helps both for addressing the causes of out-migration and for the management of effective programs to assist out-migrants. In recent years, migration has become a very important area for research in social science. It has a significant impact on source and destination area. Increased mobility is an indicator of growth and development. The inter-relationship between migration and economy has become a relevant area of discussion. Individuals try to seek out job and locations that are best suited to their talents and abilities.

Out-migration occurs basically in search of employment. But search of employment is not the only reason for out-migration from Assam. Numerous socio-economic, cultural or religious factors are influencing the out-migration situation in Assam. An intensive study of the factors

can help to have a better understanding of the factors which influence out-migration. Moreover the role of out-migration in economic development through remittance is an important factor.

Out-migration of people is a most common phenomenon across all countries of the world which has received considerable attention by the policy makers. Like many other developing countries of the world, in India and especially in the Northeastern part of the country the extent of out-migration has increased in the recent past (Singh, 2007).

Out-migration is a recent problem in Assam. Historically, Assam is a migrant receiving state due to availability of livelihood sources. But with respect to development of Assam the rate of employment generation is very low. So people out-migrate to other state and countries from their usual place of residence in search of employment (Bhattacharjee, 2016). In the recent decades we have seen a mad rush of out-migration of rural population of Assam to the major cities of the mainland India which become a problem of apprehension. According to NSSO 55th round report in (1999-2000) total number of people out-migrated from rural areas were 1.6 million which increased to 2.8 million in NSSO 64th round report in (2007-2008). It has been found that there are 8000 Assamese youth working in plywood factories in Perumbavoor, a town in far off Kerala (Das and Chutia, 2011).

Several studies of migration with respect to the Assam largely confine to issues of in-migration. But as far as our knowledge goes there is hardly any study which focuses on aspects of out-migration in Assam. This study is a modest attempt in this regard based on the NSSO 64th round unit level data. Given this phenomenon, the study attempts to analyze the determinants of out-migration from Assam.

1.1 REVIEW OF RELATED LITERATURE

The concept of migration is as old as humanity itself, but the theories about migration are fairly new. The first theory of migration was given by Ravenstein (1885). Ravenstein in his theory had concluded that migration is governed by “push-pull” factors based on empirical migration data. Unfavorable conditions in one place (oppressive laws, heavy taxation, etc.) “Push” people out, and favorable conditions in an external location “pull” them out. Everett Lee (1966) reformulated Ravenstein’s theory to give more emphasis to internal (or push) factors at both the supply and demand side of migration. The neo-classical macro migration theories explain migration as part of economic development. The basic model (Lewis, 1954

and Ranis and Fei, 1961) grew out of trade theory, assumes perfect markets and a labour surplus in the traditional agricultural sector which is absorbed by the modern sector. The modern sector grows through capital accumulation and poaching labour from the traditional sector. Rural workers are attracted by the positive wage differential and migrate to the urban sector, i.e. they are pulled to migrate. Todaro (1969) and Harris & Todaro (1970) augmented this model to account for the significant urban unemployment that was found in many less developed countries.

Ramesh (2012) have analyzed the dynamic and unique character of migration of youth from North Eastern states of India to urban centers. The increased presence of youth from NER in urban centers has more to do with the backwardness of the source regions in terms of economic development, facilities for higher education and availability of gainful employment opportunities. To study the increasing trend of outmigration from North Eastern Region (NER) to Bangalore, Reimeingam (2016) have studied the growth of migration in Bangalore. Reimeingam (2016) opined that the rate of migration from NER to Karnataka has declined steadily; however, to Bangalore it has slightly increased.

In a recent paper, Datta (2016) has shown that the remittances have become increasingly important, which from a crucial link between source and destination areas in Bihar. Broad-based migration and the inflow of remittances have contributed to a tightening of labour market and rise in rural wages over time. They have led to increases in household income and reduction of absolute poverty. Saikia (2015) have analyzed the income, consumption and saving pattern and nature of work of the migrant workers in Trivandapuram district of Kerala. The author have found that poor economic condition in the native place and high wage rate and better employment opportunities in Kerala have been the main reasons of migration. In another study Narayan and Singh (2015) try to examine the differential in out migration in eastern Uttar Pradesh. They have found that migration rate is likely to be twice in remote villages as compared with semi-urban villages.

2. METHODOLOGY

Data Source and Area: This study is entirely based on secondary data. The data used for analysis is NSSO 64th Round (2007-2008) unit level data given by the National Sample Survey Organization (NSSO). This particular round of NSSO includes a schedule (10.2) on

Employment Unemployment and Migration, which provides information on migration, out-migration as well as other demographic and socio-economic particulars of 5, 72,254 sample household members from India. From Assam this survey covers a sample of 3040 household representing 14,273 persons. Out of which, 1427 are out-migrants which is about 10 percent of total household members. Absolute volume of migration is computed from NSSO unit level data which represents a sample unit of Assam. In order to have an idea of total migrants' population of Assam, weights are assigned to NSSO unit level data. It is important to note that it is the latest NSSO unit level data that collects information on out-migration in India.

Methods:

Factors included in the analyses are chosen either because prior empirical research found them to be important to determine out-migration, or for theoretical reasons. To examine the determinants of out-migration from Assam, binary logistic regression model is used. In social sciences, this statistical model can be adopted to explain an event (dependent variable having two responses i.e. 'yes' or 'no') in terms of certain factors (independent or predictor variables or covariates). The dependent variable should be qualitative and dichotomous i.e. having only two responses. The model can be mathematically represented as:

$$Y = \ln \frac{P}{1-P} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k + e$$

Where

“Y” is the dependent variable; “X” represents the independent variables having ‘k’ covariates in the model. “p” means the probability of occurrence of the event, Y(0,1) and “e” are the residuals. In our case, the dependent variable Y (0, 1) has exactly two responses i.e. whether a household member will out-migrate (1) or not (0). The following covariates have been taken into account, viz. age-groups, marital status, relation to head, religion, household type, state-region, land possessed, educational attainment, household size, social group, sex and sector.

$$P(Y=1) = \beta_0 + \beta_1(\text{Age-groups}) + \beta_2(\text{Marital Status}) + \beta_3(\text{Relation to Head}) + \beta_4(\text{Religion}) + \beta_5(\text{Household Type}) + \beta_6(\text{State-Region}) + \beta_7(\text{Land Possessed}) + \beta_8(\text{Educational Attainment}) + \beta_9(\text{Household Size}) + \beta_{10}(\text{Social Group}) + \beta_{11}(\text{sex}) + \beta_{12}(\text{Sector}) + e_i$$

3. RESULT AND DISCUSSION

The results from the econometric analysis of determinants of out-migration are discussed as follows:

Table 5.14: Binary Logistic Regression Estimates of Likelihoods of Individuals for Being Out-Migrant by their Social and Economic Characteristics

Characteristic	Coefficient(β)	S.E of estimate (β)	Wald	Odds ratio Exp (β)
Sector :				
Rural®				1.000
Urban	-0.067	0.099	0.456	0.044**
State Region :				
Plains Eastern®				1.000
Plains Western	-0.711	0.091	61.051	0.491***
Cachar Plain	-1.140	0.106	116.394	0.320***
Central Brahmaputra Plains	-1.202	0.109	122.154	0.300***
Gender :				
Male®				1.000
Female	0.600	0.102	34.895	1.822***
Education Attainment :				
Illiterates®				1.000
Up to Primary	0.176	0.100	3.115	1.193*
Up to Secondary and Diploma Certificates	-0.166	0.110	2.286	0.847
Graduates & Above	0.089	0.163	0.299	1.093
Household Size :				
1 – 3®				1.000
4 – 7	-0.486	0.088	30.349	0.615***
8 – 11	-0.141	0.136	1.077	0.869
12 – 27	-1.311	0.454	8.340	0.270***
Household Types :				
Self-Employed in Non-Agriculture®				1.000
Agricultural Labor	-0.296	0.110	7.222	0.744***
Other Labor	-0.104	0.178	0.341	0.901
Self-Employed in Agriculture	0.367	0.110	11.195	1.444***
Others	1.131	0.114	99.061	3.097***
Social Group:				
Scheduled Tribe®				1.000
Scheduled Caste	-0.102	0.170	0.358	0.903
Other Backward Caste	0.355	0.112	10.112	1.427***

Others	0.611	0.110	31.046	1.842***
Land Possessed:				
Marginal Holdings®				1.000
Small Holdings	-0.376	0.118	10.056	0.687***
Semi-medium Holdings	-0.692	0.167	17.114	0.797**
Medium Holdings	-1.206	1.097	1.209	0.299
Large Holdings	2.197	0.747	8.651	9.002
Religion :				
Hinduism ®				1.000
Others	-0.168	0.099	2.894	0.845**
Marital Status :				
Unmarried®				1.000
Married	0.274	0.169	2.630	1.316
Age :				
Less than 15 ®				1.000
15 – 24	0.555	0.247	5.060	1.742**
25 -34	1.235	0.248	24.862	3.437***
35 and above	2.020	0.255	62.835	7.542***
Pseudo R²	0.403			
Log Likelihood	- 6019.130			
Wald Chi²	2983.915			

Source: NSSO 64th Round 10.2. Employment & Unemployment and Migration Particulars (July 2007- 2008)

Notes: *, **, *** represents significance at 10%, 5% and 1% respectively.

