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ACADEMIC UNREST AND UNRESTRAINED EXODUS OF INTELLIGENCE: CAUSES AND REMEDIES

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Abstract

The education policy makers and its stakeholders are busy today in sweating their brows by framing imbalanced and inconstant educational policies which are of no takers globally and thus no import in the broader perspective. It is pertinent to say that higher educational establishments in progressive countries have succeeded in evolving sustainable educational policies- policies which are competent enough to keep their flock together. It is not merely because of better infrastructure but by adopting 'perform or perish' academic policy. It is in fact a matter of introspection as to what could be the most significant motive for Indian students choosing to study abroad. The obvious answer could be-by maintaining the standards of all that is linked to education: infrastructure, faculty, library, laboratories, research centres, recreational amenities, sporting facilities and so forth. It is due to their holistic approach towards education-presumably the whole intellectual framework and academic ambience. Even most of the parents in advanced countries could not bear the brunt of education. Hence, children are left with no choice but to study. The offspring of such parents, who are trained under these appalling living conditions, pose a serious threat to those who really wish to pursue their studies under varying conditions. The point is that higher education in India should cost more; it should squeeze every parent and every student. Only then children will turn to rigorous studies. Further, a revamp of the prevailing educational policies in India is strongly advocated to mitigate the ever widening gap between the demand and supply. The policy makers and the governments have shown utter apathy and sheer neglect towards skill sector partly because of institutional neglect and partisan attitudes of the common men. Moreover, the deficiency of a data bank of children completing skill development



programmes makes it rather challenging for the manufacturing sector to search for the workforce they need. A disciplined skill education policy coined with requisite capitals and effective industry involvement can compensate the overall neglect skill education has faced in the country since long.

Key Words: dexterous, perform or perish, exodus, unscrupulous, synchronization, entrepreneurship, amalgamate, unschooled, milking the State-cow, academic sympathy, mission mode, hallucination

The rhetoric behind the prevalent education system in India is just a mirage-serving no desired purpose but leaving the young minds hapless in the wilderness to choose their lanes. Apparently our ineffectual education system in India needs dexterous solution to thwart further damage to the very edifice of our society. The education policy makers and its stakeholders are busy today in sweating their brows by framing imbalanced and inconstant educational policies which are of no takers globally and thus no import in the broader perspective. The policy makers and its stakeholders take the young ones for a run to appease their fun and by the time the young ones finish their race, they emerge again with some new educational policies only to tempt them to try for a rerun leaving no lasting solutions to their sustenance and the perpetual trial goes on. Under this context, it is imperative to look at the higher educational establishments in progressive countries. It is pertinent to say that they have succeeded in evolving sustainable educational policies-policies which are competent enough to keep their flock together. It is not merely because of better infrastructure but by adopting the academic policy of perform or perish. In other words, they succeeded to check the exodus of their flock in search of better schooling and better living conditions.

On the contrary, the elite citizens in our country prefer to send their wards for their Postgraduate studies in countries like the US, UK and Australia. Of late, the trend took a new turn wherein the children of well-to-do families started going abroad even for undergraduate studies. Unarguably, some of them may go abroad in the hope that they would come back and add more impetus to the intellectual



pool and technological expertise of our nation. Even from developed countries such as Germany or France children migrate to the US, UK and Australia (or other way round) for advanced studies. It is in fact a matter of introspection as to what could be the most significant motive for Indian students choosing to study abroad. The overall perception is that educational establishments in the progressive nations have improved standards. Here, one may be astonished to question as to how do they maintain the standard? The obvious answer could be-by maintaining the standards of all that is linked to education: infrastructure, faculty, library, laboratories, research centres, recreational amenities, sporting facilities and so forth. In fact, as it invites more outlay, students are taxed exorbitantly. However, superior quality of infrastructure and other related amenities alone could not be the major reasons behind their success stories. It is due to their holistic approach towards education-presumably the whole intellectual framework and academic ambience. Retaining an environment of academic decorum is one of the substantial motives. It is pertinent to elaborate more about the academic decorum existing in these citadels of higher learning so as to remove the wrong impressions nurtured by our students in India. Students are given adequate instructions meant for the whole academic year during the induction programme. They are instructed thoroughly in respect of maintaining adequate attendance and completion of academic assignments and thus make them self-reliant. In fact students are given with minimum basic inputs by each course director and then the students are left with no choice but to build on it. For this, they have to rely only on the academic facilities and resources made available at their door step- prompting them either to perform or perish.

Needless to say, today, education abroad is ruthlessly costly for Indians and the foreigners alike. In both cases students depend mostly on educational loans. Even most of the parents in advanced countries could not bear the brunt of education. Hence, children are left with no choice but to study.

Sarcastically, back in India, the situation is just contrary to that. Students, mainly those coming from rich families, are least bothered about their studies as they have invested nothing substantially. Corruption is rampant in the very fabric



of our society. People tend to amass money by impious ways, if not all. It has become a phobia to evade tax causing extensive damage to our national exchequer. The anarchy lies in the fact that the well-heeled parents become so by milking the State-cow: officers through unfair means; corporate people through exhorting on the corridors of power to bend economic policies in their favour; farmers by evading taxes and by grabbing undue advantages of the state grants; politicians through unethical practices; and merchants by issuing improper bills and altering the accounts and the list is endless. We are used to the empty talk of unscrupulous men towards changing the unethical layers of society, of which they themselves serve the major part. The offspring of such parents, who are trained under these appalling living conditions, pose a serious threat to those who really wish to pursue their studies under varying conditions. Such children are not scared of even if they are held up for a couple of years on account of varying reasons. The picture is even more terrifying in government run higher educational institutions, where the annual fees are shockingly low. The point is that higher education in India should cost more; it should squeeze every parent and every student. Only then children will turn to rigorous studies. Otherwise, the capital invested by the government is going down the drains; making no returns.

