

Significance of Educational and Vocational Counselling for the College Level Students of North East India: An Analytical Review

AmarjyotiBharali

Assistant Professor, Department of Education Bahona College, Bahona, Jorhat
Email: amarjyotib20@gmail.com

ABSTRACT

College and university education are examples of higher education. Apart from elementary and secondary education, higher education connects societal growth and change, and only education can lead the path to the proper destination of societal upliftment. In higher education, a social dimension of education is required to improve social cohesion and fairness. The counselling program at the college and University level Students can help them to uplift their academic career and they will be able to appear all kinds of National and International level competitive examination and can show their talents in different field of services and business. The purpose of this study is to investigate regional differences in higher education in India's north-eastern states. This study also attempts to examine and emphasise the level of literacy, the status of higher educational institutes for quality development, guidance and counselling program in those institutions and differences in institutional quality improvements across the states of the area. The current study is based on a non-exhaustive secondary source of information/data obtained from e-resources and publications. The research focuses on the post-independence higher educational landscape in northeast India. The MHRD, UGC, and NER support most of the region's government and government-aided higher educational institutions and state governments. However, the facilities given are insufficient in light of the students' ever-increasing needs. It has been discovered through secondary data that the variance in student quality and quantity across the north-eastern states is related to differences in physical, socio-economic, and cultural development. Despite the proliferation of universities and colleges and the mushrooming of private colleges, the quality of education maintained by the authority and the infrastructures of the institutions are not up to date to meet the needs of students and the University Grants Commission's globalisation criteria. It is a little late to consider good infrastructures that use contemporary education technologies and provide ICT and appropriate money for research, skill development, and self-employment opportunities. Degree Programs- Academic Credit System (ACS) allows students in the region to compete on a national and international level.

Keywords: Higher Education, Disparities, Quality Education, Educational Counselling, Vocational Counselling

INTRODUCTION:

Higher education is defined as general, professional, and technical education at colleges and universities. A school that grants a bachelor's or master's degree, or a two-year programme that provides credit toward a higher degree, is known as an institution of higher education [1-3]. It offers at least one year of gainful employment training or a vocational programme that offers gainful employment training and has been in operation for at least two years. Aside from elementary and secondary education, higher education serves as a critical connection between the growth and transformation of disciplines and a collective control mechanism for higher education. Today, there is a fierce rivalry among nations for their human resources, not in terms of number but quality. The annexation of Assam by the British Empire in line with the Treaty of Yandaboo in 1926 marked the beginning of the modern era of education in the North Eastern states [4]. According to the report of late W. Robinson, the first designated inspector of schools for the Brahmaputra valley in 1940, the ancient and traditional educational method of learning existed in the region without a formal school. There is no question that there was any academic infrastructure development in the North-Eastern States before independence.

States in North Eastern India are currently preparing to enter a more competitive and globalised international economy. Unfortunately, there are significant differences in educational infrastructure, research facilities, innovation systems, and lifelong learning across the states. As compared to the Students of North Eastern region with other states of India we found that the students of the other part of India are much more advanced in National level Competitive examination like IAS, IPS, IFS, etc. because not for the lack of talents of the students of this region but for the lack of Scope, facilities, and also lack of proper counselling program in the higher educational institutions. In recent years, the education system has presented a great paradox, [6] with the establishment of world-class IIMs and IITs that rank among the best institutes on the one hand, and a large number of schools across the country that lack basic infrastructure, not only in schools but also in higher education. The unequal distribution of higher educational institutions, lack of counselling program and facilities across the region's institutions is the key to revealing our progress. It is said that education is the essential factor in managing society.