® Reference Category.

In table 5.14 the effect of explanatory variables on dependent variable has been presented with their corresponding standard error (S. E.), significance level and odds ratio.

According to the fitted model, all explanatory variables except marital status have appeared as significant predictors of out-migration. In accordance with their importance, age-groups, relation to head, religion, household type, state-region, land possessed, educational attainment, household size, social group and sex have statistically significant effect on likelihoods of an individual for being out-migrant.

Sector is another significant factor for determination of out-migration. The regression coefficient for urban sector is -0.067 and its corresponding odd ratio is 0.456. This implies that urban people have 54.4 % lower chance of out-migration than the people from rural areas. A study by Afsar (2000) shows that Poverty in rural area is major factors which push people to out-migrate for their livelihood. Rural people in Assam are affected by various natural calamities such as drought and flood, due to which they stay under poverty. Therefore more people from rural areas of Assam migrate out to urban areas for livelihood.

State region is a significant factor for outmigration. The regression coefficients for Plains Western, Cachar Plain and Central Brahmaputra Plains are -0.711,-1.140 and -1.202 respectively and their corresponding odd ratios are 0.491, 0.320 and 0.300. This implies that in comparison to Plains Eastern region the other three regions i.e. Plains Western, Cachar Plain and Central Brahmaputra Plains have 50.9 %, 68% and 70% respectively lower chance of out-migration. Plains eastern region comprises of seven district of Assam (Lakhimpur, Dhemaji, Tinsukia, Dibrugarh, Sibsagar, Jorhat, Golaghat). From the discussion about out-migrants from different district of Assam in section 5.4.1, it is clear that plain eastern region have highest number of out-migrant. Therefore this region is significant for out-migration.

Gender is an important significant factor for out-migration. The regression coefficient for female is 0.600 with odds ratio 1.822 which implies that the likelihood of out-migration for female is 1.822 times higher than male. Reasons for out-migration discuss in section 5.2 shows that the most dominant factor for which female generally out-migrate is marriage. So the result showing higher chance of out-migration for female reveals that although the absolute number of female out-migrant is less but in comparison to the size of male population, female have more out-migrant members for marriage.

For education level, education attainment up to primary level is significant in comparison to the reference category illiterate. The regression coefficient for the respondent whose education level is up to primary is 0.176 with odd ratio 3.115. This implies that individuals who have education up to primary have 3.115 times more chance of out-migration than the other categories. Many researches have found that rate of out-migration increases with increase in educational level (Kothari, 1980; Singh, 1985; Singh & Yadava 1981). But the result from binary logistic model shows that rate of out-migration is lower for people with higher education in Assam. This may be due to the fact that people with higher education can earn their livelihood easily which is not possible for lower education people.

Household size is another significant factor for outmigration. Household size with 4-7 and 12-27 members are negatively significant and the odd ratios are 0.869 and 0.270 respectively. This implies that with respect to reference category '1-3', household size '4-7' and '12-27' have 13% and 73% less likelihood of out-migration.

Household type plays a significant role in determining out-migration. Household types agricultural labor, self-employed in agriculture and others category are positively significant whose odd ratios are 0.744, 1.444 and 3.097 respectively. This implies that that household type agricultural labor, self-employed in agriculture and others have 0.744, 1.444 and 3.097 times more chance of out-migration than self-employed in non-agriculture.

In case of social group it has been found that the regression coefficient for 'other backward caste' and 'others' category are 0.355 and 0.611 respectively and the corresponding odd ratios are 1.427 and 1.842. It reveals that 'other backward caste' and 'others' category have 1.427 and 1.842 times higher chance of out-migration than the social group 'scheduled tribe'.

Land possessed is divided into five categories as given by planning commission of India. Result shows that with respect to the reference category marginal holdings the significant categories are small holding and semi-medium holdings. The regression coefficient for small holding is -0.376 and its odd ratio is 0.687. This reveals that individuals who possessed small holdings of land have 31.3% less chance of out-migration. Similarly semi-medium holding is also negatively significant which shows that household which possessed semi-medium holdings of land has 20.3 % less chance of out-migration.

Again in case of religion, it has been found that the regression coefficient for the non-hinduism i.e. 'others category' is -0.168 and the corresponding odds ratio is 0.845. It shows that others category have 15.5% less likelihood of out-migration than Hinduism. As the percentage of people from other religious categories is very less than hindu religious category so people from Hindu community out-migrate more than the other religious groups of Assam.

Logistic regression result shows that age is a significant factor for likelihood of out-migration. With respect to the reference category 0 to 14 years, the coefficient for '15 to 24', '25 to 34' and '35 and above' age groups are positive and its odd ratio are 1.742,3.437 and 7.542 respectively. These results indicate that people from these three categories of age group have more chance of out-migration than that of the people aged 0 to 14 years. As the people under the age group 0 to 14 doesn't fall under working force so they out-migrate less than the

other categories of age. But people between the ages between 15 to 35 years have more chance of out-migrants in Assam.

4. CONCLUSION

Out-migration from Assam has been significantly affected by both individual and household characteristics. Individual characteristics like age, marital status, gender and education attainment have an immense influence on the decision to migrate. Similarly, household characteristics like the size of the household, household type, caste, social group, land possession and religion also have a significant impact on the decision to out-migrate.

Results of the logistic regression show how different factors have influence upon an individual decision to out-migration. So out-migration is not determined by a single, a host of different factors together determines whether a person will out-migrate or not.

The issues and challenges of rural-urban out-migration and its economic impact and social consequences have dominant effects on the socioeconomic conditions of Assam and hence there is a need of policy interventions by concern authority. Result of the study shows that maximum people from rural sector of Assam out-migrate in search of employment. But in case of urban areas number of out-migrant is fairly lower than rural areas. So there should be provision of adequate education facilities in rural areas. Beside this, vocational education should be added to the curriculum and especially for rural colleges so as to give a practical exposure to the rural students to get their livelihood Mohapatra (2014).

It is observed from the study that household which deals with agriculture activity have more likelihood of out-migration then the other household category. Rapid agricultural growth can be an effective measure of rural poverty reduction, which in turn reduces rural-urban migration (Janvary and Sadoulet, 2010). So agriculture sector need to be developed to discourage the out-migration process.

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An Analytical Study on the Role of Literate and Illiterate Women in Family Welfare with Special reference to Gandhinagar, Krishnai Gaon Panchayat of Goalpara District

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ABSTRACT: The 21st Century is an era of computers and technology. In this fast-growing world, men and women should be grown and developed simultaneously, but it is a matter of fact that women are somehow left behind. Education is the birthright of every individual. Women are the most essential part of each family because women are those who can shape their child into a moral human being, as well as maintain and look after the health of their offspring and other members of the family. Though differences can be observed in families. If the women are literate enough then they are conscious about health and sanitization and if the women are illiterate, they may be less conscious about health and sanitization. In the present study, the investigator tries to highlight the role of literate and illiterate women in family welfare, in terms of decision making, food, nutrition, making a good home environment, and health by employing the descriptive survey method. For the study, the investigator selected the population from Gandhinagar under krishnaigaon panchayat and a total of 60 samples are taken for conducting the study.

KEY WORDS: Health, Illiterate, Literate, Women and Family Welfare etc.

INTRODUCTION: A family is a place where a father, mother, children, and their grandparents live together in the same house. The family defines the social, emotional, mental adjustment of a person. When we say about an individual's inner qualities of an individual it means it is the family that silently incites in them. Nowadays the concept of family has emerged in the form of various types. Now we can see a wide difference in types of family in that of the '90s or earlier. Even today we see a wide difference in rural and urban families. Now we have given names to various types of family-like- Nuclear Family- it is a family unit where father mother and their children live together, Extended Family- this type of family is constituted of

grandparents, father, mother, aunts, uncles, cousins, etc. Reconstituted Family- this type of family is also known as a stepfamily. Where parents live with their stepsons or daughters. Single Parent Family- as the name indicates it is a family where the father or mother live with their children alone. Family welfare depends on the socio-economic condition of the family. It is a fact that women are the most essential part of each family because women are those who can shape their child into a moral human being, as well as maintain the health of their offspring and other members of the family. Though differences can be observed in families. If the women are educated then they are conscious about health and sanitization and if the women are not educated, they may be less conscious about health and sanitization.

Education can help women in family welfare because when we educate a woman, we educate the whole family. In Indian families, there are more housewives than working women. For which women are always left behind. It is only education that has enough power to change the stereotype and can make women self-empowered which ultimately contributes to family welfare.

Significance of the Study:

The 21st Century is an era of computers and technology. In this fast-growing world, men and women should be grown and developed simultaneously, but it is a matter of fact that women are somehow left behind. Education is the birthright of every individual. Education is said to be the backbone of every society because education helps an individual to live life with ease. A family's welfare always depends upon the education of the couple. Especially the women who are well educated can look after their families well in comparison to uneducated women. Hence, there is a need to study the role of literate and illiterate women in family welfare.

Statement of the Problem:

“An Analytical Study on the Role of Literate and Illiterate Women in Family Welfare with Special reference to Krishnai Gaon Panchayat of Goalpara District.”

Scope of Study:

The present study intends to highlight the role of literate and illiterate women in family welfare, in terms of decision making, food, nutrition, making a good home environment, and health.

