

## TEST CT1905

Essay OutlineSection ATOPIC 1**Geopolitics is a game won and lost by only superpowers**

Geopolitics is the study of the effects of Earth's geography (human and physical) on politics and international relations. Geopolitics is a method of studying foreign policy to understand, explain and predict international political behaviour through geographical variables.

A superpower is a state with a dominant position characterized by its extensive ability to exert influence or project power on a global scale. This is done through the combined-means of economic, military, technological and cultural strength as well as diplomatic and soft power influence.

**Relationships between political power, geographic space and game:**

The 'Game' is to describe the geopolitical influence between the nation/states/super powers. Example - Russian and British Empires rivalry over Afghanistan and neighbouring territories in Central and Southern Asia (19<sup>th</sup> century), Cuban missile crisis, Vietnam war etc.

The **Mackinder** Heartland theory proposed that whoever controls Eastern Europe controls the Heartland. It also supported the concept of world dominance → The Nazi party and World War II

**Spyman** stated that Eurasia's rimland (The rimland contains the Heartland), the coastal areas, is the key to controlling the World Island. → Soviet Union and cold war.

**Geopolitics of global economy:**

Surplus agricultural production and availability of mineral resources → industrial revolution in Britain.

Industrial revolution and competition for natural resources → imperialism, colonialism among European nations.

Scramble for colonies → world war 1 and 2

Emergence of cold war between USA and USSR → capitalist vs socialist → collapse of USSR

USA and unipolar world → LPG

Rising Inequality and Failure of Globalization → 2008 Financial crisis

Re-emergence of multipolar world order → competitive relationship in the Asia-Pacific region by china and India, BREXIT, De-globalisation and protectionism, OBOR.

China – USA trade war and its impact.

**Geopolitics of world security:**

US troops in Syria, Afghanistan, and Instability in west Asia and US intervention → Terrorism – 9/11 attack

Increase in arms race, NATO – Ukraine crisis.

Emergence of Maritime security → IOR-ARC, Chinese aggression in Pacific and South China Sea.

Emergence of Global war on Terror, Christchurch call to action – Absence of USA.

### **Geopolitics of energy resources:**

- Oil wars → Iran-Iraq war, gulf war, Tensions in Africa.
- OPEC is no longer in position to enforce pricing mechanisms
- US itself becoming a major oil and gas producer
- US sanctions against major rival oil and gas producers such as Iran and Russia
- Focus on central Asia for hydro carbons.
- Focus on renewable energy targets such as solar, wind, biomass energy.

### **Geopolitics of climate change:**

- The challenge of Global average surface temperatures are 1.2 degrees Celsius higher than they were before the Industrial Revolution.
- US withdrawal from Paris agreement, GCF challenge, technology transfer challenge
- The role of India in ISA

### **Geopolitics of nuclear energy:**

Egypt's nuclear deal with Russia, concerns about US withdrawal from the Joint Comprehensive Plan of Action (JCPOA) or Iran nuclear deal, Saudi Arabia's civil nuclear energy programme, China's emergence on the nuclear scene will be swift and dominating - China is the new investor in the United Kingdom's Hinkley Point nuclear project, India's civil nuclear deal and NPT issue, India – Japan nuclear agreement.

### **Geopolitics of global institutions:**

- Pressure for Reforms in UNSC, WB and IMF
- Dominance of underdeveloped and developing nations in WTO
- Emergence of regional groupings – ASEAN, RCEP, QUAD, BRICS, BIMSTEC
- Emergence of regional financial institutions – NDB, Contingent Reserve Arrangement, ADB

### **Conclusion:**

The world has moved into a new and unsettling geopolitical phase. It is not just multipolar, but multi conceptual. There is no longer any assumption—as there had been in the post–Cold War phase, framed by so-called New World Order. In this scenario, America, Russia, Britain, France, China won't remain as super power in multiple nonstrategic spats and adventures around the world.

### **Quotes:**

*As Napoleon said, to know a nation's geography is to know its foreign policy*

History rhymes, but geography endures.

