

Harnessing Potential and Meeting Aspirations of Students Pursuing Higher Education Especially in Govt Funded Institutions

Brig E. Govind

Army Officer, Chair of Excellence, College of Defence Management, Secunderabad & Research Scholar, Osmania University, Hyderabad, Telangana, India.

Email: govind_devadas@yahoo.co.in

Abstract: There are over 35 million students enrolled for higher education in India today. With an ever-increasing youth base & dearth of job opportunities in the formal sector, India's demographic dividend may not see optimal utilization in the near future. While technical & professional colleges produce focused & enabled students who are employable and can contribute towards Nation building, students from general streams graduating or completing post-graduation from Govt funded institutions, leave much to be desired. Political violence, religious fundamentalism, social extremism & criminal activity have found their way into these institutions which churn out unemployable students with a history of rebellion, biases or criminal records. While researching for solutions to this situation it is firmly opined that politics & religion are important facets of life; rather than banning them, institutions should educate students on the correct perspective of these subjects. Moral Values, theology & sex education are important topics for students & should be taught in colleges. There is a need to review the system of higher education in the country. Integrated degree courses of four years should be introduced as against separate graduation & post-graduation courses. While the first two years concentrate on the general aspects of the stream, the third year concentrates on vocational education. The fourth-year has a semester on-field exposure & activity & a semester on internship or research. Redundant, outdated & repetitive (from the higher secondary curriculum) topics should be removed from all courses to facilitate this. The scope of NCC, NSS, arts & sports activities should be enhanced. A credit-based system of assessment with substantial weightage to co-curricular, extra-curricular, social development, military & Nation building activities should be introduced. Exposure & training for entrepreneurship including startups should be given adequate focus especially in the manufacturing & agriculture sectors. The aim should be to produce employable youth with ample general education & social status contributing to society & the Nation. Indiscipline

& external influences should be curbed positively rather than by coercion, reinstating Govt institutions as temples of learning.

Keywords: All round development, Aspirations, Commerce, Education, Employability, Exposure, Graduation, General stream, Humanities, Integrated course, Post graduation, Professional streams, Research, Science, Vocational education.

I. INTRODUCTION

- There are approximately 46 Central Universities, 689 State Universities, 124 Deemed Universities, 15 open Universities & approx. 100 other universities, 39931 Colleges & 10725 stand-alone institutions in India (as per All India Survey on Higher Education (AISHE) – 2019 report) (Ministry, 2019). With 35.7 million students enrolled for higher education, India is set to achieve its target of a Gross Enrollment Ratio of 30% by 2020 i.e. this year. It is indeed a matter of pride for any country to achieve these standards. Of these, at least 12% are pursuing post-graduation & 1% striving for doctorates.
- Even though unemployment statistics in India may be exaggerated, it's but obvious that the graduates & postgraduates are not finding employment commensurate to their education. It is not alarming to see several postgraduates applying for the post of Class 4 employees in Govt establishments, driving an e taxi or working as delivery men for e-commerce establishment or even working at the lowermost rung of the hospitality segment (online, 2018). There seems to be nothing wrong (on the surface), of people acquiring education & thereafter undertaking blue-collared jobs. At least we have come a long way from graduates & above enrolling in Employment exchanges waiting perpetually for white-collar jobs & being a nuisance to their homes & society. The problem arises when people start expecting jobs

befitting their qualification. If selling 'tea & samosas' is considered a respectable occupation, then doing that after obtaining a PhD is not demeaning at all. After all, that's what dignity of labour implies. However, if your Master's degree is coming in the way of your finding employment then it's certainly not worth the effort. If you fix your unemployment statistics on white-collar jobs or Govt/MNC blue-collar jobs the rate of unemployment will increase every year. Unless fruitfully employed, educated youth either go into depression, take up violence or resort to crime.