Objectives of the Study:

The main objectives of the study:

1. To compare the role of literate and illiterate women in terms of children's health and nutrition.
2. To compare the role of literate and illiterate women in terms of maintenance of the home environment.
3. To know about the health safety awareness among literate and illiterate women.

REVIEW OF RELATED LITERATURE:**National Level:**

K. Buckshee, 1997, found in his study on the “impact of roles of women on health in India” that Early marriage and childbirth were a major determinant of women's health and was also responsible for the prevailing socioeconomic underdevelopment in India. The overall maternal mortality for India is approximately 57%. Socioeconomic factors are also responsible for maternal deaths to a large extent. When the mother dies it doubles the chances of death of her surviving sons and quadruples that of her daughters. If women are educated then the number of deaths can be minimized.

Regional or Local Level:

Sonowal Kr. Mukut, 2013, found in his study on the “Impact of Education in Women Empowerment: A Case Study of SC and ST women of Sonitpur District, Assam.” that most of the village women are poorer and they live under the billow poverty line. the women living in the rural areas are not that aware of the current issues of the world. Women of SC and ST communities are living in rural areas socially backward with comparison to the general community's women. Prejudices, Super Stations, Daini, Tantra-Mantra, Bhoot, etc. are more among the rural area people as compared to the town area.

METHODOLOGY:

The methodology is the guiding principle by which an investigator or a researcher carries out his entire study.

Method: For the present study the investigator has used the descriptive survey method as the study is to find out the comparison between literate and illiterate women in terms of family welfare.

Population: The population of the present study comprises 130 married women of Gandhinagar under krishnaigaon panchayat of Goalpara district.

Sample: The sample of the present study consisted of 30 literate and 30 illiterate married women as shown in the table below:

SL. No.	Name of the Institution	Female	Total
1	Married Literate Women	30	60
2	Married Illiterate women	30	

Tools: For the present study the investigator has used a self-developed Open-ended questionnaire.

ANALYSIS AND DISCUSSION: Objective-wise analysis and discussions have been discussed as under:

Objective 1: To compare the role of literate and illiterate women in terms of children's health and nutrition.

Education and life are both interconnected, it determines the way of living of a family. Mothers are called the first teacher. A child always follows and always tries to learn from his or her mother since birth. Hence, we cannot deny the mother's role in upbringing their child. All mothers always try to teach only good habits to their child, but differences can be observed. In India, millions of children are facing health issues and malnutrition due to a lack of awareness among parents.

In the present study, the investigator tries to compare the role of literate and illiterate women in terms of children's health and nutrition. After interviewing by employing a self-structured open-ended questionnaire the investigator found that the mothers who are literate are conscious about their child's health and nutrition. Literate mothers are found more serious and conscious about the diet of their children. From the data, it has been found that literate mothers always consult doctors when their children got sick. When the investigator interviewed illiterate mothers, the result is not that much satisfying. From the data, it is found that approximately 20% of illiterate mothers are there who can look after their children. Most of them are solely dependent on their male partner. They are also not that much aware of child's nutrition. Illiterate mothers are found they believe in superstition. Hence, there are some differences between a literate and illiterate mother.

Objective 2: To compare the role of literate and illiterate women in terms of maintenance of the home environment.

The home environment purely depends on the mother as they more time with their child. At home, children learn and are taught so many things before going to meet the outer world. It is the home environment that impacted both positively as well as negatively in the developmental process of the child. As the mother's role is very important in maintaining the home environment, so, the investigator tries to cater some data from the sample.

From the data, literate women are well adjusted with the family members in comparison to illiterate mothers. 30% of literate women like a joint family while 45% of illiterate women like a joint family. However, both literate and illiterate women are very conscious of the home environment. They are always trying to make the home environment a healthy and socially adjustable place.

Objective 3: To know about the health safety awareness among literate and illiterate women.

Nowadays, various diseases are killing people, and similarly in the case of women also. Various infectious diseases are prevailing in society. Due to the lack of awareness women are getting infected day by day. Education helps every woman to learn a safe and healthy life. For living a healthy life women should learn basic sanitization procedures. Hence, in this study, the investigator tries to find out the health safety awareness among literate and illiterate women. And found that literate women are conscious about their health. They can buy their sanitary products on their own whereas illiterate women are somewhat dependent upon their husbands or other members of the family. During pregnancy, literate women can read various health-related books, however, illiterate women are dependent on their elder members.

FINDINGS, SUGGESTIONS AND CONCLUSION:

Findings and Suggestions: The major findings of the study are:

- 95% of literate mothers consult doctors when their child gets sick.
- 38% of illiterate mothers consult doctors when their child gets sick.
- 68% of literate women are engaged with different organizations and earn money to support their families and among illiterate it was 52%.
- 84% of the literate mothers are aware of nutritional foods and among illiterates, it was 22%.
- 28% of literate women are facing adjustment problems and it was 68% among illiterate.
- 30% of literate women like a joint family while 45% of illiterate women like a joint family.
- 88% of literate women buy their sanitary pads while it was 22% in terms of illiterates.

From the above findings of the study reveals that there exist differences between the literate and illiterate group of women regarding food and nutrition of their child, making a good home environment, and health safety awareness during pregnancy. It shows that formal education influences the role of women in every aspect.

Therefore, necessary action should be taken to uplift the women who are not aware and conscious about health, and nutrition.

- The state should design and implement such an awareness program among the needy section.
- The health workers should take necessary action to guide and motivate the women towards various schemes and policies.
- The NGOs also should take necessary action to facilitate the women section as well as the welfare of the society.
- Such family welfare topics should be included in the curriculum at the elementary and secondary levels.
- Education is the fundamental right, so, like boys, the girl child should also give importance to the family in their education.
- Training should be provided for a pre-natal and post-natal period to the women.

CONCLUSION: Education is a fundamental right; hence, necessary arrangements should be made for women to make them literate and make them aware of nutrition, health, and proper home environment. In this regard the government has already launched various schemes and awareness campaigns, but the result is not so satisfactory. In this world half of the population is consisted of women, so, we can not deny or left women behind. For the development and growth of the nation, society, and home, women should be made educated and aware of the societal norms for smooth functioning. Hence, education is very important for nations' growth and development.

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An Analytical Study on the Learning Crisis during Covid-19 Pandemic: Challenges in Indian Education System

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ABSTRACT: Covid-19 is a pandemic that changed the lives of many in our country. It has impacted each aspect of the country right from health, economy, education, and so on. This pandemic has seriously impacted the education sector. After the arrival of the virus in our country, the government banned all the movements in the entire country. Section 144 has been employed in all corners of the country. So, the schools, colleges, and universities were also shut down due to the Covid-19 pandemic. Because of the shutdown, the offline teaching-learning process has been stopped and the online mode of teaching has been employed by the teachers. Due to this the teacher and the student fraternity have encountered an unforeseen condition which led to many problems. The students belonging to the socio-economically weaker sections were unable to take online classes as the price of an android mobile phone is quite high. And also, the teacher who was not familiar with the technology was also in trouble in the process. As such, there is an educational and learning gap that has been observed. In this paper the investigator tries to find out the loopholes of online teaching-learning and tries to give some suggestive measures.

KEY WORDS: Covid-19, Online-Teaching-Learning, Learning Crisis, and Technology.

INTRODUCTION: Covid-19 is an infectious disease that is caused by severe acute respiratory syndrome coronavirus-2. It is known as the coronavirus, which constitutes the subfamily Orthocoronavirinae, in the family Coronaviridae, order Nidovirales, and realm Riboviria (Wikipedia contributors, 2020). Coronavirus is a disease that can cause respiratory tract infections that is very deadly. As the ongoing Covid-19 pandemic has continued to expand, the World Health Organization declared that it is a public health emergency of international concern (World Health Organization, 2020). Nearly 193 countries have

implemented nationwide lockdowns, impacting about 91.3% of the world's student population. In response to institutions' lockdown, UNESCO recommended the use of distance learning programs and open educational applications and platforms that institutions and faculty can use to reach learners remotely and limit the disruption of education. After the covid-19, there came more two different variants of Covid namely Delta and Omicron. Though there are many loopholes in the online education systems. One complete generation who were passed by giving open book examinations has changed their minds about the teaching-learning process. Even though this crisis is controlled by many countries of the world, it is observed in many corners of India that students were protesting in schools, colleges, and universities because they want online examinations. Not only students some of the parents are also seen in support of their child. So, the scenario of the education system in India after covid-19 is not very easy. Hence the investor felt a need to study the situation and entitled the study as an analytical study on the learning crisis during the covid-19 pandemic: challenges in the Indian education system.

Need of the Study: During the Covid pandemic, both students and teachers are at an increased risk as the coronavirus has changed the lifestyle totally. In relation to that, the teaching-learning scenario changed too. So, there is a great need to study the problems caused by the new Coronavirus to the students and teachers' community.

Scope of the Study: The present paper intends to highlight the negative as well as positive impacts on Covid-19 disease in the Indian education sector.

Objectives of the Study:

1. To study the challenges faced by students during the Covid-19 pandemic.
2. To study the challenges faced by teachers during the Covid-19 pandemic.