Because the number of educational institutions in the region is growing, higher education is becoming more developed numerically but not qualitatively. Significant discrepancies exist in the region's educational infrastructure, capacity building program, Skill development program, adequate guidance and Counselling program, financial support, employment, and development. "Higher education is the duty to connect the knowledge between nations and communities enhancing and elevating knowledge, culture, interchange of ideas, research, and technology (Richard, 1996)," according to a UNESCO study from the twenty-first century. The North-Eastern area of India has its own particular identity since it is defined by the simultaneous existence of varied, unpolluted different, and very peculiar tribal cultures. Nonetheless, the region's higher education and research efforts have failed to improve socio-economic development, except Assam, which has the most extensive network of higher educational institutions in India's north-eastern region.

HIGHER EDUCATION IN NORTH EAST INDIA:

In ancient India, brahminical residential schools for theology, philosophy, arts, military education, public administration, and other subjects existed, and only children from upper castes were permitted to attend. There were generally no books, and information was passed down verbally. Teachers/Guru and students used to stay together till the end of their education back then. Surprisingly, education was free in India at the time; nevertheless, students returned the favour by assisting the instructor with everyday duties. The British colonised Indian territory and brought western education to the nation during the Colonial Era. The expertise and tremendous achievements of European governments in the post-colonial period changed the focus of education in India to sciences and other popular disciplines. The Church Missionary Society of England created CMS College in Kottayam, Kerala, in 1817, when there was no institution in India offering English language and western-style education. It is known as Akshara Nagari, or Land of Letters since it is one of the most important centres of literature. The first Christian college in India, the Scottish Church College in Kolkata, was founded in 1830. It was established on July 13, 1830. (Asit, 2008).

Higher education in the region began in 1901, with the establishment of the Cotton College in Guwahati, Assam, for the first time in the region. The states of the area are economically impoverished. Agriculture-based enterprises provide revenue, which is also influenced by the seasonal monsoon. As a result, most students cannot continue their education after completing 10+2 due to a lack of financial resources. Due to a lack of technical and medical institutions in the states, dropout cases have been rising, especially in rural and isolated regions and the highlands. However, the area is one in terms of planning, yet there are some differences. Differences in higher education advancement among the state's Fiscal deficits, literacy, poverty, and a lack of different facilities plague the region, as do political disputes, frequent and unpredictable border crossings, and economic blockades. Every day, residents in the region are perplexed as to what will happen next. As a result, parents of students spend crores of rupees on educating their sons and relatives in different areas of India and even abroad, from school through further education. The reality is that the region's socio-economic situation remains stagnating as a result of these high educational costs. The north-eastern states are dissatisfied due to poor socio-economic conditions and a lack of basic infrastructures such as well-maintained classrooms, modern practical equipment, library rooms, seminar halls, and well-equipped research rooms for researchers in higher educational institutes.

Sl. No.	Name of college	Districts/Capital	States	Year of Estd.
1.	Cotton College	Guwahati	Assam	1901
2.	St. Edmund's College	Shillong	Meghalaya	1924
3.	Jaganath Barooh College	Jorhat	Assam	1930
4.	Gurucharan College	Silchar	Assam	1934
5.	St. Anthony College	Shillong	Meghalaya	1934
6.	Lady Kean's College	Shillong	Meghalaya	1935
7.	St. Marry College	Shillong	Meghalaya	1936
8.	Madhab Choudhury College	Berpeta	Assam	1939
9.	Jaganath baraoh College	Jorhat	Assam	1943
10.	Nawgong College	Nagaon	Assam	1944
11.	Kanoi college	Dibrugarh	Assam	1945
12.	Karimganj College	Karimganj	Assam	1946
13.	Dhanamanjuri College	Imphal	Manipur	1946
14.	Maharaja's College	Agartala	Tripura	1947

Table-1: Colleges in NER during Pre- Independence Period-1947 (Sources: NAAC (2004) & Vanalalchhawana (2006))