## **TOPIC 2:**

### **Climate justice is the victim of geopolitical games**

**Structure of the essay should be:-**

1. Introduction.
2. Thesis statement.
3. Body
  - Dimensions of climate justice.
  - Arguments for- how geopolitics is affecting climate justice.
  - Counter argument
  - How to reach on common ground and resolve the deadlock.
  - What efforts are being made?
  - Suggest a way forward (may be taking the help of any example/case study/ or any specific points)
4. Conclusion

#### **Introduction:-**

- **You can introduce with the help of any story (real, movies, hypothetical)/ Quote/ interesting element or simply decoding the keywords and explaining them—** linking the aspect of climate justice and geopolitical game.

*For instance* – Few years back, newspapers all over the world were flooded with the images of a 3 years old Syrian boy, whose name was Aylan Kurdi, who was found floating dead over the Mediterranean waters. He was the part of refugees fleeing from the Syrian borders and trying to enter Europe due to civil war. The boy's destiny was victim of geopolitics – both at home and on borders of Europe. Just imagine, such incidents would be occurring more frequently and at wide scale, all over the world due to the crisis of climate change causing more number of climate refugees. Millions of 'Aylan Kurdi' will be denied of their future due Climate injustice, which has created a divide of dialogue, negotiations, funds, technology, action and above all of values.

- **You should briefly explain the meaning of Climate Justice**

*For instance* - Climate justice means addressing the climate crisis whilst also making progress towards equity and the protection and realisation of human rights.

- **You should briefly talk about geopolitics and how it is affecting Climate Justice**

*For instance* – Geopolitics is the study of the influence of such factors as geography, economics, and demography on the politics and especially the foreign policy of a state. And in the present era of resource crunch, rising inequality, refugee crisis, terrorism and climate change – the geopolitical matters is heavily dominating the decision making, causing deadlock, delay of action, shifting of responsibilities and denial of sustainable future to all – which is nothing but climate injustice on the face of rising instances of climate change.

### Thesis statement: -

This essay will discuss the contours of Climate justice along with arguments about how geopolitics is affecting it. It will also present the counter argument how our individual choices are also affecting the climate justice and not only geopolitics. And in the later part of the essay we will discuss the factors causing deadlock, what steps should be taken to resolve them and what the present scenario is.

### Body:-

#### Explain the dimensions of climate justice

*For example* - Climate justice is a moral argument in two parts. Firstly it compels us to understand the **challenges faced by those people and communities most vulnerable to the impacts of climate change**. Often the people on the front lines of climate change have contributed least to the causes of the climate crisis. This is an injustice which can only be rectified by swift and ambitious climate action, including reducing emissions to zero as rapidly as possible.

Climate justice also **informs how we should act to combat climate change**. We must ensure that the transition to a zero carbon economy is just and that it enables all people to realise their right to development. This requires that the global community acts in solidarity and ensures that the necessary resources are available to allow all countries and people to make the transition to clean, renewable energy on the same timescale.

#### Explain how the above dimension are victims of Geopolitical games.

You should make at least 3- 4 arguments and explain them along with examples, *(few arguments and its dimensions have been elaborate here)*.

#### Argument 1:- Geopolitical games causing Climate Injustice (This argument has been supported by the following dimensions)

- **Historical injustice** - Industrial revolution caused growth of machines, engines, urbanization, colonialism, world wars- thus growth of modern transportation and industries --- causing pollution, inequality, and regional imbalances. All these contributed to change of micro climate initially and now affecting the global

climate. So, affecting even those who never played any role in that history. *Example* – Western countries explored the fantasies of IRs, but the victims were people from their colonies in terms of exploitation, changes in their socio-economic and ecological setup and war injustices, etc.