REVIEW OF RELATED LITERATURE:

1. **International Level: Khan, M. A. et al. (2021)** found in their study on "School Students' Perception and Challenges towards Online Classes during COVID-19 Pandemic in India: An Econometric Analysis" that students have positive perceptions towards online classes during the pandemic to maintain their academic growth.
2. **National Level: Kapasia, N. et al. (2020)** found in their study on "Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India" that students have been facing various problems related to depression anxiety, poor internet connectivity, and unfavorable study environment at home. Students from remote areas and marginalized sections mainly face enormous challenges for the study during this pandemic.
3. **Regional or Local Level: Barman, N N. et al. (2021)** found in their study on "COVID-19 Pandemic and E-learning: Perceptions of Under Graduate Veterinary Students of Assam" that the e-learning can be greatly enhanced by blending various methodologies and technologies and for that purpose availability of advanced ICT tools for each and every one is a prerequisite.

METHODOLOGY: For the present study, the investigator has adopted secondary sources of data which include- Articles published in the various online database, Journals, Reports, Search Engines like- Google Scholar, Shodhganga, Research Papers, and other Academic Publications.

RESULT AND DISCUSSION:

Challenges and Negative Impact in Education Due To Covid-19:

Some challenges and negative impacts in Indian education that occurred by the Covid-19 crisis are reflected below.

➤ **Alteration of Traditional Instruction with Improper Planning:**

The sudden shift from traditional teaching-learning to online teaching-learning was adopted in a very hasty way. The educational administrators got very little time to plan and execute, therefore they cannot reflect on the potential risks for the same. As a result, the quality degradation and mismatch in achieving institutional goals got high chances.

➤ **Restrictions in the Movements of Students:**

The breakdown has changed the entire educational scenario. Due to which international movements and the exchange of students and scholars are not possible as lockdown and social distancing mandatorily followed by the countries for breaking the chain of the Covid-19 disease.

➤ **Passive Participation by Students:**

Online learning has certain positive as well as negative sides. Learning requires a high level of attention, but online instruction is sometimes unable to gain students' attention and they may seek only attendance instead of learning attentively. Also, online instruction cannot meet the expectation of the students.

➤ **Lack of Infrastructure:**

As a developing country, Indian institutions need infrastructural upliftment, it is observed that all education institutions especially schools and colleges are not ready or capable to step into online-based learning and assessment. Again, students from economically weaker sections are facing a lot of dilemmas in the adaptation of online learning. Also, those students and teachers who live in remote places are facing network connectivity as well as electricity problems.

➤ **Lack of Knowledge for Online Instruction:**

All the teachers from educational institutions are not trained with online teaching methodology and application software. Especially teachers working in schools are in a trouble situation. Because, some teachers are not ready to accept the sudden shift of online teaching-learning mode. Moreover, online teaching by an unskilled teacher cannot meet students' expectations as well as learning objectives. Apart from teachers' competency, students are also not aware of using online learning tools. Students are also in big trouble as the pandemic psychologically affects and diverts young minds from being learned.

➤ **Changing Criteria for Student Admission:**

The sudden shift has not only changed the teaching-learning scenario but also the admission into various institutions. It is witnessed that, for the session 2020-21 the results of HSLC and HS in Assam are purely based on the last examination passed by the students. As a result, a huge number of students have passed the exam. For accommodating the huge crowd Government of Assam has changed the admission of HSLC passed students by administering Darpan Portal for the admission of such candidates. Moreover, for admission into higher education, no entrance examination is conducted due to the Covid-19 pandemic. As such students are admitted into higher education on the basis of marks obtained in the last examination.

➤ **Economic Constrain:**

Students from the family of daily wage workers, who are seeking admission in higher education for this period may face economic crisis regarding payment of fees. Due to the lockdown, the daily wage workers have lost their jobs, and may not afford HE. However, this time government has taken initiative in this regard by giving free admission to those students who are not having any government employee in their family.

➤ **Stress for Students:**

Due to the Covid-19 more or less all the examinations got postponed. The stress and anxiety level of students has increased as the final examinations are not held in due time. The students of 12 board, final year semester students, various entrance tests are at high stress.

➤ **Chances of Plagiarism:**

The online methods of teaching, assignment, and assessment have increased the chance of copying others. As the materials are found online the students may steal while writing assignments. While copying from hard copy materials are not so easy. For this, there is a need for attention by the teacher and the educationalist in this regard.

➤ **Lack of Access to Study Material:**

During Covid-19 study materials like books, notes, and other reference material may not available online. Because the students from higher education may not find all the necessary materials online for the clear concept, they must follow some reference books for clearing the concepts. Due to lockdown, students find it very difficult in learning as they were unable to access libraries and at home, they cannot afford highly expensive journals.

SUGGESTIONS AND CONCLUSION:

Following suggestions can be given to the teacher, students, and to the respective government:

1. Educational administrators should take necessary action in the proper functioning of the education system.
2. All the students and teachers and parents must follow the guidelines provided by Govt. and spread awareness among neighbors.
3. The researchers should undertake a study related to the Covid-19 pandemic as to how to break the chain.
4. Teachers should take their role very positively; they should encourage all the students out there.
5. The teacher should develop desirable and favorable attitudes towards online teaching and learning.
6. Teachers should necessary arrangements to fulfill the need of the students by using offline and online whichever is good for the situation.
7. Teachers should build a cordial relationship with the students as this pandemic has changed many lives, so the teacher should kind enough to understand the socio-economic condition of the students.
8. Teacher should provide necessary materials to the students.
9. Proper teaching methods should be employed by the teacher while teaching.
10. Various online learning apps are there, especially Google Meet, Zoom, etc. can be used by the teacher for online classes.

The covid-19 pandemic has changed the total scenario of our nation. Right from the health, education is also in its impact. It has led to the closing of the schools, colleges, and universities in total. The process of offline classes was entirely shut down and students and teachers were made to live in their homes. The government has issued a lockdown in the country, because of this, the people were in a very critical situation. Although the process of teaching-learning was started in online mode, where the teacher and students take classes. The students from the weaker section are not able to afford online classes due to which they were left behind and the teachers are also not familiar with the new technology, so there are an education and learning gap between these two sections. However, the teacher's community has done a tremendously good job regarding online teaching and learning.

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A Study on the Role of Teachers in Imparting Value Education in the Present Education System with Special Reference to Secondary Level

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ABSTRACT: Values are an integral part of human life as every human action is the reflection of individual values. Every individual is conditioned and guided by some values whether maybe social, moral, ethical or any kind values. Dealing with values and moral issues are recognized as an integral part of teachers' role. Values are very essential for developing sound character and personality. As we all know, the secondary level includes adolescence and adolescence is the transitional stage from childhood to adulthood that occurs between 13 to 19 years of age. The physiological and psychological changes that take place in adolescence sometimes lead to anxiety about physical development, evolving relationships with others and one's place in the larger world. Teens can break laws for various reasons, and there are a number of factors that can lead them to do various types of crimes. They may become selfish and arrogant. So, in this context, the teacher plays a very important role as they are considered nation builders, personality developers of the students. The prosperity of a country depends neither on the abundance of its revenues nor the beauty of its public buildings but on its cultivated citizens, in its men of education, enlightenment and character. The present paper is an attempt to highlight the role of teachers in value education in the present education system so that the future generations will nourish high ideals and values to contribute to the development of society.

KEY-WORDS: Adolescence, Secondary Level, Teachers, Value Education.

INTRODUCTION: Education is the most important instrument for the modification of human behavior. It is important in our day-to-day life. Progress and prosperity of a nation largely depend upon its educational ideals, policy and programs undertaken by the state for its people. Education is a very wide concept and links with every sphere of life. It touches our lives at every point, guides and directs our thought, feeling and activity at

every moment. Education gives us new light, new direction and new inspiration for more and more perfection in life.

Values are our personal measures of worth shaped by our beliefs, ideas and principles that are important to us. They shaped our priorities and guide us in deciding what is right and wrong: values reflect our attitudes and what we believe about everything, people's values differ and we should all learn to tolerate each other's values. Values are what we consider valuable. It is very difficult to define value even though everyone recognizes and uses the concept. Values are an integral part of human life as every human action is the reflection of individual values.

According to R.K. Mukherjee, "Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards, and aspirations"

As we all know, the secondary level includes adolescent and adolescence is the transitional stage from childhood to adulthood that occurs between ages 13 and 19, the physical and psychological changes that occur in adolescence. Teens can break laws for various reasons, and there are a number of factors that can lead them to do various types of crimes. They may become selfish and arrogant. So, in this context teacher plays a very important role and they are considered nation builders, and personality developers. The prosperity of a country depends neither on the abundance of its revenues nor the beauty of its public buildings but on its cultivated citizens, in its men of education, enlightenment and character.

RATIONALE OF THE STUDY: In today's era of competition and survival, we observe laxity in moral values. Industrialization has led to the emergence of a high lifestyle and raised the standard of living of people. Values are the foundation of human existence. Without the knowledge of values, society cannot sustain itself. Values bring quality and meaning to our life. Value gives a person his identity and character.

Though Value education is needed at all the stages of human life, it is especially needed at the secondary level as we know that the adolescence period is the crucial period of an individual's life, in this period individual commits various undesirable activities due to their lack of proper value education as well as awareness towards the consequences of that undesirable behavior. So, keeping in view of these the investigator felt the need of studying the role of teachers in imparting value education in the present education system with special reference to the secondary level.