- Presently several central & state-funded universities are coming into focus for wrong reasons. Unjustified demands on fee structure, political activity, violence bordering on anarchy, sheltering of pseudo students who occupy hostel accommodation for years if not decades, vandalism by goons from outside the University, are some of the common reasons that bring these institutions into the limelight. However, the problem is not a simple issue of indiscipline (IANS, 2020). It is about meeting the aspirations of an ever-increasing youth base that can either be an asset or liability depending on how we harness them.
- The issues with regards to higher education in India that need immediate attention are as follows:-
 - (a) Should not higher education be related to job opportunities in that specific discipline?
 - (b) The youth are fully aware of their unemployability in consistence with their educational qualifications but continue to enroll in higher education for social status. Is this a desirable proposition for the individual or the nation as a whole?
 - (c) Students are fully exploited by political parties, civil society, NGOs & religious organisations, to participate in the agitation. There is no other place where a body of humans with no accountability or pressure of eking out an existence, available for agitations & protests. Is political activity desirable in educational institutions?
 - (d) Institutions of higher education provide a suitable safe house for anti-social elements (students or otherwise), as even the law enforcing agencies consider all eventualities before entering these institutions. Are not politicians & students themselves not taking advantage of a vibrant democracy & leniency shown to institutions, to perpetuate political violence?
 - (e) In case institutions of higher education are going to churn out unemployable citizens with a history of political violence or disruptions how is going the serve the Nation's needs?
 - (f) How can we meet the expectations of parents, aspirations of students & objectives of the Nation in this scenario? Any remedy should keep in view

the fundamental rights of all concerned, fundamental duties of students to their families, society & the Nation and keep the spirit of democracy alive.

II. UNDERSTANDING THE PROBLEM

- *Graduation vs Post Graduation:* Graduation is generally a three-year course pursued immediately after higher secondary school, for the general stream. For technical & professional streams the course is for four years (Undergraduate Education, 2020). Post-graduation is a two-year specialization generally pursued to augment one's knowledge in one of the sub facets of the stream of graduation (List of PG Courses in India, 2020). However, there is ample flexibility in today's educational system to specialize in fields other than those pursued in graduation. The differences between the two levels as pertinent to the focus of this paper are as follows:-
 - (a) Graduation is mandatory for most of the white-collar or supervisory job opportunities that exist in India today. Post-graduation is an additional qualification but is not mandatory for most of these vacancies.
 - (b) Graduation in the commerce & humanities stream is a stepping stone to specialized professional courses subsequently. Post-graduation in specialized disciplines within these streams such as MBA, MCA, CA, ACS, ICWA etc. are those professional courses that mandate graduation.
 - (c) Graduation in science stream is generally a parking place where the student strives to clear exams for professional courses year after year e.g. engineering & medicine. Research, teaching & change of stream are other alternatives for students, unsuccessful in this venture.
 - (d) Graduation in any professional stream ensures the guarantee of job opportunity to a large extent, whereas graduation in general streams only makes one eligible for job application or higher studies.
 - (e) Post-graduation in commerce or humanities other than in professional disciplines is generally for research & teaching purposes. However, a large quantum of students pursuing such courses does so for social status or as a last resort.
- *Cost of Higher Education in India:* Cost of education in most of the Central & State-funded universities is unbelievably low. For eg, a Bachelor's degree in Osmania University (State Funded) may range from Rs. 3000/- to Rs. 8000/- per year & a Master's Degree as little as Rs. 1500/- to Rs. 3000/- per year (USC: Fees - Osmania University, 2020). While an Engineering degree from IITs (premium Govt funded institution) can cost over Rs. 2.5 Lakh per year (BTech IIT Hyderabad, 2019), the same degree from a normal state-funded university

costs over Rs. 4 Lakhs for the entire course i.e. for four years (Osmania University BTech Courses & Fees 2020, 2019). While an MBA from IIM can cost Rs. 24 Lakh per year (IIM Ahmedabad Fees, 2020) an MBA from Osmania University (State Funded) is around Rs. 2 Lakhs (Osmania University - Courses and Fees, 2020) including hostel fees. Fees for a degree & post-graduation from JNU is around Rs. 700/- & Rs. 1000/- respectively. The cost of education in private institutions is substantial depending primarily on its reputation. Rs. 20 to Rs. 25 Lakhs for an engineering course & upto Rs. 50 Lakhs for a course in medicine is the norm in such institutions, in whatever manner the fee is collected. There is a wide variance in the fee structure depending on the institution & the course.