- **Developmental injustice** - Historical injustice has divided the nations in Developed vs. developing and least developed. Developed nations are already forerunner of development and along with that they are contributing more to the global warming, pollution and in overall climate change through their production and consumption. While on the other side the developing countries are at the lower end of development, contributing very less to the environmental degradation. *For instance*- As per IEA report in 2015, USA emitted approx. 5000 million metric tons of CO<sub>2</sub> while a developing island nation Indonesia emitted only 440 million metric tons of CO<sub>2</sub>.
- **Gender Injustice** - Women are the worst victim, because they have to manage the energy, food and water for the care of the family. But due to this developmental lag they are being pushed into the cycle of apathy and ignorance within families and also within society. And like them other vulnerable sections of the society are also struggling (tribes). *For instance* – due to climate change, availability of water is scarce especially in developing and least developed countries, they have to walk and wait long to fetch water. Also, when food is scarce, male and kids are given priority and women sleep with an empty stomach.
- **Injustice to other animal species** – they are also stakeholders on the earth, but they cannot voice their concern. They are bearing the heat of geopolitical decisions and in turn climate change in the form of extinction, habitat loss, shortage of food, migration to new ecological niche – causing not only struggle of survival but also Man – animal conflict. *For example* – Planning and decision by nations to aggressively exploit the Arctic route for navigation has raised the concern about the fate of Arctic polar bear and other animals. *Other example*- recently Japan has taken a decision to start Commercial Whaling and for that they have come out of International whaling commission, which puts a ban on commercial whaling.

#### **Argument 2:- Contemporary Geopolitical needs, affecting climate justice.**

*Example 1*- Protectionist policies like “America first” is being used by Trump to exit from many International Fora. USA recently left the Paris climate deal, calling “Climate change as hoax”. So when such economically and technologically developed countries will leave such platforms, it will create deadlock and delay in climate justice.

*Example 2*- China for its industrial needs – exploiting African continent – climate degradation is happening and no equity is being targeted.

**Argument 3:- Geopolitical tussle is good for Climate justice**

Developing countries like India and Small Island nation's wants to increase their stature and say in international matters, so they are participating proactively. *For example* – India formed ISA, Small island nation organized Virtual climate summit.

The era of 4<sup>th</sup> IR, technological dominance is becoming new norm. So countries are investing more on R&D. Thus they are investing on clean technology, moving from more pollution to less pollution.

**Also, other than above mentioned injustices, Geopolitical decision are affecting climate justice in following ways :-** *(will mention only pointers- support with examples and facts)*

- No consensus building on sharing of responsibilities for future (Eg- failure of Kyoto protocol and USA stepping back from Paris deal)
- Poor funding mechanism for adaptation and mitigation of Climate change
- Technology transfer is not happening
- Improper sanctions and restriction are being put on developing countries (Eg- restriction on Agriculture support on developing countries - WTO)
- Developing countries are voluntarily pushing for more efforts to restrict Climate change (higher INDC target, Green energy, etc), while developed countries are not doing enough- CBDR-RC is not being respected.
- Vulnerable island nations like Maldives, Marshal Island are appealing the nations to put a check on their consumption and military actions. They have formed Climate vulnerable forum and appealed International court of Justice to intervene in Nuclear program of USA. But they are being denied justice.

**Argument 4:- Individual choices and actions should not take the shade of Geopolitics.**

However, we cannot push everything to geopolitical game. It is also the matter of choices at Individual level. It is individual choice to eat meat, which is causing growth of poultry or slaughtering of animals, which in turn affects the climate. It is individual decision to choose personal vehicle for our comfort over public transport, causing more pollution. It is our individual choice to dump plastic improperly on roads, drainage system, etc, which finally ends up oceans- denying healthy life to marine species. Like this, we as an individual contribute a lot to the injustices. When we compromise with our values, environmental ethics, then we are causing harm to the whole earth and not only climate. *(Expand further)*

**How to resolve the deadlock? (Pointers only- support with the help of examples)**

- Attitudinal and behavioral changes – Think before you act + Think globally, act locally + Yoga as tool and platform
- Respecting and working for the needs of other species on the earth as well.
- Treating whole earth as home rather than dividing it on maps and through boundaries. --- Philosophy of global citizen + Vasudhaiva kutumbakam

- Focus of global groupings and negotiations should shift from adaptation to mitigation. Thus more focus on mitigation and then on adaptation.
- Utilizing the forums like UN, World bank, WTO to bridge the developmental divide.
- Engaging all the stakeholder – individual, Civil societies, Pressure groups, Elected governments and international fora to work together for inclusiveness and climate justice.
- Working at front of building superior technology and technology transfer as well for equity.
- Aligning all the economic activities in line with the contours of climate justice to broadly fight against climate change.
- Ecological emergency and climate change should be included within the domain of constitutions of the nations.

