

Roll No. 36355

Time Allowed: 3 Hrs.

Max. Marks: 250

### Instructions to Candidate

- Both sections are compulsory.
- Attempt one essay from each section.
- Each essay carries 125 marks.
- Write each essay in about 1000-1200 words.
- After finishing the first essay, attempt the next on a fresh Page.
- Any page left blank in the answer-book must be crossed out clearly.

(Examiner will pay special attention to the candidate's grasp of his/her material, its relevance to the subject chosen, and to his/her ability to think constructively and to present his/her ideas concisely, logically and effectively).

*M. Kumar*

Name Sanket Kumar

Mobile No. \_\_\_\_\_

Date 7/11/20

Signature *Sanket*

1. Invigilator Signature *[Signature]*

2. Invigilator Signature \_\_\_\_\_

### Remarks

Section A 58/125

Section B 52/125

### SECTION - A

1. *Child labour and poverty are inevitably bound together.*
2. *The current patterns of natural disasters clearly indicate inadequacies of development models.*
3. *Social media is about sociology and psychology more than technology.*
4. *The education system in India needs a grand overhaul to suit the requirements of the modern age.*

### SECTION - B

1. *Conscience is an impractical guide to our life actions.*
2. *A leader is best when people barely know s/he exists.*
3. *Life without emotions is lifeless.*
4. *Birds born in cages think flying is a disease.*

The Education System In India Needs A Grand Overhaul To suit The Requirements Of The modern Age.

In our everyday lives, we Indians very frequently see news reports line; No Indian University in Top 100 list (WEF report), not more than 40% Indian graduates are employable (IBM employability report); students of class 8 are unable to read texts or do math meant for class 5 students etc etc.

These, very often make ordinary Indian questioning; why despite <sup>after</sup> 7 decades of independence we see such a grim picture of

our education sector? what factors have led to it and what could be possible solutions?

In this essay our objective is to understand how to bring Indian education to meet standards of modern age and what could be method of this grand overhaul :

adequate outline of the main details

The position of education as it is in our society won't always be same. we've a glorious history to guide us. Education since ages has been deeply rooted in our culture and ethos.

From, Rahim equating Teachers  
to gods, "byon lobind dono khade..."  
 to "Twice Birth Doctrine" of vedas,  
 where attainment of education was  
 considered as 2nd birth.

- Relevant  
 dimension

Ancient and medieval  
 India has been seats of education  
 with global reputation eg. Taxila, Nalanda  
 Educating the citizens was considered  
duty of rulers (Administration). Various  
 wings such as samudragraha (Nalanda University),  
Upeyaka (Vishvamohila University), madarasas  
 of shes shah suvi and byon mandaps  
 of cholas are shining examples of our  
 glory.

The first major disruption in Indian education system came with advent of British. It proved to be a double edged sword. While on one hand it brought modern scientific education, on other the Indian system of education based on guru-shishya parampara was systematically dismantled.

The macaulayan system

Adequate analysis of the evolution of the education system

of education implemented in India focused only on creating "class" to meet administration's end. It robbed the agency of education from

Remarks

millions, by implementing "Downward filtration theory" which was based on faulty assumptions and hit death knell on mass education...

Though the situation imposed marginally post-independence, India only played "catch-up" game while rest of world developed on basis of modern science and technology based education.

IITs of nation and computers revolution brought by Rajiv Gandhi indeed helped India gain a foot on education in modern age but India still had miles to go, to meet requirements of modern age.

wrap up this dimension and identify other aspects

## Problems In Education system.

Valid dimension

starting with primary Education, we see poor outcomes and poor enrollments across class and gender.  
 Despite governments programs such as mid-day meals, DBT to girl child, PMAN, Abhyam, Right to education etc, we see students performing poor vis-à-vis urban-rural and private-public-school comparisons.

Lack of teachers, poor social (income, low health etc).  
infrastructure & bureaucratic corruption and political insensitivity towards education seem to be biggest factors holding modernisation of education. Similar problems, if not more we see in case of secondary and senior-secondary level.

Remarks



In higher education we see sharp drop out, especially of girl child. This is primarily attributed to factors like early marriage, household responsibilities, poor security for women and even absence of toilets in school or presence of schools in neighbourhood.

Another, major factor holding back modernisation of Indian education is lack of quality training to teachers and huge divide in industry requirements and syllabus taught. *Good argument*

modern age requires education in disciplines such as AI, Blockchain, Robotics, IOT, good programming and communicative skills, along with other soft skills.

Remarks

what we don't need is the system 'rote learning', we need applied and practical learnings. It must be focused on skill training to convert agricultural labours to mid-scale industrial workers, industrial workers to workers in applied technologies and so on.