- *Level of Focus:* On analysis of the above-mentioned observations & experience gained by interactions over the years, the following inferences can be made with respect to the level of focus amongst students pursuing various disciplines:-
 - (a) Students pursuing professional/technical graduation courses in reputed institutions whether Govt or private stay focused & motivated throughout. They thus establish themselves well & serve the Nation best.
 - (b) Students in most prestigious private colleges stay focused as they are well aware of the reputation of these colleges & are generally assured of good job perspective. In any case, a parent paying astronomical fees will not let their wards remain unfocused if they can help it.
 - (c) Those pursuing graduation as a parking place prior to entry into professional courses, as a preparatory period for exams to follow or to meet the criteria for further opportunities, are bound to remain focused. However, those pursuing it for the furtherance of social status or on compulsion, are prone to distractions. Again there is a change in mindset amongst students when they exhaust certain options for professional courses and they become aware that mere graduation is not going to get them jobs.
 - (d) Those pursuing post-graduation with the objective of the research or to qualify as teachers subsequently are also serious about studies, however, the bulk of them are using this time to involve in college politics & gradually enter the youth wing of political parties. Many of them come under the influence of intoxicants & gradually start losing their self-esteem. At this stage, they involve themselves either in criminal activity such as drug peddling, social media extortion & violence at the behest of political parties or come under influence of either religious fundamentalists or social extremists.
 - (e) At this stage, parents lose control of the children

and with the kind of ridiculously low fee structure in Govt funded institutions, the students are no longer dependent on parents. In many institutions, the administrative & teaching staff also lose control over these students. The students resort to acts of vandalism just to invoke fear or apprehension amongst the staff. Public property being destroyed is hardly of significance to anyone, as they have no sense of ownership or belongingness when it comes such assets.

III. GRAVITY OF THE PROBLEM

- *Areas of Influence:* It can be seen from the above-mentioned analysis that less than 10% of the students pursuing higher education actually lack focus & a sense of purpose. Out of them, not more than 5% are into political violence (separate from the normal political activity), religious fundamentalism, social extremism & criminal activity. However, the impact such students have on the environment in Govt funded institutions (those identified in the previous paragraph) is as follows:-
 - (a) *Political Activity:* An activity which should have been extracurricular, voluntary, enhancing political awareness, enhancing organizational capability, providing knowledge of democratic processes & administrative procedures, has now become agenda-driven. With political parties hard-selling their ideology through students pursuing PhDs & post-graduation, weak impressible minds soon identify with these views. This is further reinforced by their own adolescent rebellious instincts & encouragement in this direction by peers & seniors. Students then start to enjoy the recognition, the sense of adventure, the adulation of peers & a feeling of being different. Even those students who joined these institutions with a sense of purpose now start reviewing their priorities.
 - (b) *Political Violence:* Come elections or any other occasion when political parties are unable to find a solution through the parliamentary process, civil society & several groups are instigated to protest. Over a period of time, political parties have found it difficult to sustain such movements since the groups involved have their own sources of livelihood & they need to be paid over & above their monthly income to employ them in agitation. A construction labourer in a city earns Rs. 400/-, skilled labourers upto Rs. 800/- per day & e-taxi drivers even more. As per unconfirmed news, reports agitators are paid Rs. 500/- to Rs. 1000/- for nonviolent agitations and two to three times the amount for violence including damaging Govt property. Instigated by 5% it affects spill over causing retribution & a cycle of violence in an enclosed space, with complete media coverage.