**What efforts are being made? (*There are many, mention few and simply don't dump*)**

- International = UNFCCC, Montreal, Niche specific treaties, etc.
- Domestic level = INDC targets, R&D, Push to Green economy, etc.
- Individual level = awareness is increasing, people are becoming conscious of their actions, more eco- friendly choices are being made, etc.
- For Species = conservation, CMS, CITES, National parks, Biodiversity parks, Hope spots, eco- tourism, Legal guardian for species, Considering them under the scope of Article 21, etc.

**Way forward** – Primitive communism, learning from leaders in the society – Forest man Jadav Payeng, Saalumarada Thimmakka. Following the Ralegan siddhi model, etc == *quote any interesting model, if you have.*

**Conclusion**

Here, try to link with the story/ Scenario you have mentioned in the introduction.

*For instance* - Greta Thunberg, who is Swedish environmental activist is just 15 years old is grabbing the attention all across the world. It can be said that she is the sister from another mother who was moved by his brother Alyan kurdi's demise and must have decided to lead the cause for rights and safe earth of millions of her unborn brothers and sisters all across the world. She wants to build a sustainable earth where ethos of climate justice and equity are followed in principle without any selfish geopolitical motives. Thus we can rightly say that she would be moved by our Father of the nation, who advocated that - **"The world has enough for everyone's need, but not enough for everyone's greed."**

And she would also agree with Martin Luther king, who rightly pointed that **"Injustice anywhere is a threat to justice everywhere"**.

So, let's stop Climate injustice in any form and due to any cause.



**TOPIC 3:****Today, both liberalism and multiculturalism have become obsolete**

1. Introduction
2. Definition
3. Yes- Has become obsolete
4. No- It is still alive
5. Need for liberalism and multiculturalism
6. Way forward
7. Conclusion

**Introduction:**

Relevant quotes:

“The highest result of education is tolerance.” -Hellen keller

“Men build too many walls and not enough bridges.” -- Joseph fort Newton

“Liberalism is trust of the people tempered by prudence. Conservatism is distrust of the people tempered by fear.” -- William E Gladstone

**Definition:**

**Liberalism** is a political and economic doctrine that emphasizes individual autonomy, equality of opportunity, and the protection of individual rights (primarily to life, liberty, and property), originally against the state and later against both the state and private economic actors, including businesses.

**Multiculturalism** is the co-existence of diverse cultures, where culture includes religious, racial, linguistic, cultural groups, etc. and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, communicative styles and such others.

Multiculturalism is not just about celebrating diversity (or difference) for its own sake. It should be understood as beyond the instrumentalism which is sometimes associated with the ‘diversity managers’ of today. It is about dethroning the idea of national homogeneity and attempting to equalize power relations and claim-making capacities between different groups.

Ex: North America multiculturalism has also been a vehicle for defending the rights and claims of, for instance LGBT communities, the disabled and of women – as minoritized groups. Difference and diversity matter where they are linked to power.

**Has become obsolete:**

**Social factor** -- Multiculturalist demands require ‘a loss of privilege’. This is one of the reason for multiculturalism to be under attack, In fact, anti-multiculturalism has been simmering and festering in the last few decades.

Ex: White Chauvinism, Rohingya crisis due to non-acceptance by mainstream society



Economic factor -- Threat to jobs of local people - The opening of markets, the outsourcing of jobs, the alienation of blue collar workers, and now also white collar jobs coming under threat have added to anxieties in the West.

Ex: America first policy of Trump (USA)

Cultural factor-Rise of monoculture due to globalisation threatening local cultures (clash of civilizations-- Samuel P Huntington)

Ex: Iranian revolution of 1979, more recently conservative trend electoral victories (against liberalism)

Political factor -- Use of Post truth politics to appease particularistic, chauvinistic and parochial tendencies - eroding tolerance

Ex: Debates on Brexit and immigration -The 'I want my country back' sentiment, which the Brexit camp led, is inextricably linked to this loss of privilege and resistance to the multiculturalist ethos.

Technological factor -- Echo chambers due to rise of social media, fake news and propaganda catering to illiberal and homogenistic views.

Ex: Fake news about Hillary Clinton, Fake news about Pope endorsing Trump, etc.