States	Number of Universities					Number of Colleges Under		
	Central	State Govt.	State Pvt.	Deemed	Total	2(f) & 12 B	2 (f) only	Total
Arunachal Pradesh	1	-	-	1	2	7	2	9
Assam	2	4	1	-	7	215	26	241
Manipur	2	-	-	-	2	49	6	55
Meghalaya	1	-	6	-	7	28	7	35
Mizoram	1	-	1	-	2	20	4	24
Nagaland	1	-	2	-	3	19	2	21
Tripura	1	-	1	-	2	18	-	18
NER Total:	9	4	11	1	25	356	47	403

Table-2: Number of Universities and Colleges under 2(f) & 12 B and 2(f) only in North East India, 2011 (Sources: UGC Annual Report, 2010-11)

SIGNIFICANCE OF HIGHER EDUCATION IN THE NORTH-EAST INDIA:

The development of the north-eastern area is hampered by several intrinsic challenges, including limited infrastructure, harsh weather conditions, and a hilly environment. Border conflicts, educated unemployment, and ethnic tensions frequently disrupt the region's calm and social life. However, according to the 2011 Census, the area has a higher literacy rate (74.48%) than India's (74.04%). (Table-3). The literacy rate is the percentage of individuals over the age of fifteen who can read and write in a population. The region is rich in natural resources, and talented human resources are needed to utilise them. Tea, wood, tourism, oil, coal, and bio-resources, for example, have enormous potential for the region's economic development. It is unnecessary. Quality higher education, particularly in the north-eastern area, will aid in the circumvention of natural resource limits and build information infrastructure for people's self-empowerment. There were 440 colleges in the North Eastern Region (NER) in 2011-12, 816 in 2012-13, and 38 universities in 2013-14. (Basic Statistics, 2015). Assam has 511 colleges, 12 universities, and five medical schools. However, Arunachal Pradesh, Manipur, Mizoram, and Tripura each have three universities (Table-4). Such disappointing differences in higher education and socio-economic situations pose major concerns about centralised educational policies and financing to standardise higher education in the region.

Sl. No.	State/Union Territories	Literacy Rate-Male	Literacy Rate-Female	Total Rate
1	Arunachal Pradesh	73.7%	59.6%	67.0%
2	Assam	78.8%	67.3%	73.2%
3	Manipur	86.5%	73.2%	79.8%
4	Meghalaya	77.2%	73.8%	75.5%
5	Mizoram	93.7%	89.4%	91.6%
6	Nagaland	83.3%	76.7%	80.1%
7	Tripura	92.2%	83.1%	87.8%

Table-3: Male and Female literacy rates in North East India, 2011. (Source: Family Welfare Statistics in India, 2011 & Census India.gov).