I find it very difficult to understand as to why the government should finance the rich again to make them more careless and unscrupulous. Rather, they should be charged at par with the students in developed countries and the money thus generated should be pumped for the studies of meritorious students from the deprived sections of the society after imposing severe clauses. In my view, this practice will mitigate the burden of children from the poor classes in pursuing higher studies in a cost effective and result oriented manner. In other words, you either perform or perish is the correct academic theory that has to be incorporated meticulously in higher educational institutions in India. When we speak about academics, there is no scope for any sympathy. Sympathy can be displayed in cases of sensitive, mental, or economic hitches confronted by the students. If it is not done pragmatically, we will be producing unskilled, incompetent and unemployable degree holders as is already happening today. Needless to say that



there is an absolute dearth of educational values on the corridors of many higher educational institutions in India.

A perpetual solution to this is possible only when some of the NAAC graded academic institutions venture to follow up on these suggestions for radical changes, the country will have at least some institutions with academic standards at par with those found in the developed countries. Unfortunately, some of the premier educational institutions in the country are unenthusiastic about bringing up changes; they seem to be contented with what they have today. Precisely speaking, advanced academic policies linked with effectual and able administration can build up first-rate educational institutions considerably condensing the need for Indian students to go abroad, in the practice saving much money and averting further brain drain, which has been a curse for the country at least since the time of liberation.

Further, a revamp of the prevailing educational policies in India is strongly advocated to mitigate the ever widening gap between demand and supply. There are millions of young people today looking for proper skill training to earn their livelihood in the world's second-most populous country. In this context, it is imperative to speak about the skill training programmes initiated across the country under the auspices of Ministry of Skill Development and Entrepreneurship. Today, this ministry functions in close synchronization with almost twenty Central ministries and departments engaged in imparting skills comprising the ministry of labour, rural development, textiles and human resources development. Indisputably, the mission on hand is huge: a goal of training more than 350 million youngsters by 2022. The Central Ministry's National Skills Mission is expected to amalgamate all the skill oriented programmes spread across several ministries under one umbrella to formulate viable techniques and results across 31 Sector Skill Councils. Though the skill development programme was launched way back in 2010 in India with definite objectives, over the years much has changed. Initially, the skill programme was implemented in a mission mode across the country rather than as a regular centrally sponsored scheme. However, the mission mode approach miserably failed to deliver adequate number of trained personnel to



the ever demanding prospective companies. There emerged an urgent need to manage the activities of the Centre under one nodal agency. Under this policy, there was no provision for skilling the unschooled people then. The entry level qualifications of all the short term and long term courses were either Class Eight or Class Tenth. Over the years things have changed considerably. Today, hundreds of skill oriented courses are framed and run by government and private training centres especially for the illiterate people in various sectors like agriculture-livestock farming, poultry, fisheries, cottage industries, marketing of products and construction and so forth. The higher educational institutions, which otherwise offer conventional courses today, can really be centres of excellence by offering short or long term career-oriented programmes, which may go hand-in-hand, based on the resources available locally. There is bright scope in this sector for the youngsters in our country provided higher educational institutions show their readiness to tap local resources for quality sustenance and quality enhancement. This can mitigate, to a certain extent, the unemployment problem of our youth.

At this juncture, there is an urgent need to convince the young people to grab from the prevailing skill oriented programmes under motion in India. The obsession among our youngsters towards grabbing white collar jobs rather than blue collar work is still predominant. It means skill development programmes are given little value even today. Even today, people living in Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, and West Bengal lag on many fronts especially on economic parameters as compared to people living in other parts of India. If ample job opportunities are not provided to them, there is every possibility that they may migrate to other parts of our country for the sake of their sustenance, which may result in regional disparity and dismay. There is an urgent need to institutionalize the skill gap so as to design and implement various skill development programmes across the country. Skills needed by the engineering segment, which needs a comparatively high amount of capital outlay, do not find many service providers. It is unequivocally true that the very objective of education is to develop competent and proficient citizens. However, there is always a mismatch in terms of overall pass-out and employment. Today, for millions of unemployed youth securing jobs



and thus attaining financial independency is only a day-dream mainly because the abilities they accomplish during the period of schooling have little demand in the service sectors in India. This is perhaps the major cause of concern among all patrons of education. Still, there is a myth among a large section of people in India that conventional education is more acceptable than vocational education in spite of the fact that it offers greater possibilities of jobs.

Private sector participation in skill training programmes is strongly endorsed by the Central Advisory Board of Education. It advocates the urgency to introduce a broad education module in skill development programmes in order to encourage more adaptability; enhanced financial provisions in skill development programmes; and guaranteeing carry-over of learning into higher level of education if such a student so desires. However, today private sector involvement in this segment is mostly restricted to the higher and technical educational institutions, such as engineering and technological colleges. While the skill development programmes are mostly catered by government training centres.

Another significant factor that has been kept unattended while enacting policies is the concept of encompassing girls in the skill development programme frame work , though nearly half of the population entering or completing higher secondary education in India are girls. Moreover, the deficiency of a data bank of children completing skill development programmes makes it rather challenging for the manufacturing sector to search for the workforce they need. Although much has been done on all other fronts, nothing substantial has been done on skill education. The policy makers and the governments have shown utter apathy and sheer neglect towards skill sector partly because of institutional neglect and partisan attitudes of the common men. They prefer to pursue traditional degree courses catering solely to the service sector. The apparent reason for this is that skill education in India has been considered as an appendage right from the beginning. A disciplined skill education policy coined with requisite capitals and effective industry involvement can compensate the overall neglect skill education has faced in the country since long.

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