

VISIONS
OF
1
3

EVALUATION INDICATORS

1. Alignment Competence
2. Context Competence
3. Content Competence
4. Language Competence
5. Introduction Competence
6. Structure - Presentation Competence
7. Conclusion Competence

Overall Macro Comments / feedback / suggestions on Answer Booklet:

1.

2.

3.

4.

5.

6.

All the Best

SECTION-A

4) HIGHER EDUCATION IN INDIA : ISSUES AND CHALLENGES

On the occasion of Engineer's Day (M.A. Videswarya's birthday) many news channels were having a discussion on the issue of higher education discussion. What came to light was NASSCOM's report, that only 17.5% of the engineers in the country are employable, raising questions about the challenges of higher education in India. In this context, it is pertinent to have a nuanced understanding of the challenges of quality, access, infrastructure, relevance of higher education in India, so that we take informed steps to realise the demographic dividend and human development goal of ours.

In^{★1} to probe into the issues plaguing higher education in

★1) order

India, a relook at the education policy during the British rule is imperative. Education in general and higher education in particular remained ELITIST. MACAULAY'S decision of implementing ENGLISH EDUCATION, TRICKLE DOWN THEORY, and very LOW INVESTMENT in education limited education to an isotemic group. Although WOOD'S DESPATCH and HUNTER COMMITTEE made commendable recommendations to expand higher education through opening more universities and focussing on teacher training.

Post independence, national leaders envisaged to expand higher education so that it could drive the engine of industrial growth in India, for which institutes like Indian Institute of Technology (IITs) were opened.

The National Policy on Education (NPE), 1986, also envisaged to give a boost to education by accepting the foremost role of centres in furthering the cause. After that, a lot of water has flown in the river and the question is what are the issues and challenges plaguing higher education in India?

First, is the issue of QUALITY. T.S. Subramaniam Committee has recently drawn attention towards this. The fact is that there is no Indian higher education institute in the list of top 100 best colleges. The reasons behind this include - first, lack of trained professors in institutes, with huge vacancies in many colleges. Second, UGC's and AICTE's failure to ensure quality education and proliferation of engineering colleges in the country.

★ 2. global

In Tamil Nadu and Andhra Pradesh alone, there are thousand engineering colleges. Monitoring their quality, then, becomes very difficult. Third, obsolete pedagogic methods are to blame. However, amidst this conundrum, IITs, IIM, institutes like JNU remain islands of quality education and can serve as beacon lights.

Even before quality, comes the question of Access to higher education. In a country where discrimination against females, lower castes is rampant, it is hardly possible that this discrimination will not be visible in higher education sector.

Gross enrolment Ratio (GER) for girls is poorer than boys, is lower for tribals and minorities.

Also, TRANSGENDERS and PHYSICALLY HANDICAPPED, people living in

hilly terrain and forested areas, like NORTH EAST, face the hurdle of access to higher education.

INFRASTRUCTURE DEFICIT, is a major challenge for students who can access higher education. leaky buildings, no equipments in science laboratories, or updated and adequate books in libraries and lack of HOSTEL FACILITIES for poor students is the case in point. Recently, Andhra Pradesh Government provided KINDLES with updated books in libraries, using ICT to provided updated books to students in cost effective way, which is a good step towards plugging this deficit.

Talking about another overwhelming trend, one ~~use~~ often

finds OVER EMPHASIS ON SCIENCE
AT THE COST OF HUMANITIES. The
role of humanities in preparing
a good citizen and human being
by inculcating values of DEMOCRACY,
SECULARISM, even SANITATION and
GENDER SENSITISATION is undeni-
able. Also, lack of soft skills
of students and lack of translators
and adequate number of quality
teachers is the result of this
over obsession with one subject
at the cost of other.

Even in science, we
have failed to produce quality,
scientists and engineers. A
major cause behind PATEL AGI-
TATION in Gujarat was that
people sold their lands to study
in engineering colleges, only to
get a meagre ₹ 10,000 salaried
job, which did not cover the

cost of education, causing SOCIAL FERMENT. Mohan Das Pai, Director of Manipal Institute, recently said that more and more engineers are becoming UBER and OLA CAB DRIVERS, due to failure to get a high salaried jobs.