- (c) *Religious Fundamentalism:* Activities inside colleges get minimal attention until they boil over into violence. Religious groups find it convenient to influence young minds unobtrusively within the university or college campuses. It may be done with the connivance of the management in case the institution has a religious affiliation, without their knowledge or due utter callousness of the management. Most interestingly the theme for indoctrination is ‘you are the victim & they are the tyrants/bigots’ which most of the students actually don’t believe in. However, by constant reiteration, coercion or the sop of peer recognition, students are attracted to this ideology. Religious teachings per se are good for the moral & spiritual upliftment of the student. However when the disruption, destruction & obstruction is propagated it adversely impacts on both the education & character of the student.
- (d) *Social Extremism:* The ideology of socialism, communism & naxalism have long since been rejected by the electorate. They, however, retain their relevance through activists, media & largely through students. Today the lines between capitalism & communism have blurred to insignificance. We have the communist state of Kerala attracting investments while the party that drove a nail into the communist coffin in West Bengal is utilizing agitation politics to disrupt progress. Activists who have stalled major development projects for decades have also met their match. However the innocent students, full of ideas, sense of adventure & empathy for the deprived, suddenly find Marx, Che Guevara Charu Mazumdar idols worthy of worship. Having limited knowledge of history, the period & context of their ideals results in further reinforcement of these views. The parties who have limited electoral support look forward to the institutions to rekindle their ideology through students. By a combination of fiery speeches, funding from our belligerent & inimical neighbours & intellectual support from thinkers (most of them who are trapped in the ideology of their past), the students are agitated to a point where even sedition against the state is considered necessary.
- (e) *Criminal Activity:* Availability of additional money either from political parties or criminals encourages students towards, liquor, drugs & other vices (Gill, 2020). A seemingly better lifestyle of the select few & the peer adulation they receive, attract students from financially backward or conservative backgrounds who crave for better lifestyles. This weakness of students is exploited by external agencies mentioned above for their own disruptive gains. Students become anti-social elements, history - sheeters or addicts with a bleak future.
- *Impact of Influence:* The influence of extraneous elements, thoughts & actions on life in the University is as follows:-
 - (a) Disruption in classes and the teaching-learning process adversely impacts on the aim & objectives of the courses conducted by the institutions.
 - (b) It affects the absorption of students into jobs subsequently, especially when they compete with their counterparts passing out from private institutions.
 - (c) Acts of violence in campuses affect the naïve students who are just ‘chorus’ in the event while the masterminds get away with their political influence.
 - (d) An act tending to sedition instigated by social extremism not only brands a student negatively but can lead to imprisonment.
 - (e) Religious indoctrination leads to extremism & we have had students blinded by faith enrolling themselves even in foreign terror outfits. Alternately acts of ‘revenge’ by indoctrinated students have led to overt support to terrorists operating within the country or even instigation of riots amongst communities due to their participation in politics of hatred.
 - (f) The biggest losers in the above developed tragic scenarios are the parents & the close family members of these students who have not only sacrificed towards the education of the latter but have expectation & aspirations from his success.
 - (g) Equally big losers are the Govt & the taxpayers (5% of the population) who subsidise the education of these students with expectations of their contribution to Nation building.

IV. THE REMEDY

- *Strong Arm Approach:* One of the easiest solutions to this problem is to either adopt preemptive or defensive measures in the Universities or take such drastic punitive measures that deter any such negative influences in future.
 - (a) *Defensive Measures:* Most of the Universities in USA & several other developed countries have a permanent deployment of police within the campus for the security of students & to preempt any acts of violence within students (Nelson, 2015). However, societies like USA have laws for possession & access to firearms, open access to drugs & need these measures against shootings by students who go berserk. In India, 90% of the students are genuinely interested in studies & most of them revere the Goddess of learning i.e. equate learning with worship. To encourage the teaching-learning process in an environment of restriction & armed presence is best avoided.
 - (b) *Punitive Measures:* Acts of violence could be responded to by the state with strong action against the perpetrators. However, the scale of response if

not carefully calibrated could go against the spirit of democracy. It is easy to sit in a drawing-room and quote the example of China's response to the Tiananmen Square protests in 1989 where several thousand were reported to be killed. However, the shame & negative image China had to bear for decades thereafter has removed all its credibility in the international forum. In any case, India with its ethos & culture cannot tolerate such a reprisal by the state. In between lies the strict adherence to law on the disruption of normal activity & damage to public property; however even that seems to be the treatment of the symptom rather than elimination of the disease.