However, there are many reasons to suggest that liberalism and multiculturalism are still alive.

1> Economic rationality -- Globalisation and acceptance of other cultures are in long term economic self-interest of most countries and hence has become a juggernaut that cannot be stopped.

Ex: Increasing trade dependence between US and China despite tensions and antagonism forcing acceptance of each other's culture (Francis Fukuyama -- end of history)

2> Democratic principles of pluralism and tolerance in constitutions of major democracies as a safeguard which protects liberalism and multiculturalism.

Ex: India -- Art 14 equal protection of law etc.

3> Social fabric of many countries woven with diversity as a thread. People are driven by brotherhood as a part of their cultural heritage.

Ex: India, Canada, etc.

4> Common global issues uniting people of different cultures -- climate change, disasters, transnational organized crime etc.

Ex: Paris climate summit

Need for liberalism and multiculturalism

1> Exploitation and displacement of immigrants, refugees ex: Syrian refugees in Europe

2> In extreme cases secessionist movements ex: Kurdistan movement

3> Divisive tendencies create social tensions ex: Attacks on Indians in Australia

4> Dehumanization and violence. Ex: Sri Lanka -- Sinhalese vs. Tamils

#### Way forward

There is a need to protect multiculturalism and liberalism through various means

1> International cooperation Ex: Project Mausam of India

2> Education system to incorporate curiosity and acceptance towards other cultures.

3> Prevent spread of misinformation as propaganda etc.

#### Conclusion:

Despite there being some instances which may create an impression that liberalism and multiculturalism is obsolete, there is more evidence to suggest that these are only aberrations. There is a strong undercurrent of harmony which is the foundation of liberalism. Tolerance and acceptance of cultures is not only in the long term self-interest of everyone, but also necessary for the human race to survive and thrive.

### **TOPIC 4:**

#### **India is a leading power, rather than just a balancing power**

##### **Introduction:**

- Freedom in 1947- A young nation
- Traumas → Partition, resource crunch, poor socio-economic indicators (Education and health)
- The above conditions are not unique to India **but** all new colonies but what is unique to India is Democracy, Universal adult franchise when other countries went for dictatorship or one party rule.
- NAM, Pokhran, Neo liberal policies in 1990's, Kargil face off shows the strength of India in leading.

##### **Foreign policy:**

- Even when India was a young nation it stood for decolonisation of Africa.
- Focus on improving relation with neighbourhood
  - Nepal- Reservation in jobs
  - Bhutan- Doklam issue
  - Afghanistan- Building infrastructure (Dams, highways etc.)
- US: Non-NATO ally, COMCASA, CISMOA, naming Asia-Pacific to Indo-Pacific.
- Russia: Defence and nuclear deals.
- UN Peace keeping force: Missions to Liberia, Sudan, Korean Peninsula, SL etc. 2<sup>nd</sup> highest personnel contribution.
- UNSC- Fight for permanent seat and recent re-election to non-permanent status unopposed.

##### **Climate change:**

- Voice of developing nations for talks regarding carbon emissions.

- Common but differentiated responsibility (CBDR).

#### **WTO:**

- Voice for developing nations regarding subsidies, farmer issues.
- Leading the coalition of agrarian economies like G77.
- India has been accused as “Trade unionist” mentality to WTO talks by USA and EU for fighting for the developing economies. This shows its leadership abilities.

#### **International agreements:**

- Member in G20, BRICS, IBSA, SCO
- Frontrunner in ISA, BIMSTEC, BBIN etc.

#### **Nuclear technology:**

- Pokhran I & II.
- Responsible nuclear power
  - No first use policy
  - Non usage on non-nuclear nations.
- Though we haven’t signed NPT, Comprehensive test ban treaty (CTBT) we still have nuclear commerce with leading nations such as USA, Japan, Russia.

#### **Political:**

- Largest and strongest democracy.
- Federalism → “Holding together mode”

#### **Cultural:**

- Multiculturalism
- Unity in Diversity
- Pluralistic
- Tolerant

#### **Space:**

- Gaganyaan
- Mangalyaan
- Chandrayaan
- IRNSS
- Planned space stations.