The next challenge facing the higher education sector is of rampant CORRUPTION. Huge capitation fee in colleges, siphoning of funds granted to colleges, present a worrisome picture. VYAPAM SCANDAL in Madhya Pradesh, with teacher entrance scandal in HARYANA, show the insidious face of corruption in higher education, which also become a route of re routing BLACK MONEY in the economy.

All these issues, of infrastructure or quality can be partly attributed to the RESOURCE CRUNCH. Lack of adequate investment in education in general and higher education in particular (we spend less than 5% of our GDP in education). have limited the expansion and improvement of higher education in India.

Another major issue is lack of RELEVANCE of the syllabus to the present needs—local, environmental, economic and social. For example, if higher education institutions in Maharashtra and Karnataka, focus on improving industrial

output of the region through research and development or develop water efficient breeds of crop and other water harvesting techniques, not only will the education will be meaningful, but also lead to check the farmers suicides and rural distress, through academia - industry - civil society and farmers collaboration.

On the level of students, it is increasingly evident that psychological pressure by peers, parents and market economy to excel in exams, get seats in prestigious colleges is leading them to depression, suicides - student suicides in KOTA, RAJASTHAN are the cases in point.

Also, they are being driven to adopt unfair means to excel in exams, bribing officials, invigilators, with many times, parents being their accomplice. The mass cheating during board exams in Bihar is an example. Perhaps, the movie MUNNA BHAU MBBS provides a ~~px~~ better picture of reality.

Now, coming to the anti dots of these challenges, focus must be on two levels—governmental and societal.

Government's efforts, like recent National Education Policy, recommends to abolish the UGC Act, drop

No Detention Policy (NDP) to improve quality of students entering higher education sector. Schemes like GIAN, to provide quality teachers, National Digital Library (NDL), to use ICT to ensure access to content are good steps.

Also, scholarships for meritorious students, affirmative action for SC/ST, OBC and physically handicapped (though educationists feel it must be extended to transgenders too), special English classes for students from vernacular backgrounds are praiseworthy steps.

Also, creation of Higher Education Financing Agency (HEFA) to fund

infrastructure in colleges is a good step ~~not~~ which must also be accompanied by implementation of recommendations of committees like YASH PAL COMMITTEE - which talked about ~~about~~ abolishing UGC and AICTE, SAM PITRODA COMMITTEE and also T.S.R SUBRAMANIAM COMMITTEE.

on the societal level, tendency to produce more engineers, negative perception about humanities, judging success or failure of students according to the MARKS or scores, or ROTE LEARNING must be discouraged.

If we are to become a knowledge based economy

and society (KBES), to reap demographic dividend and realise the CERTAIN GLORY OF INDIA (as Smartya Sen would have called it) through human development, we need to improve investment, monitoring of quality, increase access, reduce corruption in this sector. Use of ICT like MOOC (Massive Online Open Courses), teacher training, re-inventing pedagogic methods, expanding state of art institutes like JNU, Central universities, are needed.

Surely, the malaises inflicting our higher education sector — quality, access, resource crunch, corruption, infrastructure, neglect of humanities etc are many.

But just as JAPAN after
MEIJI REVOLUTION in 1860s or
CHINA during MAO'S RULE,
we can also transform the
higher education sector, by a
proper mix of physical, IT
infrastructure, monitoring, legislation
implementation and most imp-
ortantly, incentivisation. Just
as our success in agriculture
through GREEN REVOLUTION, we
can implement successfully, the
much needed -

“EDUCATION REVOLUTION”

in higher education sector

Section B

3

WE DO NOT PUNISH THE WRONGDOER
UNLESS HE IS SMALL AND WEAK

What can explain the huge indemnity and peace terms imposed upon Germany by the Allied powers, as part of the TREATY OF VERSAILLES? It is that a wrongdoer is not punished unless he is small and weak. The entire history of human civilization, wars between nations, treatment of the deprived and disadvantaged, shows that unequal economic, social and political costs are levied against a small and weak wrongdoer.