- *Banning Political Activity from Colleges:* Political activity is ipso facto banned in all private institutions & Govt funded institutions of repute. Banning of such activity from remainder heavily subsidized universities & colleges seems to be a potential cure for all that is ailing the current system. However political activity has several positives to it. There a qualitative vacuum in the field of politics which these educated & motivated youth could fill, in case they are harnessed positively. Political activity is a co-curricular discipline that serves to expand the horizons of students. It also inculcates in them a sense of bonding, builds organizational skill & also gives them an exposure to the ideology of political parties. Political Science is taught as a subject in post-graduation & hence political activity is could also be considered a practical extension of the subject. However, there is a definite need to moderate & monitor this activity & curb it if tending towards disruption, destruction or violence.
- *Banning of Religious Ideology in Colleges:* It is unfortunate but true that religion is being portrayed as a dirty word almost on the same platform as crime & corruption. The modern world has condemned 'Islam' as a religion that propagates death & destruction, thanks to the action of fundamentalists & terrorist groups. The genesis of most wars, wanton destruction and genocides is perceived to be religion. Jihad vs Crusades, Protestants vs Catholics, Shia vs Sunni, Jews vs the Shias, the list is endless. India has borne the invasions of Afghans, Turks, Mongols, Persians (Nadir Shah) etc. that is now being given a colour of Islamic invasions. Hinduism has come to be identified as Hindutva which is supposedly an intolerant & fascist ideology. Is all this true? Certainly not. There is not a single religion in the world that has not been based on good moral values, peace, happiness & spiritual development. Akbar the Great found so many positives in each religion that he decided to integrate them into one fold called Din – I – Llahi. Rather than banning religion, in theology should be a mandatory subject in all colleges. Apart from this in continuation with Moral Science as a subject in school, capsules on religious

studies should form part of all humanities curriculum. The syllabus for a degree course in Theology, Culture & National Integration could be developed from the existing syllabus for training Religious Teachers in the Army i.e. Institute of National Integration. A basic understanding of each other religion, religious practices, culture & customs will overcome all other misinformation spread in certain Madrassas, certain Churches & certain Satsangs. Religious activity other than that as part of the curriculum should be banned in institutions.

V. REVIEW OF HIGHER EDUCATION

Having discussed the tactical measures to enhance the value of higher education let us now analyse the strategic changes desirable.

- *Job Oriented Higher Education:* It has been established earlier in the paper that most students join graduation to meet the minimum eligibility for professional courses/ entrance exams, as a parking place prior to the next attempt at entrance exams which they had appeared for post higher secondary & to meet the minimum qualification for some job opportunity. How many of these students meet their stated aim? Well, recent studies show that in India it's not more than 25%. The rest drop out to take up vocational education, blue-collar jobs or join post-graduation for the reasons elucidated earlier. Rather than a separate post-graduation course, it's recommended that an integrated Masters course of four years be created. This is inconsonance with the revised policy mentioned by Smt. Nirmala Sitharaman the Finance Minister of India during her budget speech in Feb 2020. However, this proposal is about replacing all post-graduation courses with an integrated four-year degree course with 'Honours'. The first two years of this course would be catering for the 'Bachelors' curriculum, followed by a year of masters i.e. specialization, with electives in a diverse field & vocational training. The final year would be compulsory field experience/internship and a choice between continued vocational training, start-up or research. Every single student passing out from the portals of the institutions would be eligible for employment & employable at someplace or the other. For example, Shreyas, Anuj & Anu join BSc Botany in Chanchor Das University (CDU) in Delhi. All of them are also preparing for a second attempt at NEET. Anu clears NEET in the first year & shifts to a medical college run by the same university. In the third year, Shreyas specializes in BioFuels & Anuj in Horticulture. In the same year, Shreyas does a Capsule in Machine Learning as part of a vocational course & Anuj in organic farming. In the fourth year, Shreyas does an internship with CSIR in the field of genetic research whereas Anuj does a six month Territorial Army Battalion (Ecology) planting &

nurturing trees in the deserts. This would be followed by six more months of theory at the Masters level or further expertise in vocational training & exposure to entrepreneurship. Similarly, Peter, Ibrahim & Bodhi join the integrated four-year Business Application Course in CDU. In the third year, Peter specializes in Hospitality, Ibrahim in Tourism & Bodhi in Small Scale Industry along with an elective & vocational training. In the fourth year, Peter does a vocational course in Oriental Culinary, Ibrahim learns Korean & Bodhi learns Plumbing & Carpentry. The intern with ITDC Tinsukia, a tourist guide in Hampi under Tourism Deptt & at small handloom in Sabarmati respectively. All them in the above-mentioned cases pass out from CDU as employable graduates with the capability of employing few more in days to come.