STATEMENT OF THE STUDY

"A study on the Role of Teachers in Imparting Value Education in the Present Education System with Special Reference to Secondary Level."

OBJECTIVES OF THE STUDY: For the study, the investigator selected three objectives, which are:

- To study the importance of value education in the present context.
- To know the benefits of imparting Value Education at the Secondary level.
- To know about the role of the teacher in imparting Value Education at the Secondary level.

METHODS

For collecting the necessary data, the investigator has adopted the descriptive method as the study is based on secondary data.

OBJECTIVE WISE ANALYSIS AND INTERPRETATION OF THE DATA

Objective 1: To study the importance of value education in the present context.

Educational values play a significant role in the individual, social and professional life of a person. Value-based education is very much beneficial in many ways such as:

- To develop a positive and healthy attitude towards life.
- To mould a balanced personality.
- To develop social, vocational and cultural competence and richness.
- To learn adjustment to the ever-changing environmental conditions and modify the behavior.
- To develop a high degree of intellectual and moral maturity so that a person can lead his life independently with responsibility and caring for others also.
- To develop some good habits supported by feeling and rational thinking.
- To inculcate moral values and reasoning for human caring and social motivation

Through value education, we may promote a balanced development of physical, mental, social, cultural, emotional, moral and spiritual aspects of the learners so that we may produce balanced and adjusted citizens who strive to promote social progress and welfare.

In the context of social change, the main objective of education is not only to impart information. But to inculcate the values of humanism democracy, socialism, secularism, altruism, and national integration.

Objective 2: To know the benefits of imparting Value Education at the Secondary level.

Though Value education is needed at all the stages of human life, it is especially needed at the secondary level as we know that the adolescence period is the crucial period of an individual's life, in this period individual commits various undesirable activities due to their lack of proper value education as well as awareness towards the consequences of that undesirable - behavior.

The benefits of imparting Value Education at the Secondary level are as follows-

Teachers may motivate, communicate, illustrate, activate, and include the values among the students either by curricular or co-curricular activities.

- Today's youths are worried and depressed about their unemployment. The teacher should guide them to select the right vocation for their future development.
- Good manners verily are likely the oil that helps to keep the machine of the human society running smoothly.
- Cleanliness is next to Godliness. So, teachers should stress this concept through proper examples.
- The NPE (1986) puts a target of division of 10 per cent students in vocational stream in the total enrolment by 1990 and 25 per cent by 1995. But the Operations Research Group (ORG) evaluation result shows that, the actual enrolment is only 4.8 per cent. The reason for this slow progress is that there is a wrong attitude towards manual work and vocational education. Therefore, the teachers should develop the positive attitude towards manual work among the students.
- The teachers should advise the students to eradicate the social evils like purdah, dowry, child marriage, untouchability, begging, etc.
- The teacher should give greater emphasis on peace, love, secularism, unity, cooperation, cultural enrichment, national unity and creativity.
- The teacher should allot more time for work experience, music and art and socially useful productive work.
- The teacher should develop leadership skills and responsibilities and promote positive leisure activities.
- Worship and prayer are important activities in the daily work of the school. The teaching of moral instruction should be made so interesting and effective that students would be able to accept the subject voluntarily.
- Yoga and meditation programs should be encouraged by teachers.
- Teachers can develop a sense of self-respect and esteem for their pupils by respecting them as individuals of unique abilities.
- Teachers may give opportunities and scope to implement innovations and new ideas.
- Today most students follow the hedonistic principle of obtaining maximum pleasure with minimal work. Teachers should create positive work ethics among the students.
- The teachers should emphasize "man-making" and not "money-making" education.

Objective 3: To know about the role of the teacher in imparting Value Education at the Secondary level.

Today's children are the citizen of tomorrow and the nation's strength. They are to be endowed with courage, competence, and imagination. The teacher has a vital role to play in our efforts in education to national development. It is the responsibility of the teacher to guide, inspire, and illumine his student, enrich discipline and inculcate values that are in consonance with our cultural heritage and social objectives. Teachers should provide freedom and maintain discipline, they should be very realistic natural, and practical and inculcate values such as punctuality, honesty, truthfulness, self-confidence, self-reliance, etc. required for a healthy and

happy life. The friendly relationship between the teacher and the student is to be encouraged. They are the persons to develop a spiritual commitment towards democracy and public welfare, capacity to communicate, potential leadership with courage, decision-making, scientific temper, and awareness of the world.

Teaching values to teens are very much important because teens are the next generation of leaders in our society. Teachers are role models for the students' fraternity. Their actions convey more than their words. Students imbibe virtues and vices knowingly and unknowingly from these role models. But today, in the contemporary era, this place is shared by books, coaching classes, multimedia technology, etc. So, the role of a teacher is marginalized. In modern times we are experiencing transition. A teacher can maintain values and nurture them.

Teachers can impart value education at the secondary level by giving them instructions through discussion, experimentation, and lectures and in the following mentioned ways:

- By organizing cultural and sports events values like team spirit, sharing, a spirit of cooperation, patience, courtesy, etc. can be imparted.
- National and religious festivals must be celebrated to foster a feeling of homogeneity. "Thought for the Day" should be employed in assemblies.
- Teachers should give importance to cooperative and collaborative learning.
- Skits and role-plays propagating moral values can be performed by students under the guidance of the teacher.
- The teacher must tell the students to go to the libraries- as libraries are the storehouse of knowledge, where they can see and explore different books, journals, not-printed materials, etc.
- The teacher must explain to the students the importance of meditation & yoga practices and they should be included as an integral part of the curriculum.
- Impart knowledge of foreign languages to make them know different cultures so that the students will be able to respect the culture that prevails in a different society, as every society has its own language and own culture.
- As adolescence is a period where adolescence feels that they are an active member of society. They try to serve the members of the society so the teacher should try to develop their social qualities and values by organizing games, excursions, and visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
- The teacher can impart value education by inculcating the student about the values of good citizenship and making them responsible and sensible citizens of the country. It also helps the students to develop strong relationships with family and friends.

SUGGESTION

- This type of study can be undertaken by taking large areas like the Role of Teachers in Imparting Value Education in the Present Education at the primary, secondary, and higher secondary.
- Teacher should understand their duty to impart value education to the child from the very first day along with the formal education.
- Different types of co-curricular activities and other such programs must be organized in the institution of secondary education from time to time to promote values in students.
- Teaching the value of respect is important, teachers should treat others with honor, and they must teach the value of respect for the community as well as the individual.
- From the various types of curricular activities, games are another approach for the inculcation of values. The main purpose or objective here is to help students focus their attention on the values they cherish and also disclose the same to each other. The techniques made use of are Housie Games, Brainstorming, and Discussion.

CONCLUSION: Teachers play an important role in nation-building by character building the students in the classroom. Though Value education is needed at all the stages of human life, it is especially needed at the secondary level as we know that the adolescence period is the crucial period of an individual's life, in this period individual commits various undesirable activities due to their lack of proper value education as well as awareness towards the consequences of that undesirable behavior. It is the duty of the teacher to impart values among the students by employing various methods and techniques of education.

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Use Of Local Language In Folklore

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Introduction:

Local folk speeches are very much significant in the discussion of Folk culture and Folklore. All languages have two main forms-- One is written and another is spoken / verbal. Folk speech is the most used language across the world.

The pronunciation, use of words, meaning and syntax of the folk speeches are found different in form. It's usually free from grammatical limits. But we can't deny the value of both the written and spoken language in linguistics. For example- It is important to collect/preserve the folk speech during information retrieval. There are various fascinating words in the local language of different areas in Assam. The collection of those words will enrich the Assamese vocabulary as well as improve its decorum.

Folk speech is more heart warming than the written language. Folk speeches are easy and simple, pictorial and tuned. Moreover, the tune of the male and female are found different in the folk speeches. Generally, In folk speeches the genuine form of expressions of the village people are found. Metaphor/simile, idioms and many more proverbs are available in folk speeches.

As our subject-matter of this study is folk speech, hence, the folk speech of different areas of Assam will be discussed. As the folk speech is mother form of written language and literature, so it is important for every language and literature lover to take care of the collection, prosperity and decorum of the folk speech. Then the Assamese literature will certainly be prosperous. I will try to give a glance, in this paper, the context of the use of local language in Assamese folk literature.

The folk speech operable in folk literature is, in general, the language of the illiterate people living in the villages. This folk speech is older than the standardized language and the dialect. The people untouched by the modernity are the carrier of this folk speech. Of course, it is mention worthy that folk speech is not the dialect of any specific area. Few modern linguists called it rural language. (Sarkar, 137:1997)

As folk literature is like the mother form of written language, similarly, folk speech is the original/main form of all languages. W.E. Richmond has mentioned- "It should be obvious by now that folk speech is the foundation on which all languages is based."

Folk literature actually includes the verbal stories, verses, proverbs, simile, phrases etc. The language which is used to express all these folk literature is called folk speech. Most of the people also use this unwritten language in their day to day life. The pronunciation, use of words and meanings, syntax of this language are distinct; it's far away from the grammatical rules and regulations. This is more spontaneous than written language, more heart warming in people's mouth. This is not only due to simple and the use of pictorial words but it is better tuned by its pronunciation and way of expressions. Moreover, according to the areas and communities and male-female, the tunes of the folk speech are different.