But the question arises, what's the point of seeing this grand overhaul, ~~how~~ how would it ~~help~~ help India and Indians.

sufficient  
examination  
of the issues we  
face.

well, as Nelson Mandela has famously said, "education is the greatest weapon to make weak strong". we as a country still have one of largest poor populations (28% - world Bank).

millions of our children are multi dimensionally poor (UNDP). Literacy rate is only 78%, while very poor HDI Index (Rank-121) is huge blot of shame, especially to a country that aspires to be \$5th economy and is currently 6th largest economy in world.

our demographic dividend

combined by needs to be leader of

also 4th Industrial revolution, makes it

need to overhaul education system

to requirements of modern age.

steps taken

Government of India has appreciably taken positive steps such as, New Education Policy (2020), which provides features such as holistic education provision, focus on applied science, providing flexibility in disciplines

could also reference issues such as climate change & socio-economic injustices

and integration of various disciplines..  
various move have also been signed  
to collaborate with industry under  
AIML (Atal Innovation Mission) . NITI

Aayog has given framework for  
education of Blockchain, AI, IOT, Robotics  
etc . These focus primarily on solving  
India-centric problems of Agriculture,  
Urbanisation, Isolation, Commutation etc

Programs like Digital

India and Skill India mission,

are as per demand of modern age.

Apart from it to attract NRI talent

and reverse Brain Drain, schemes such

as Ramannian scholarship and Ramalingam

re-entry programs been launched under

Institute of eminence agenda, target

Remarks

Sufficient  
analysis  
of initiatives  
taken

is to bring Indian Institutes among the top universities (top 100) in time bound manner.

Towards progressive modern age

Einstein has quoted, "Education is what remains, after one has forgotten what's taught in school". The ideal education system should train the mind as well as soul - "To train a mind and not heart, is just creating more clever evil" (Benjamin Franklin).

offer concrete solutions

Relevant dimension

modern age is marked with divisive and violent incidents.

The events of communal riots, homophobia, crimes against women, radicalisation in youth are very much present in modern world. The education system that we need is

4  
①  
② FIRST  
③ PG  
④  
⑤

one based on values, that gives equal emphasis on EQ, as on IQ.

Happiness program (Delhi model) and compulsory moral education (Mangla) are good leads to follow. A good education system must also be robust to meet demands of trying times (eg. COVID-19 halted education system in India). Thus promotion of e-education is sine-qua-non

Education should prepare the word, to learn on their own in life time as mentioned in Upnishad

- " Astoma sadgamaya (from unrighteousness to righteousness)
- Tamsoma jyotsgamaya (from darkness to light)
- martyoma Amritamgaya (from mortality to immortality) in modern age.

Thus, education system should be guiding light to soul of each, moving India to regain status of "Vishwaguru".

Good enough conclusion

Remarks

Work on your handwriting

58

- ① Table
- ② Historical perspective (knowing what - power need)
- ③ present situation of education.
- ④ why it is important. <sup>solution</sup>
- ⑤ steps taken. ⑥ what need council.

Intro new phase  
 ① ~~no Indian university~~  
 In 1911 (WEP)

— 100 million Indian (40%) employable  
 — confounding effect  
 — students class 8 can't read class 5 texts. (AIED)

— high female dropouts. Lower enrollment  
 — A decades of independence

73% literacy only 1% illiterate  
 Edu<sup>n</sup> moved, was, we can  
 what brought us some  
 going structure.

① EDU Later  
 → Edu<sup>n</sup> - deeply rooted in culture.  
 → Rahim - Dhar. ↑ twice birth doctrine.  
 → Edu<sup>n</sup> - patronised.  
 → Navanda - samadhiyatra <sup>Textile</sup>  
 Vinayak - copala <sup>in</sup>  
 madaraha - over state in  
 hanginadachira mandaps. <sup>class</sup>

② higher education

- Boston description - know - smya. paramphar
- Indian labu - class - moulay model
- downward filtration that failed
- new edu<sup>n</sup> economic policy (varachi session)

③ Arat - usim and  
Wenter dind → freedom

when educated family is educated

④ teacher edu<sup>n</sup> - star  
 + skill training

↑ down

modern India's

- ① edu<sup>n</sup> - plan economy - IITs + IISCs.
- ② high skills - tool
- ③ IITs (lag) - skill based
- ④ Rajin - tech - computer edu<sup>n</sup> - modernisation
- ⑤ BOAT - DATA - LEA system.