- *Revision of Curriculum:* The most common reaction to the above-mentioned proposal would be ‘how do we condense five years of course material into four years & yet include facets of vocational training, electives, exposure to startups & co-curricular activities? Well, the syllabus has to be ruthlessly cut down to bare essentials wherein the principles are understood & emphasis is learning deeper rather than broader. Presently there is a repeat of the topics covered in 12th Std or higher secondary with the degree the first year. Almost six to nine months can be saved by obviating this repetition. If Political Science course envisages study of 14 theorists six of the most important could be taught in classes, while others are issued as précis. In Public Administration, the focus should be on India & systems in vogue in G8 countries. A comparative study with different eras & other smaller countries should be classified ‘could know’ & issued as précis. The curriculum should include the development of speaking, reading & writing in one’s mother tongue & in English & Hindi, basic knowledge in day to day affairs, finances & Moral Science. One less period on Industrial Revolution, Pascal’s Law or study of Savanah Grasslands will certainly not make a student deficient, but lack of basic conversational skills, knowledge on personal investment or reaction in medical emergencies would affect his life immensely.
- *Credit System of Assessment:* While lack of focus & motivation was established as one of the primary reason for unrest amongst students, there is also a need to cater for their youthful enthusiasm, the spirit of adventure & urge to experience leadership & responsibility. In fact, these aspects of career building should be attributed to the importance both in the assessment in the college & in job opportunities thereafter. NCC & NSS are activities already in place. While the role of NCC in preparing the Youth for tertiary duties in war is well understood, its charter could be expanded to cover secondary duties of Armed Forces, in peacetime. Rather than make Parades & Demonstrations as its prime focus, college students can be trained on crisis management, defensive tasks during Internal Security emergencies, assistance to the Armed Forces & NDRF in Disaster management etc. All this calls for training & orientation that can be enhanced through the voluntary involvement of ExSM. Colleges should facilitate the planning of adventure activities by the NCC Directorate rather be satisfied with routine camps. NSS should focus on mission-oriented activities that contribute to Nation building including tasks for eco-warriors, rural literacy campaigns, assistance in Public Health awareness campaigns, assistance in medical emergencies, pollution control, sewage disposal etc. Only a sustained effort at motivation and adequate credits for the efforts can make a difference. In the overall scheme of things, academic performance should account for only 50% of the credits, while 10% each should be vocational training & internship, 10% should be towards a co-curricular activity. Additional 10% should be awarded to mission-oriented NCC & NSS participation & exceptional performance in sports, art & culture. The total credits should be taken cognizance of by the University in granting CGPA. With meaningful engagement in a plethora of activities (participation in one activity under each head being mandatory), leaves less time for disruptive thought, let alone activity.
- *Monitoring & Career Counselling:* There is a need to monitor the performance & interest of students throughout their four-year course & advise them periodically on the best possible career path. In case the first two years of college indicate an inclination in the student towards academics, he or she should be made aware of the avenues that exist. At this stage, the student realizes his/her potential & breaks out from the storyline fed them by their parents, peer influences & societal pressures. His inclination towards physical activity, politics, arts, technology, and literary skills should by then have been adequately tested by the College & other agencies involved. Even at this stage, the student should be able to chart an alternate course. Trained counsellors & psychologists should be employed in colleges at least at the scale of one to 50 students. If at the end of the third year the student is found more receptive & better inclined to vocational training that should form the focus thereafter. They would still have to through field exposure & internship prior to completion of their course.
- *Social Acceptability & Dignity of Labour:* Blue-collar jobs are presently more acceptable in society than it was even a decade ago. However, that has not stopped society from giving more credibility to a postgraduate who is unemployable rather than a skilled plumber making over Rs. 1500/- a day (figure depends on location & amount of work put in), or a semi-skilled Swiggy (arbitrary example) delivery boy who can earn upto Rs. 30,000/- a month. When we speak of social acceptance it’s more to

do with the marriage alliances that come for the concerned person or his immediate family, in which the person's educational qualification & job matter. Govt service & a job in a foreign county are accepted without a question & a person pursuing PhD (may not be with the intent of clearing the same), is considered better than a person with a startup employing three other. While the student pursuing PhD 'becomes Professor Sahib, the student involved in a startup is 'telawala' in the marriage market, least realizing that the half-baked professor's stipend will end in one year, whereas the 'telawala's turn over can double or triple in the same period, if he plays his cards right. The Integrated Course system gives everybody enrolled a degree, makes him employable, fully aware of his rights & duties as a citizen & better geared to sustain a family. All ITIs could be amalgamated into the Integrated Courses for a more all-round education. While these efforts may appear cosmetic, the student per se should be taught 'Dignity of Labour. This gets included in his all-round education while he participates in 'Swachh Bharat Mission' as part of his fieldwork, plants trees as an eco-warrior or clears sewage (by Mechanical means, as per policy), as part of his NSS project.