AIMS AND OBJECTIVES AND THE STUDY METHOD OF HIS STUDY PAPER:

As Folk literature is a kind of scarce treasure for every tribes and community. Likewise, during the analysis of language and literature folk speech is important. As Assamese literature is enriched with the resources of the tribes and communities, similarly, folk speeches are simple and rich. Deep study of the folk speech is the necessity.

I have produced here a sweet description of the use of the folk speech in various areas of Assam- so that the variety of the folk speech is manifested. I have applied the study method and analytical method to prepare this paper.

SOURCE AND LIMIT OF THE SUBJECT MATTER:

As a source of folk speech, we can say about the folk literature of different areas related to the common life of the illiterate Assamese people. Literature is limited in language and language expresses the literature. We cannot limit the resources of folk speech in a particular boundary. Sometimes the assets of Upper Assam's standardized language are used in Lower Assam's dialects and vice versa. (Hakasam, 38:2015)

USE OF FOLK SPEECH:

As folk literature and folk speeches are in common use in the society, so an account of the use of folk speeches in different areas in different conditions are given bellow--

Some example given by Dr. Kakati from the Kamrupia dialect are- Kana(blind), Raja(King), Khora(Handicap), Tumar(Your) etc. There are some words with connected alphabets of Sanskrit language with easy Assamese

pronunciation-- Sait, Puin, Dhoin, Koina etc. Some complex english words are pronounced easily in the folk speech-- Iskool (School), Berenci (Bench), Gilush(Glass) etc. Various lovely words are used the folk speeches of different area. There are noticeably, various materials name which is an incredible gift of the folk speech. For example:

Keteki-Sonda= Kol (Banana), Kukur-sotiya= Mas(Fish),

Haliki-thotiya= Shap(Snake)

Hamuk-Bhonga= Sorai(Bord) etc.

Spoken language, which is more spontaneous than the written language is also more heartwarming. Folk speech is pictorial and realistic, a clear example is-- Tikafota rod, Sotal sira sir huwa rod, Talpoka rod (extreme hot) etc. There are many phrases and idioms related to farming, weaving, cooking and fishing which are associated with village life such as-

Kukure dhan bona, Dhan kheror jui, Takuri ghura, Odhik masot bogoli kona, Olop panir mas etc.

Music and melody are favourite to the village people, so, musical and phonetic words origins from their mouths. Those types of words remain alive in folk speech. For example:

Seleng-peteng, Jolou-jopou, Fed-fedda, Fes-fesa etc. Again, the strategy of creating new words by joining two nouns has come from this folk speech. Such as: Naam-ghor, Hil-kopou, Lota-poniol etc.

Similarly, In different areas of Assam, may be, due to superstition and prejudice people do not pronounces some animal's name or some other things. In that condition, they have other ways, such as:

Instead of pronouncing 'Tiger' -- Dighol thengia.

Instead of pronouncing 'Elephant' -- Ganesh baba etc.

Assam is a rich store-house of folk speech, there are endless examples, and even in some areas it is found that people use secret language or pseudo language. Generally, these types of folk speeches are spoken to keep their conversation not understandable to others. Such as:

Alcohol - Laupani, Situpi, Gela.

Pork - Assam tractor etc.

Again, sometimes, maybe, unintentionally or due to ignorance people use some wrong words in folk speech- For example:

Police - Kulice (Kamrupi dialect)

Tuition - Tansion etc.

In folk speech, we found use of many forbidden/taboo meaning bearer words. For example:

For defecation - Bahiroloi juwa.

For urine - Susu kora,

For Menstruation - Mahekia huwa etc.

Likewise:

For Rape - Sorbonash kora, Nirjaton kora etc.

Again, here is an example of the use of Lower Assam's folk speech form in Upper Assam's Assamese language in Goalparia songs and phrases so far as folk speech is concerned. Such as:

In Phrases:-

Usit kothat gosti bejar

Gorom bhatot bilai bejar

In Songs - Jei narir swami nai,

Tar rupe ki kaj/gun kore.

To show the example of the use of slang words in Assamese folk speech, we can say that there are differences in the use of those skangs among the male and female. Even some words used in one perticular area are forbidden in another area.

Such as:

Lower Assam folk speech-

Koti - Gojyadwar (Anus)

Pokor - Joni (Vagina) {Forbidden}

Upper Assam folk speech-

Koti - Joni (Vagina) {Forbidden}

Pokor - Gujyadwar (Anus) etc.

(Sarma, 46:1998)

Again, in different communities or races, we found different abusive words. For example-

- A) Among the upper caste hindu - Dangkati, Tirimua, Ghorburi etc. Words are not used among the tribals. Such as - Swaror bascha, Gahorir puwali etc.
- B) Words used in Muslim society - Harami, Beiman, Gunahgar, Jahannam jabi etc.
- C) Male to male - Be or Abbe, Kela or Kella (Kamrupian).
- D) Male to female - Sali, Tiri bohut dekhisu ja etc.
- E) Female to Male - Mayeror khong dekha nai, Mukhot muti dim etc.
- F) Male-female both use - Gaolia bhut, Goruhot, Petposa, Notir soli etc.

DIALECT BASED SLANG WORDS/ OBSCENITIES:

- A) Goalparia dialect - Baudia, Khesra, Fokkor, Barobhatari, Ghagu etc.
 - B) Barpetian dialect - Belta mukh, Nak dangori, Dhumur kala etc.
 - C) Darangi dialect - Botla, Nol johud, Fenfena, Lenge korim etc.
 - D) Rabhamese - Hojamurkho, Alsia, Baro bhaitali, Tiri bharua etc.
 - E) Muslim's spoken language - Goira, Bodai, Jaira, Ailsha soda etc
- Moreover, Assamese folk speeches are enriched with some reactions. For example:

A) Sentence making:

Bodo :- Hasam(Assam),

Rabhamese:- Goror murobbi/Giri (Girihot) { family head},

Bodo :- Bor-doi-sikhla(Bordoisila){ Goddess of rain and storm} etc.

B) Over correction:

In this regard, generally, people consider the correct grammatical form as wrong and they try to correct it again and then do some mistakes which is called Over correction. For example:

In Goalparia dialect- Apuni (You), a pronoun that signifies respect in Assamese language is used with verbs that means trivial. Such as-

Apuni ahibi/ jabi etc.

C) Nativization:

In this process, foreign words or unknown words are attached with own language suffix according to its phonetics to make idioms and accepted. Such as-

Bus+ Gari (vehicle) = Busgari

Club+ Ghor (house) = Clubghor etc.

D) Word mixing:

In this process, unknown words or sentences of foreign language are mixed with own suffix or sentences to create a new word form. Such as-

Dui(two)+ Number - e> Duinombori,

Der(one and half)+foot-eya> Derfutia.

Moreover, better examples of folk speech are found in folk saying and folk oratory. These sayings or oratories are found in the speeches of elderly people.

Conclusion:

In conclusion, we can say that the folk literature is expressed through folk speech and in time, folk speech provides resources to the written language. Folk literature cannot survive without the folk speech. So, preservation of folk speech, recovery of the words and sentences of folk speech that are disappearing must be recorded. Literature should take help of the folk speech to win people's hearts. In this regard, the great poet Rabindranath's opinion on the comparison of the stories of 'Lagi' and 'Alagi' with folk speech is recommendable one. He says, "The position of the folk speech was much like 'Alagi' princess at Huts, Kitchen, Cowshed, near the slush, under the Tulshi in the courtyard...But I believe that 'Lagi' princess has to leave and 'Alagi' princess will be on the throne."

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Sustainable Agriculture And Land Use Practices: A Micro Level Study In Karipara Gaon Panchayat Under Matia Development Block Of Goalpara District, Assam

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Introduction:

Sustainable agriculture is a type of agriculture that focuses on producing long-term crops and livestock while having minimal effects on the environment. This type of agriculture tries to find a good balance between the need for food production and the preservation of the ecological system within the environment. Sustainable agriculture is an approach to farming that prioritizes natural and renewable resources over synthetic inputs like fertilizers and pesticides. According to the United Nations' Food and Agriculture Organization sustainable agriculture seeks to "meet the needs of present and future generations, while ensuring profitability, environmental health, and social and economic equity." But because there's little regulatory oversight for this practice, farms can call themselves "sustainable" without having to back it up.

Importance of sustainable agriculture:

A regionally integrated system of plant and animal production practices are designed to produce long-term results such as:

- i) Production of sufficient human food, feed, fiber, and fuel to meet the needs of a sharply rising population
- ii) Protection of the environment and expansion of the natural resources supply
- iii) Sustainment of the economic viability of agriculture systems

Indian economy is an agrarian economy, till now more than 50% people are depends on agriculture directly. In the north- eastern economy agriculture has an important role to the state GDP. When productivity of agriculture increases to their expected rate economy become independent and if it is bellow to their expected rate local economy become dependent. Before liberalization farmers of the region did follow traditional process of cultivation, like wooden plough, animal power, human power, hundred percent depends on monsoon, bullock cart, personal and private finance etc. They sold their surplus production in and purchased their necessary product from local market. The farmer has unable to get the proper value of their product. To increasing agricultural productivity Indian government has taken national agricultural policy, 2020. The policy document stated: "Capital inequality, lack of infrastructure support and demand side constrain such as controls on movement, storage and sale of agriculture products etc. Have continued to affect the economy viability of agriculture sector, consequently growth has also tended slacken during the nineties."