① demographic demand - lagging

② value edu<sup>n</sup>

③ India economy

④ 4th Industrial edu<sup>n</sup> and spread

⑤ to find a way to India problems

⑥ Economy + Energy + development

problems

- ① Primary edu<sup>n</sup> and secondary
- Health + Edu<sup>n</sup>

Remarks

OECD = chandigarh

- ① Education is what remains after one forgets what learnt in college, and in market meant.
- ② children he must how to think and not what to think - market meant.
- ③ educating the mind and not adapting heart, creating creative mind - formation.
- ④ education created not of mean to fight.

steps taken

RTI  
 AA (2)  
 funda  
 NTA  
 DST  
 SIA  
 PWT

- 1 mid day meals
- 2 posham abhyan
- 3 New educatn policy (1986) (explain)
- 4 open primary hoo (but unish (jocugn))
- 5 To attract NRI  
 → Romaling Swamy society  
 → Ramangir scholarship
- 6 ASRO - moving to educt to science
- 7 collab - IBM + hoo + IBM
- 8 Institute of excellence (Time bound targets)
- 9 Skill India + Digital India

1) posham and not admission - immediate priority  
 2) " Education is to prepare a hand to learn in lifetime"

caet's  
 Adoma - edgum  
 tamson - jflogun  
 motyoman - Amotum

"Vishwaguru" = India  
 P S T +

What more

- 1 Happiness prog - selh model
- 2 re education from pandemic exposure
- 3 moral science in IITs + women perspective
- 4 AI + Robotics + BioTech  
 → 18% only
- 5 more 6% GDP growth

Bring dignity in life of people

Remarks



Life Without Emotions Is Lifeless ;

326 BC, Alexander the prince of macedonia had already conquered half of the known world. He was standing with a huge army on gates of India:

Kautilya, then a simple teacher in Taxila University was startled by developments at borders. The emotions of patriotism

and protection of motherland aroused in him. He not only convinced ulers

across north India to unite but also

trained Chandragupta Maurya and others to protect motherland.

hearing news of huge army with 1000s of elephants

Anecdote does not effectively reflect what the question is about

and tens of thousands of soldiers  
 and cavalry <sup>wanting for them</sup> boone the spirit of  
Alexander's army. many deserted  
 him, many disappeared and finally  
 forced Alexander to retreat. rest is  
 history, which affected lives of  
 millions across generation.

Try using  
 simpler  
 examples

Thus, emotion play  
 central role in man's life. But  
 what life is, what emotions are,  
 what are both's purpose has remained  
subject of debate to philosophers  
 since ages.

Socrates, the  
 wisest man in Athens said, "It is  
 not important to know what life

is, what's important is to know  
what is good life"

Plato his disciple  
 explained the views of Socrates  
 condition in his book "The Republic".  
 For him a good life is one based on  
principles of justice, which in turn is  
 based on quality of soul and emotion  
 that it generates viz. reason, courage  
 and appetite.

check  
 relevance

similarly, scholars in  
 17th century Britain such as Bentham  
 gave utilitarian principles of life, calling  
 man "slave of emotion" - one's choices  
 are based on pleasure or pain, which-  
 ever emotion that action generates.

Hobbes in his book Leviathan, came to conclusion that emotions in man make it individualistic and materialistic. The emotion to gain power after power, creates a situation of war of "All against all". Thus, it was important to enter social contract and create state.

check relevance

In simple non-scholaristic terms, we can describe emotions as feelings that arise in minds of man, in response to external or internal stimulus, which thereby determines action or inaction from person.

sufficient definition of emotions

Remarks

Emotion As Positive Stimulant to Life

when handji went to south Africa, he experienced in-human behaviours towards Blacks and Asians.

The emotion of equality and justice as central tenet of life inspired him to struggle against oppressive British policies. The result of <sup>extension</sup> same struggle on sub-continent is familiar to all of us.

similarly, revolutionaries like Bhagat Singh, Raj-guru, Sukhdev accepted callos of death. In

Use of relevant examples

In France, we saw that emotion of equality, liberty, fraternity inspired French revolution, which in turn formed intellectual basis of multiple revolutions around the world against various oppressive regimes.

Discuss philosophical questions from an individual's point of view as well. How do emotions make lives fulfilling?

Back, in India post Independence, we had huge food security crisis. The emotion of compassion and excellence in MS Swaminathan made him work towards scientific developments that led to green revolutions.

Similarly, the emotion of excellence ~~in~~ in sports and spirit to make Indian and Indians proud inspire sportspersons (Sachin, Abhinav Bindra, many Kon etc) and scientists (Kalam, Bhabha, Sushrai etc) alike.

In recent covid-19 times, we saw how emotion of upholding human dignity and compassion towards all lines inspired good to help thousands of migrants stand away from homes.

Emotion as negative stimulant to life

We must be aware that emotions that inspire good in us can also negatively impact lives. For example, and-Sinnah exploited emotions of muslims towards

Don't only use examples. Provide argument as well.

their religion to propound two-nation theory and thereby dividing India.

This was same trick, that was used by British to keep Indians divided and weak, exploiting their emotional insecurities and greed to power.

Relevant dimension

In recent times, we see election after elections, politicians exploiting the emotions of populace and dividing them on basis of religion, region, language, ethnicity etc to polarise votes and meet their ends of coming to power.