- *Start-Ups*: It is well neighed impossible for any Govt to ensure formal employment to the 34 million students pursuing higher education in India today. However, it is certainly possible to make them employable as recommended above. It would, however, be the best possible scenario, where a student is empowered to start his own commercial venture where he can employ more people. While the Govt has made easy for people to obtain financial support for these ventures, colleges need to empower students with the knowledge & confidence to become entrepreneurs. Practical knowledge of the political system, administrative mechanism & structure, basic knowledge of investments & interaction with concerned stakeholders will make students confident. There should be a structured capsule as part of all courses that outline the procedure involved in starting any commercial venture. There should be research projects planned in the fourth year to identify avenues where start-ups would yield good results. The conclusion of these results should be shared with all students interested.
- *Agriculture & Agro-Based Industry*: Universities have Departments dealing with Agriculture, Dairy Farming, and Fisheries etc. that prepare students for specialization in these subjects. These subjects need to be offered as optional subjects in other courses. The aim of these capsule should empower a student from any discipline to take farming, fishing or dairy farming as a means of employment for which he could employ specialized students from the same college for expertise. Cooperative farming, horticulture, aquaculture, sericulture, orchid farming are few examples of profitable ventures. A piece of your grandfather's property (or even neighbour's property on lease), a loan from the Govt & confidence given by the college can make the student's career while serving the Nation best.
- *Fee Structure & Discipline*: The ridiculously low fee structure for students in Govt is at the tax payer's expense. The Govt could have utilized the same subsidies, elsewhere in the growth, sustenance or security of the Nation. Students should be made to understand & appreciate this aspect when they enroll for higher education. Any activity by students that impedes the primary function of the institution i.e. imparting knowledge, cause obstruction, disruption or destruction should at the first instance result in cancellation of subsidies & in the second instance, rustication. The management shall be held fully responsible for their response towards actions of the students and any element of callousness or connivance established by an enquiry should result in the staff being transferred to border areas or tribal districts to supervise the functioning of primary schools.

VI. IMPACT ON STUDENTS AND INSTITUTIONS

- *Impact on Students*: The impact of the above-mentioned efforts on students would be as follows:-
 - (a) All-round education will produce men & women of character, confidence & a spirit of Nationalism.
 - (b) It removes all apprehensions & fears at the outset making the student fully aware that he would be suitably employed as per his inclination & caliber.
 - (c) The student can change course, explore new avenues & pursue his interests set right perceived mistakes in choosing a career, made post higher secondary.
 - (d) The exposure to several facets of life, several locations & people makes him equal to the challenges of life to follow.
 - (e) The Credit System helps him exploit his inclinations & skill sets resulting in enhancement of self-worth that may have suffered a dent due to a poor academic profile.
 - (f) The vocational education prepares him for a skill-based job even while acquiring the required general education.
 - (g) Physical work in field makes students mentally tougher & develop the dignity of labour.
 - (h) The integrated degree obtained enhances his image in society, his own self-confidence & consequently his family life.
 - (i) He becomes a job provider from just an enabled job seeker.
- *Impact on Institutions*: The positives of implementing the new system on the institutions per se are as follows:-

- (a) Institutions will reclaim its rightful place as temples of learning & wipe out the reputation for violence, disruption & breeding ground for political vandals that they have gained over a period of time.
- (b) There will structured education on politics, religion, sex, morals, rights & responsibilities thus preventing any skewed or biased view from percolating amongst students.
- (c) The all-round curriculum that prepares students for life rather than just a career will gain international recognition & attract foreign students.
- (d) The social & cultural diversity taught both in theory & exposure of students outside will help create a data bank in these institutions, making them repository for Nation building.
- (e) The management will become responsible to the University & the Nation in general for the all-round development of the student. Any effort to subvert or divert young minds towards redundant philosophies, religious extremism or at sedition will be ruthlessly dealt with.
- (f) Govt of the day utilize the immense youth power in these institutions constructively. They will become the 'first line of progress & fourth line of defence of our Nation'.

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