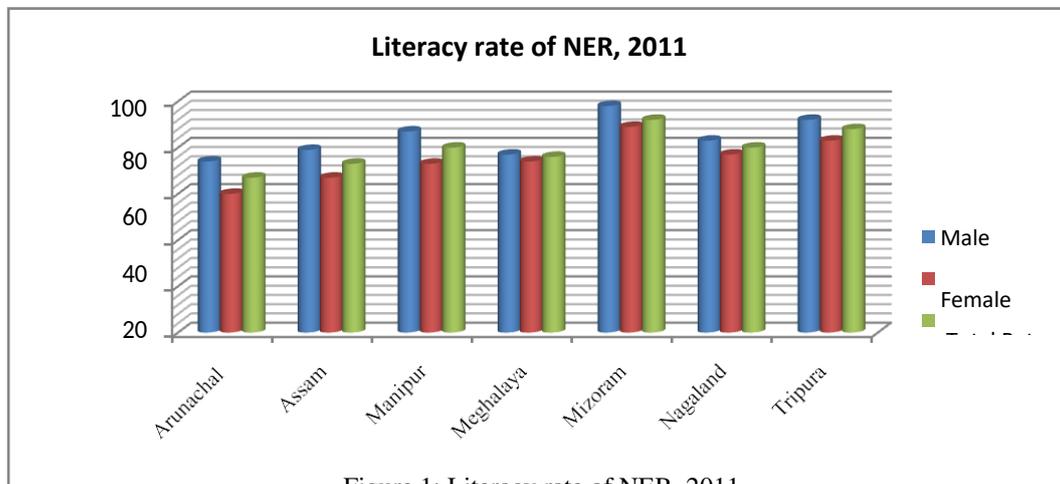


Figure 1: Literacy rate of NER, 2011

Quality higher education, particularly in the north-eastern area, can help to overcome natural resource restrictions and build knowledge infrastructure for people's self-empowerment. There were 440 colleges in the North Eastern Region (NER) in 2011-12, 816 in 2012-13, and 38 universities in 2013-14. (Basic Statistics, 2015). Assam has 511 colleges, 12 universities, and five medical schools. However, Arunachal Pradesh, Manipur, Mizoram, and Tripura each have three universities (Table-4). Such disappointing differences in higher education and socio-economic situations pose major concerns about centralised educational policies and financing to standardise higher education in the region.

CAPACITY BUILDING IN THE NORTH EAST REGION:

The North-Eastern Hill University (NEHU), a traditional university from Assam, created the first distance learning institution in the North East Region in 1986. In 1987, an IGNOU Regional Centre was opened in Shillong, the state capital of Meghalaya. For the second regional centre to be established, it took nine years. It was founded in 1996 in Guwahati, the capital of Assam. Prior to the commencement of the North-East project, the growth of IGNOU's network in the North-East area had been sluggish. IGNOU's network in the North East Region has grown as a result of the North-East initiative. Assam's Krishna Kant Handic State Open University was founded in February 2007 as the first open university in the NE area. There is now one regional centre in each of the North East Region states. Since 2001, regional centres have been built in the state capitals of six states as part of the initiative. IGNOU and the Assam Rifles have partnered to provide education to in-service army soldiers through 230 study centres in the North East Region, including 30 learner support centres for the Assam Rifles Regiment. Eighty out of the 230 study centres currently have ICT infrastructure.

SUGGESTION AND RECOMMENDATION:

The infrastructure of educational institutions, particularly in Higher Education, is poor, and quality education is practically non-existent outside of Imphal. Higher education has been harmed by this inequality in institutional infrastructure, particularly in the hills, where even basic infrastructure. The state government, stakeholders, and local educators have observed this stark discrepancy between the Imphal Valley and the rest of the state. Lack of access to high-quality, affordable Educational and vocational training in the state has resulted in a rise in incidences of students dropping out before completing any significant the most important aspect of quality enhancement of the students of College and University level is proper guidance and counselling program. Therefore, the state governments of entire region and stakeholders should give more important in this aspect to expose the talents of the students of this region. The state's never-ending law and order crisis has been disruptive to normal classes in schools, colleges, and institutions and the state's economy. The current inequalities in Higher Education in the state will be resolved by introducing application-oriented and industry-relevant degree courses, self-employment programmes for skill and capacity development, and courses open at Colleges and Universities.

CONCLUSION:

The region's current higher education system has contributed to the state's unemployment crisis. There has been a huge increase in the number of graduates in various general courses, but the quality of the goods appears to be a little low. Professional and technological institutions are in short supply. The state government will not be able to hire all of the graduates of general and technical institutions. To absorb these educated youths, the state lacks large-scale enterprises and other job-oriented possibilities. These factors contribute to the state's high unemployment rate. The quality of college curricula should be improved by restricting admission to degree programmes, introducing or opening professional and vocational subjects/courses, and establishing career counselling units with the most up-to-date information bulletins about the development of prospective careers, among other things. Apart from guiding kids, parents and instructors should be effective and inspiring influences for them. There is also a need for the state's current higher education system to be improved. This can only be achieved if students are responsible for their own academic activities, rigorous adherence to a suitable academic schedule, sufficient rules to boost expenditure, and the government pays adequate attention to education. Bandh, Blocked roads in the state regularly disrupt normal classes in schools, colleges, and universities and the state's economy. Building a better educational infrastructure.

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