The various cases



of social violence, homophobia,  
communal riots, mob lynching etc are  
 but symptoms of exploitation of emotions  
 to wrong ends.

The global phenomena of  
radicalisation of youth and their  
 attraction towards violence and terror  
 is using emotions to make life more  
 lifeless.

However, if we think that  
 not thinking emotionally is a solution  
 to all these ~~could be~~ very wrong.

[Hannah Arendt] has pointed the case of  
Banality of evil to describe totalitarian  
 regime in Nazi Germany. Persecution of  
millions of Jews could be possible because

Don't drag  
 this  
 aspect  
 for so  
 long.

people showed robot like behaviour, and acted without emotions that a human should have with other.

The necessity of emotion in life, ~~is best~~ especially at times of crisis is best captured by Dinnan, when he writes :-

"Samay shesh hai; hai paap ka  
Bhagi na keval vyagoh; - *relevant quote.*  
Jo tatahsta hai, samay likhaga  
Unka bhi aporadh" *Need to explore other dimensions as well.*

[Those who remain neutral and show no emotion in times of crisis are equal culprit as those who precipitate the evil.]

Thus, we see emotion in itself has value neutral impact on life. What matters is how and what kind of emotion is generating in a person.

If we want to <sup>discuss</sup> like in a moral and value based <sup>importance</sup> society, <sup>of</sup> whose emotions are comparable <sup>regulating</sup> integrity, altruism, honesty, love, courage, respect for life and dignity <sup>emotions</sup> of man is valued, we must begin investing at level of self and at level of home.

Family, especially parents and then school forms the

first formal socialisation to any child.  
 As he/she grows the peer group, workplace,  
religion, media etc shape her emotions.

Thus, pure emotions  
 based on constitutional morality and  
 inspired by Gandhi's Talisman, which  
 seen metaphor of the last man,  
 is requirement of time. All stake-  
 holders have equal responsibility here  
 to make human lives much more  
 than just duration of time on cosmic  
scale.

Possible  
 conclusion

Intro

1) ~~Refine Emotions~~

328 BC, Alexander's army from Macedonia had already conquered most known world. He was gates of India - (India)

2) hardly a simple paper. but nationalist in taxes.

→ Emotion of redemption one to poor

→ chandrag - manu - teyjan of emotions

Question of what is life

Emotion is defined as feeling that arises in mind against external/ internal stimulus, that exists as was act is emotions

Emotion as positive stimulus to life

1857  
1857 handhi - out of territorial discontent, and discom- mission, and of equal rights and freedom - led to independence

1) Shagat, Raygun, Shurudai Amal - had idea from China - Smily - Yellow

2) MS Swaminathan - food studies - alternate forestry - green revolution

3) Ashwin Chandra, Mahendra Chandra Pras / Sachi, visit - emera of excellence and to have emera born - of emera

4) Emotion of liberty, equity part emera - French Revolution, democratic principle - American Revolution

5) Emotion Sara good - emera - compensation - actively help myself - course - John

Emotion as negative stimulus

6) Jinnah - Emotion of mother - two nation - Theory

7) Boyer - Divide and rule - Emotion of insecurity in India under and greek

Emotions  
Reason and passion  
Probes  
Study  
Plato

① Radicalisation of youth  
FSTIS, JEM, JD, Taliban etc

④ Politicians - on lines of region, religion, language, ethnicity  
Communalisation riots, illegal privatisation of assets,

③ Democracy → majorocracy  
(demagogue, lawyer)

Arrested development

Nationalism and fascism

Dictatorship + popular support

Life without emotion is bad

① Each man in prison  
Benevolence of spirit

② Bureaucrat - very necessary - actually help

Remarks

③ "samam sech hai, hai paap -- -- dinnai".  
Freedom must

w/o emotion is good

① Law is reason with passion (emotion)

② Impersonal + fair → not emotion toward family nepotism + corruption.

Emotion is value neutral

How we shape it

- ① family    ② school
- ③ peers    ④ workplace
- ⑤ media    ⑥ religion etc.

Conch

Constitutional morality  
- Fundamental duties

Talisman or Inspiration - Trust of nation and society w/o caring self.

Human dignity as one of emotion. Emotion → Final Paramsh  
If emotion

## Section B

- limited critical engagement with the question
- Only discussed how emotions guide actions using similar examples.
- Needed to tackle the keywords in as many ways as possible.
  - ↳ emotions make life fulfilling
  - ↳ form the basis of all relationships
  - ↳ emotional intelligence and regulation.

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## Section A

- Good reading of the question
- Identified appropriate gaps in our system
- Discussed the modern problems we face.
- Always offer concrete solutions
  - ↳ increased public funding in education
  - ↳ increasing access to education.
  - ↳ learning oriented to problem solving.

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