Beginning to trace this trend*, at the societal level, one finds that be it in cases of petty thefts or

* trend

a collision between two vehicles on road, the poor and weak are unequally punished and abused. They are even LABELLED as wrongdoers and a shame on society. But how many fingers are raised when a "high profile" citizen is found involved in cases of CORRUPTION, NEPOTISM? Is it not a bigger theft than pick pocketing? How many of these find way to jail? And even if they go to jail they either get VIP treatment or come out on BAIL or payroll, in most cases.

This can be contrasted with the fact that most of the death row convicts come from marginalised sections—poor, lower castes, minorities,

with poor educational qualification and most are one time offenders.

The huge numbers of cases against lower castes, rural people as Naxal sympathisers is the case in point.

This trend can be traced back to history. There have been unequal laws and unequal punishment for the small and weak in all societies. Be it the SERFS in FEDDAL EUROPE or LOWER CASTES (DALITS) IN INDIA, or a WOMEN WITNESS who amounted to only half a man's witness during GUPTA AGE, shows this trend of unequal punishment.

Proceeding further in the annals of history, we find that Nation states

only punished other states when they were small and weak. FRANCE'S treatment - division, restoration of monarchy, creation of buffer states around it, after under the MATTERNEICH'S PLAN raises the question, if France under Napoleon was wreaking a havoc in Europe ~~after~~ through wars, then why not France was stopped when it was strong? Only when Napoleon was no more, France became weak, the time for punishing the wrongdoer was chosen.

Coming to our neighbour China, can any country today think of punishing China if they feel China is violating the

norm of freedom of native
navigation in SOUTH CHINA
SEA? No, not even USA or
Britain think of punishing it;
today. But wasn't it the
same British who triggered
OPIUM WARS in China, when
it was weaker, though not
smaller. THE CUTTING OF
CHINESE MELON — when
France, Germany, Britain
had partitioned China into their
spheres of influence was because
China was small and weak. What
was China's wrongdoing for attracting
French angst? The murder of
a Christian Priest. The past
and the present reaction of the
west vis-a-vis China crystallises
the point.

This trend of punishing only the weak and small wrongdoer is visible when we find the RWANDAN PRESIDENT convicted of war crimes or western intervention in Syria and LIBYA. Is genocide happening only in African countries? Even if it is a huge crime, are not ex colonial powers - Britain France to blame for PARTIONING AFRICA on PAPER, being blind of the ethnic and tribal diversities on ground; leading to a TINDERBOX situation today.

The intervention took place in Iraq, Syria and Libya only because they were weaker and smaller vis-a-

vis the ~~same~~ other global players.
Why the crusaders of human
right stay silent on SAUDI
ARABIA's AIR BOMBING of
YEMEN? Only because in
this case the wrongdoer is
neither small nor weak.

Coming to India,
the British period saw harsh
punishments for Indians than
whites, just because India was
weak — in the shackles of
Colonialism. The ILBERT BILL
CONTROVERSY, ROWLATT ACT,
VERNACULAR PRESS ACT, are
instances which corroborate
the point. Even the massacres
of TRIBALS — in Birsa uprising or
Kondkh uprising — by the Britishers
crystallise this point further.

Post independence, the constitution framers realised to protect the small and weak by legislating and framing provisions like Art 14 (right to equality), Art 15 (no discrimination), rights of minorities (Art 29, 30). Affirmative actions were taken.

But even today, we find people of lower castes, minorities, transgenders, being victims of violence and unequal punishment for a small wrongdoing. Even if the wrongdoing — is only in the eyes of the higher caste, like refusal of dalists to manually scavenge or

remove dead cows from the field of higher castes — leads to unjust and inhuman punishment. why? only because they are economically and socially less empowered.