The establishment of agrarian economy which ensures food and nutrition to India's billion people, raw material for its expanding industrial base and surplus for export and a first and equitable reward system for the farming community for the services they provide to the society will be the mainstay of reforms of the of the agriculture sector. Thus the national agriculture policy aims to attain the following objectives:

1. A growth rate of over 4 percent per annum in the agriculture sector.
2. Growth that is base on efficient use of resources and conserves our soil, water and bio-diversity.
3. Growth with equity i.e. growth which is widespread across regions and farmers.
4. Growth that is demand derives and creates to domestic markers and maximizes benefit from export of agricultural product in the face of challenges from economic liberalization.
5. Growth that is sustainable technologically and economically.

The policy will seek to promote technologically sound, economically viable, environmentally non-degrading and socially acceptable use of country's natural resources to promote sustainable agriculture. In this connection rural economy has a significant role to achieve the 4 percent growth rate per annum.

A sustainable agriculture approach seeks to utilize natural resources in such a way that they can regenerate their productive capacity, and also minimize harmful impacts on ecosystems beyond a field's edge.

It is a common phenomenon that the population living mainly on small scale subsistence agriculture in the rural areas and specially North Eastern India. Increasing pressure of population on agriculture creates extra demand for food.

Rural people are mainly dependant on agriculture. The process of agriculture of the rural people is caused in an agrarian situation living behind significant change in the socio-economic structure of the rural areas in the region.

Such phenomenon has been observed in the rural area Karipara Gaon Panchayat under Matia Development Block, Goalpara district in Assam, where the density of population is high, person 553 per square k.m. according to census report, 2011. Increasing pressure of population on limited agricultural land acting as the 'push factor' in one hand and on the other hand mechanization in agriculture acting as the 'pull factor' in the economy. Use of tractor, pump set, ploughing, sowing or harvesting by machine in place of human and animal power is known agricultural mechanization. Ploughing is to be done by tractor, sowing and putting of fertilizer by the drill and reaping and threshing by the combine harvest thresher and so on. The tractor will also be used in transporting crops to markets. The old fashion wooden ploughs, bullocks, sickles etc. are eliminated and the work is done by machinery. Thus mechanization of agriculture stands for the use of machinery in all farming operations, ranging from ploughing to the marketing of the produce. It implies the substitution of subsistence farming by mechanized farming.

The present problem is studied in the context of the rural area of Goalpara district of Assam, After 1991, which the most significant change has taken place in the demographic pattern of the people. It is pertinent to note that no systematic study has so far been made in north east India to address the socio-economic issue and relating to the mechanization in agriculture. It is therefore, pertinent to make an in-depth study of the problem of mechanization and socio-economic change in Karipara gaon panchayat of Goalpara district of Assam. The farmers in the area do cultivation using machine power instead of traditional method. Ploughing is done by tractor, sowing and putting of fertilizer by the drill and reaping and threshing and so on. The tractor is also used to transporting crops to markets.

Basically, Goalpara district is more agrarian in comparison with other districts of the region. The district is industrially backward due to the non-availability of some relevant factors invariably connected with the industrial development. The role of organized sector is limited in the district.

As there is insufficient scope of employment opportunity in the industrial sector, a large section of the working force, i.e. approximately 70% of the total working population has chosen agriculture and allied activities as the primary sector of livelihood. The number of population depending on the agricultural sector has been increasing over time creating disguised unemployment mainly due to two reasons. First the high rate of growth of population in the district and second the limited scope of job opportunities in the secondary and tertiary sectors of the economy. The net result is that the total gross income as well as per capita income decreases which in turn increases the volume of population living below the poverty line covering approximately 60% of the total rural population in the district. Thus to remove poverty, on the one hand and to feed the increased population on the other hand, the development of agriculture is the only viable alternative in the district. So the government has taken necessary initiatives for the development of agricultural sector with the application of new agricultural technology or mechanizing the farmers are to apply modern scientific capital equipments in place of bullock and wooden plough, chemical fertilizer in the less fertile areas, H.Y.V. seeds in place of 'deshi' or local (indigenous) varieties and the pesticides fungicides etc. for pest attacks and plant diseases. Thus intensive agricultural development programme has been lunched in the district also, anticipating higher productivity in the agricultural sector. The application of all these relevant factors in the production process collectively is known as 'package programme'. The development of agricultural sector is invariably related with the economic development of the district.

Mechanization have significant role to increasing agricultural productivity, increase in income, increase in trade and commerce, etc. which leads to increase the economic development of a country.

Since the study area of the scholar represent a unique solution, it is brought pertinent to take up the present topic for research work at the micro level.

Need of the study:

It is highly imperative to mechanize agriculture and it is the need of the hour not only to provide food security to the growing population but also to increase farmers' earning and to feed other sectors. The proposed study would unearth the lacunae of agriculture of Assam in general and this study area in particular. Hence, it would be helpful for the policy makers to adopt strategic initiatives to mechanized agriculture and sustainable productivity for raising yield per hectare.

Objective of the study:

Considering the relevant aspects in the work is designed to study the farm mechanization in Karipara gaon panchayat of Goalpara district the principal objective of the study are:

1. To make a study of farm mechanization and economic sustainability.
2. To make of relationship between farm mechanization and growth of agriculture.

3. To find out the policy for sustainable mechanization if any in the GP.

Hypothesis:

In order to achieve the objectives stated above the following hypothesis are proposed and attempt has been made to examine this hypothesis in the course of the work.

1. Farmers are less aware about sustainable agriculture.
2. Farm mechanization in Karipara Gaon panchayat is low.

Methodology:

The objectives of the study suggest that it is an evaluative and exploratory research. So, it has to base on secondary and primary data. Secondary information to be gathered from District Agricultural Office, Goalpara, Block Development Officer, Matia, published sources such as - books, journals, periodicals, reports, bulletins, etc.

For collection of primary information, two stage sampling conducted. In the first stage of the Karipara Gaon Panchayat area under Matia Development Block selected. In the second stage, two villages are selected randomly from the total villages of ten numbers. The selected two villages are Tilapara and Medhipara. In Tilapara contains total 140 farmers and in Medhipara there are 120 farmers. 5% farmers are selected from the selected two villages, a total 13 sample farmer selected randomly comprising 4 medium (holding range 4 to 10 hectates) farmers and 9 small (holding range 1 to 4 hectares) farmers (P-546, **Dutta and Sundharam; 2006**). Scanty of large farmers in the area has compelled the study to exclude the said category. Finally, using simple statistical tools such as rates, ratios, table, figures, etc; the results of the study have been achieved.

Profile of the sample farmer:

The farmers of Karipara gaon panchayat do only Sali cultivation in autumn season from June-July to November-December, once in a year. Different variety of the rice cultivation are Aijong, Ranjit, Joha, Kola Joha, Basmoti, Bahadur, Ratna, Pan Jamuna, Bora etc. From the primary data it is clear that farmers of the GP uses tractor, water pump set, HYV seed, chemical fertilizer, pesticide, sprayer, weeder, thresher etc. There is no government initiated irrigation system to the field. Depending on monsoon they do cultivation in the field and only three sample farmers have water pump set to facilitated irrigation to the paddy field. Those who have no pump set or tractor them hair the pump set and tractor to facilities irrigation and tilling to their paddy field. In the sample village there is no use of combine harvester in agriculture. Each farmer has weeder to pull out weed from paddy field. Now tractors are also used as transport in their field and selling and purchasing product from field to market and market to home. Uses of tractors are increasing day by day in farmers' life in the village. After using the capital equipment in agriculture instead of man and animal power their productivity increases compare to traditional process of agriculture. Traditional paddy seeds are Pati, Rangoi-Pati, Bardhana, Hathimal, Maiguti, Mainagiri, Parma, Hathimal etc. and productivity of these traditional seeds 24 to 28 quintals per hectare. The farmers do cultivation to meet their own demand not to sale or to market supply. It also seen that the owner of the land does not do cultivation themselves in their field. They make share cropping with some poor rural farmer and farm products are divided between them as on their agreement.

For the micro level study of agricultural mechanization in the Karipara gaon panchayat total 13 farmers selected where 4 medium farmers and 9 small farmers. Their population, total cropped area for paddy, implement and productivity shown in the table below:

Table-1

Category	Total cropped area for paddy	Implements	No of farmer (Used implement)	Productivity of per hectare
Medium farmer 04	14 hectare	5	04	54 quintal
Small farmer 09	16 hectare	3	06	36 quintal
13	30 hectare	08	10	90 quintal

Total cropped area medium farmers have 14 hectare and they used different types of implement for cultivation such as - tractor, water pump set, weeder, sprayer, reaping and threshing by machine. Small farmers have 16 hectare cropped area, they are not completely mechanized, 6 farmers out of 9 farmers used implement in agriculture. Other farmers follow traditional process of cultivation they used wooden plough, khurpa, bamboo sieve, spade, physical labour, bullock, rain water and traditional implement etc. In the study area farmers do cultivation once in a year. The

productivity of small farmer's less than the medium farmers. That is 54 quintal per hectare of medium farmer and 36 quintal per hectare of small farmer.