This trend also continues vis-a-vis males and females. many times it is seen that if a boy fails at school, his parents buy all courses to improve his education level, provide him remedial classes etc. But in case of girls, it is seen that they are generally labelled as foolish, good for nothing and made to dropout after faring poorly in school.

It is also seen, according to many social activists,

that forms of PREVENTIVE DETENTION, SEDITION are selectively employed to punish the weak and small wrongdoers, leaving the big fish.

what are the consequences of this trend? The feelings of INJUSTICE, REVENGE & in the victims grow into bigger issues of social conflict — when the victims at times resorts to violence. Terrorism, left wing extremism owe partly to this. Also, Dalit assertion movements, waves of feminism, anti colonial movements, anti apartheid movements are an offshoots of this trend.

Human Rights and Rule of law are inviolate principles of human society. Art 14 - equal treatment under equal circumstances should be the guiding spirit. Gandhiji's TRUSTEE SHIP PRINCIPLE needs to be revived, the need is to realise, to ponder, why does the small and weak do the wrong and why unequally punish the small and weak - only to breed revenge which would grow big in time and turn upon us?

Having shed light upon this trend as visible in relations of West vis-a-vis Third world countries, mainstream population vis-a-vis subalterns, in societies and nations' history,

it is prudent to take the message and shun this habit, because not only the "human right" of the "OTHER" needs to be protected, but also because the revenge, injustice meted will mix to form a sphinx waiting to predate upon the human civilization.

We do not punish the w unless he is smarter

- hist -
- Treaties
 - ~~France after Napoleon - Metternich plan~~
 - Lower castes in India
 - Slaves in feudal Greece, Rome
 - serfs in feudal Europe
 - France after Napoleon - Metternich
 - Germany - Versailles
 - ~~Opium war~~
 - ~~Restra int~~: Indian vs EU - Ilbert Bill, Rowlat Act, Tribal movt
 - Post India -
 - Dalit atrocities
 - Tribals
- Now → demand for abolishing PoAA
 → death row convicts
 → juveniles

Geo → Africa war b/w countries -

- Israel
- Iran - Saudi
- Pak

Polity → Protectⁿ for minorities, low castes, women children.

Economy → war crimes against Rwanda Prez
 ◦ genocide - South Sudan, Syria, Libya, Afgh, why not US?
 ◦ indemnity

Internal security → AFSPA - tribals, civilians up
 ◦ LWE

Moral → Gandhi ji trustee ship, humanity
Conseques → senenge, ineq, HR violation, no peace

Solⁿ → Rule of law, no double jeopardy, self ineq
 ART 14, 15, 16
 ◦ against self
 ◦ societies,
 ◦ terrorism ← Iraq war
 ◦ revolt, unrest - Dalit