Table: 2 Tilapara village

Farmer	Size of land holding	Use of tractor	Use of pump set	Use of chemical fertilizer	Use of thresher	Use of combine harvester	Use of HYV	Production per hector
1	1 hector	yes	yes	20kg/h	yes	no	yes	45 Qt.
2	2 hector	yes	yes	22kg/h	yes	no	yes	42 Qt.
3	1.75 hector	yes	yes	21kg/h	yes	no	yes	48 Qt.
4	1.47 hector	yes	yes	22kg/h	yes	no	yes	45 Qt.
5	0.6 hector	yes	yes	20kg/h	yes	no	yes	44 Qt.
6	0.67 hector	yes	yes	24kg/h	yes	no	yes	46 Qt.
7	2.4 hector	yes	yes	21kg/h	yes	no	yes	47 Qt.

Source: Based on 5 percent sample farmers of 2 selected villages

The farmer of Tilapara village does only Sali cultivation in summer season. The farmers mainly use to cultivate Aijong, Ranjit, Joha, Kola Joha, Basmati, Bahadur, Ratna, Pan Jamuna, Bora Badhana, Chandramukhi etc. are the different variety of rice in summer season in a year. From the primary data it is clear that farmers in Tilapara village uses tractor, water pump set, HYV seed, chemical fertilizer, pesticide, sprayer, weeder, thresher etc. There is no government initiated irrigation system to the field. Depending on monsoon they do cultivation in the field and only three sample farmers have water pump set to facilitated irrigation to the paddy field. Those who have no pump set them hire the pump set to facilities irrigation to their paddy field. They used chemical fertilizer 20kg./hectare to 24kg./hectare as their own idea. In the village there is no use of combine harvester in agriculture. Each farmer has weeder to pull out weed from paddy field. Now tractors are not only used for tilling but also used as transport in their field and selling and purchasing product from field to market and market to home. Uses of tractors are increasing day by day in farmers' life in the village. After using the capital equipment in agriculture instead of man and animal power their productivity increases compare to traditional process of agriculture. Their average productivity increases 42 quintal to 48 quintal per hector in Tilapara village. The farmers of Tilapara village do cultivation to meet their own demand not to sale or market supply. It also seen that the owner of the land does not do cultivation themselves in their field. They engaged some riot to do cultivation and divided the product between them.

Table: 3 Medhiara village

Farmer	Size of land holding	Use of tractor	Use of pump set	Use of chemical fertilizer	Use of thresher	Use of combine harvester	Use of HYV	Production per hector
1	1.07 hector	yes	yes	24kg/h	yes	no	yes	46 Qt.
2	1.3 hector	yes	yes	23kg/h	yes	no	yes	44 Qt.
3	0.8 hector	yes	yes	25kg/h	yes	no	yes	47 Qt.
4	1.2 hector	yes	yes	21kg/h	yes	no	yes	46 Qt.
5	1.7 hector	yes	yes	22kg/h	yes	no	yes	45 Qt.
6	1.5 hector	yes	yes	20kg/h	yes	no	yes	44 Qt.

Source: Based on 5 percent sample farmers of 2 selected villages

The farmer of Medhipara village does only Sali cultivation in autumn season June-July to November-December, once in a year. Different variety of the rice cultivation are Aijong, Ranjit, Joha, Kola Joha, Basmati, Bahadur, Ratna, Pan Jamuna, Bora etc. are the different variety. From the primary data it is clear that farmers in Medhipara village uses tractor, water pump set, chemical fertilizer, HYV seed, weeder to pull out weed and sprayer to spread fertilizer and pesticides, thresher etc. There is no government initiated irrigation system to the field. Depending on monsoon they do cultivation in the field and only two sample farmers have water pump set to facilitated irrigation to the field. In the village there is no use of combine harvester in agriculture. Now tractors are also used as transport in their field and selling and purchasing product from field to home and home to market. Uses of tractors are increasing day by day in farmers' life in the village. The drivers of tractor have no training for tilling land. After using the capital equipment in agriculture instead of man and animal power their productivity increases Average rice productivity of Medhipara village is 44 quintal per hector to 47 quintal per hector. Before mechanization average agricultural productivity was 25 to 28 quintal per hector. Now the productivity increases at a considerable rate. After using the capital equipment in agriculture productivity increases gradually. It also seen that the owner of the land does not do cultivation themselves in their field.

They used to share cropper for cultivation and divided the product between them. The natures of cultivation in both villages are almost same.

FINDINGS:

Analyzing the problem in the study area of Karipara Gaon Panchayat the following outcomes are find out:

- i) The main occupation of the farmers of Karipara Gaon Panchayat is cultivation. They follow seasonal pattern spread over a year i.e. only autumn rice (Sali) cultivation and other session the paddy filed lying unused.
- ii) They used Tractor, pump-set, weeder, sprayer, HYV seeds, chemical fertilizer and pesticides etc. But they have no training how to use of such type of implements in agriculture. They are using it in agriculture as their own idea. This is very critical and gradually decreases in productivity of land.
- iii) Excess use of pesticides and chemical fertilizer is the root cause of threat to bio-diversity. It is the one cause of air, water and land pollution.
- iv) Agricultural Extension service (AES) in the sample village is limited. Without consulting with the AES, use of modern technique and implements destroy the original indestructible power of soil.
- v) Cost of production is increasing more compare to the productivity of per hectare of agricultural holding.
- vi) Sizes of holdings are uneconomic and it is difficult to use of tractor, pump-set.
- vii) Generally, 2 to 3 inches from surface of the land is more fertile which is known as creamer layer of land for agriculture, but use of tractor for tilling dig it 6 to 10 inches. It is one hindrance of sustainable development of agriculture.
- viii) They are not interested to use organic fertilizer in agriculture.
- ix) Farmers are not aware about sustainable agricultural productivity.
- x) Year by year using of chemical fertilizer in agricultural land becoming tight and tight and wooden plough cannot use for tilling.

If there could have been significant development in the field of agriculture and its allied activities due to the rapid growth of rural population. But in course of study, it is found that the Karipara Gaon Panchayat of Goalpara district witnesses a reverse situation. Because majority of the workers belonging young generation are not at all the willing to take up agriculture as their sole way of living hood.

Probable factors determining the production of a farmer are as bellow;

1. Awareness of sustainable agriculture
2. Stability of a farmer's land for cultivation
3. Availability of irrigation
4. Literacy standard of the farm family
5. Economic condition of the farmer
6. Farm size and tenural status of the farmer
7. Personal quality of the farmer
8. Agricultural technology of the farmer which he adopted
9. Government support to the farmer

In order to find out which of the above mentioned factors have the significant bearing on farmers decision in allocation of their sustainable production on different variables- size of land holding, irrigation facilities, use of HYV seeds, use of chemical fertilizer, market situation, credit facilities, knowledge of the farmer, policy of the government etc. The following multivariable regression equation model has been used

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6D + U$$

Where, Y is dependent variable, it indicates the total production of the sample farmers.

β_0 is the constant which represent the mean effect on Y of all those variables which could not be explicitly introduced in the model.

X_1 is the awareness of the farmers for sustainable agriculture

X_2 is the size of operational holding of the sample farmer.

X_3 is the irrigated area of the farmer.

X_4 is the use of HYV seeds

X_5 is the use of tractor

X_6 is the use of chemical fertilizer

D is the dummy variable use to compute the effect of financial assistant of the sample farmers.

D = 1, indicate directly benefited from government agricultural extension service system.

D = 0, indicates farmer has not received any direct help from the agricultural extension service system.

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6$ being the co-efficient of $X_1, X_2, X_3, X_4, X_5, X_6$ and D respectively, are expected to be influence Y positively.

SUGGESTIONS

From the study to solve the problem following suggestions are to be made:

1. The productivity of mechanized firm is more than traditional farming but not sustainable. To get sustainable productivity the farmers have to use organic fertilizer first, like Cattle manure is a good source of nitrogen and organic carbon while goat manure is rich in nitrogen and potash.
2. Karipara Gaon Panchayat is populated area and their main occupation is cultivation. There are so many opportunities to generate income and employment in this sector. So, to maintaining sustainability block level initiative is most important through AES. AES should properly monitor the sector. The extension service to the farmer from the agricultural department of Goalpara district should be provided inform of new improved HYV, using season, fertilizer, pesticide, market etc.
3. The farmers of Karipara gaon panchayat are not well equipped with the firm mechanization properly. They used only minimum capital inputs in agriculture and which is the hindrance of rising productivity. So, in this regard the farmers have needed some training programme form agricultural department on how to use the capital equipments properly in their farm. This will lead to sustainable productivity.
4. Some representative farmers should be facilitate to participate in national and international level seminar or workshop, which will help to improving their agricultural productivity and inspire to import their product.
5. In the liberal era industries are growing in anywhere and to their necessary raw material must be supply by the farm sector. In this regards our local government and owner of the industry have made up MOU. This will directly help to the farmer and encourage producing raw materials for the industry. Then farmers will be benefited try to sustainable production.
6. Government should provide special loan on the capital equipment at subsidies rate to the farmer for sustainable productivity.
7. Rural people who have agricultural land they should be directly involved to the cultivation. In this regard government should have significant role to create environment that rural youth willingly come to eco-friendly agricultural.

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