Higher eduⁿ in Ind: issues & challenges

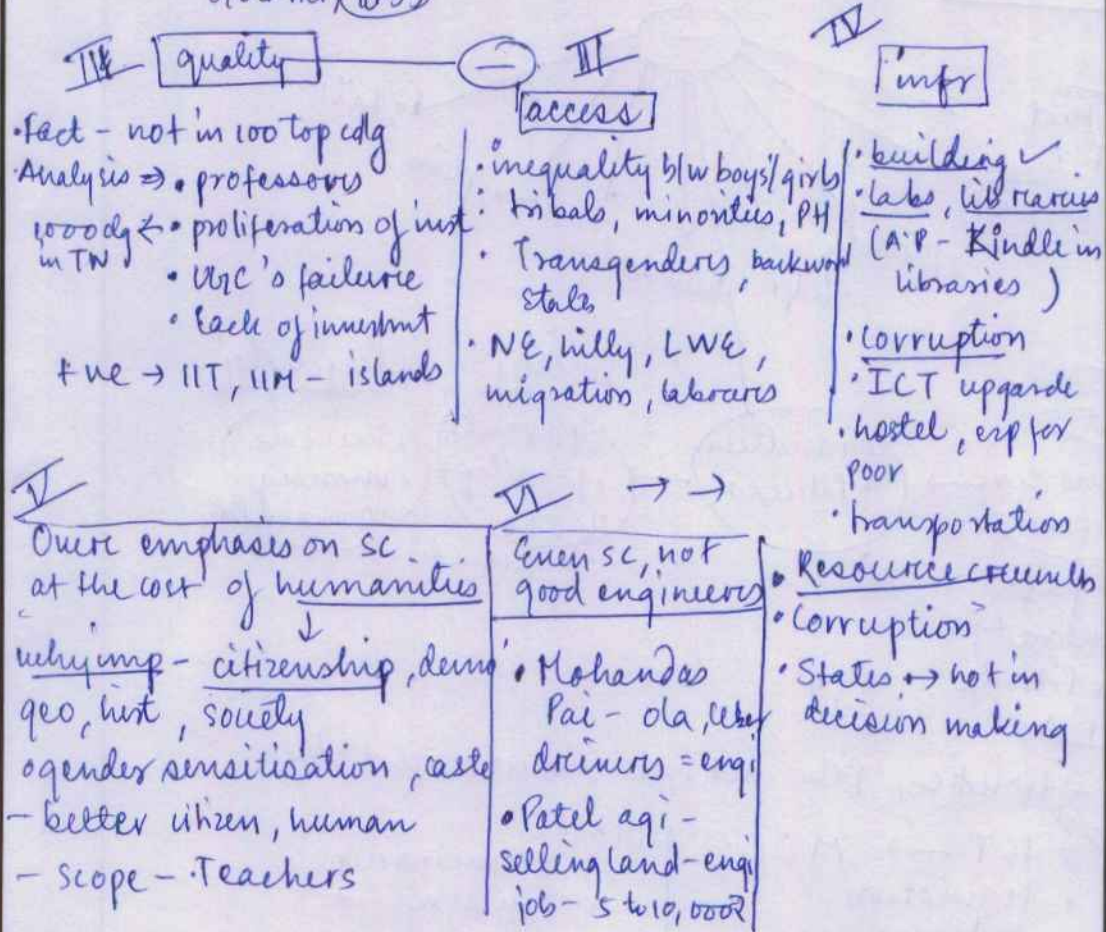
what - qly, access, infr, employability.

why - pol, social, eco, biological, env.

where - tribal, backward districts, govt. inst, girl eduⁿ

how - too much focus on engi, not qly, not employ; pedagogy
- upgrade of syllabus
- relevance

when - Wood's despatch
Hunter
Macaulay
GOI Act (1833)



I Hist - Wood's, Hunter, Macaulay
Nat. Education Policy - NDP,
new Nat Educ Policy

geo - ltd.
Polity - Schemes - SSA, Gender Atlas, KGBV, Disi lockere, Behi B, MDM, Scholarship

Economy : demographic div
: Skill India, MITI, Start-up Ind,

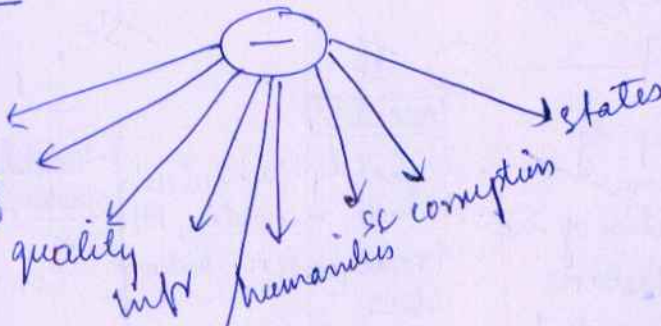
Issues

VII • Corruption - Vyapam, Munnabhai MBBS
• Teacher selection scam - Kanya
• exorbitant fee
• certificates

VIII • States

Issues

Historical
Challenge
Issues
• access



Solⁿ

Govt
• demo div
• schemes
• Yash pat
• TK Subra
• Sam Pitroda
• HEFA

Solⁿ

→ holistic, probes but not unresolvable
2nd part
• ICT → MOOC
• legislation
• NGO - Balham
• Home schooling
• IIT like dg
• Humanities

last
• summary
• future