India has displayed leadership skills and has translated its potential into reality. India’s aspiration to grow fast and build a \$5 trillion economy status shows that India is not willing to be just a balancing power and to maintain the status quo but rather work towards achieving greater heights and set an example to the world by being the leading power.

**SECTION B****TOPIC 1:****The Constitutional values must guide India's new educational policy****STRUCTURE:**

1. Introduction
2. Aims of Education in Contemporary Indian Society
3. Provisions of Indian Constitution influencing Educational aims of the country
4. Constitutional values that can guide the New education policy
5. Draft New Education Policy- Highlights
6. Way forward
7. Conclusion

**INTRODUCTION:**

- "Education is something which makes man self-reliant and selfless" – Rigved
- "Education is the manifestation of the divine perfection, already existing in man" - Vivekananda

The term "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training.

By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical thinking. That is, he/she acquires knowledge of history, geography, arithmetic, languages and sciences.

**FORMAL EDUCATION:**

It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance.

**NON FORMAL EDUCATION:**

When the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork are the characteristics of a Non formal education.

**INFORMAL EDUCATION:**

Does not correspond to an organized and systematic view of education. It does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. It merely supplements both formal and non-formal education.

E.g.: Visits to museum, listening to radio etc.

**AIMS OF EDUCATION IN CONTEMPORARY INDIAN SOCIETY:**

According to Kothari Commission, "One of the important social objectives of education is to

equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a tool for improvement of their social and economic condition”.

The most important and urgent reform needed in education is to transform it, to relate it to the life, needs and aspirations of the people and thereby make a powerful instrument of social, economic and cultural transformation, necessary for realization of the national goals.

For this purpose the commission has suggested the following objectives of education:

- (a) Increasing productivity.
- (b) Social and national integration.
- (c) Acceleration the process of modernization. (d) Developing social, moral and spiritual values.

#### PROVISIONS OF INDIAN CONSTITUTION INFLUENCING EDUCATIONAL AIMS OF THE COUNTRY:

-Articles 29 and 30 of the constitution give Fundamental rights to every individual in connection with education and cultural development.

-According to Article 20, every Indian national living in any part of India will have the right to maintain his own specific language, script and his culture. No person can be refused right of admission to any educational institution, established by the state, by reason of religion, race, caste, language or any other similar consideration.

-According to article 30, every minority community will have the right to establish and maintain educational institutions of its own choice, irrespective of whether the minority is a linguistic or religious one. The state will also not refuse aid to any saucy institution created by a religious or linguistic minority.

-Articles 45 and 46 determine the policy for education as part and parcel of the directive principles.

-According to article 45, the state will make every effort to provide free and compulsory education, within ten years, to every child below the age of 14.

-According to article 46, the state will pay special attention to the educational and economic interests of all backward classes, especially the scheduled castes and scheduled tribes. It also entrusts the state with the duty of protecting such tribes from social injustice and exploitation of every kind.

#### CONSTITUTIONAL VALUES THAT CAN GUIDE THE NEW EDUCATION POLICY:

Keeping in mind the different characteristics of Indian democracy and considering the constitutional commitments of our country, the following aims are emphasized for our education system,

##### 1) Development of Democratic Citizenship and Values in the People:

-Education should assume the responsibility of providing the kind of education that would enable the students to develop qualities which are of great importance for them towards bear

responsibility of a democratic citizen.

## 2) Training in Skilful Living:

-Democracy can be said to succeed only if it translates the democratic ideals to its society. And, for this, socialisation of the individual through education is essential. The educational system should be designed to inculcate some democratic values, such as scientific temperament of mind, a spirit of large-hearted tolerance, of mutual 'give and take', respect for the culture of other nations, etc.

## 3) Development of Vocational Skill:

-No nation can progress in the absence of economic progress. The first duty of the state is to provide a system and means of education which imparts some vocational and professional skills to the learners so that they are able to earn their livelihood at the same time as they contribute to the nation's economic growth.

## 4) Development of Social, Moral and Spiritual Values:

-The success of democracy, its strength and stability are contingent upon people's developed sense of social responsibility and a keener appreciation of moral and spiritual values hence, the aim of education should be the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.

## 5) Promoting National Consciousness:

-The achievement of social and national integration is an important aim of our educational system. The main role of education should, therefore, be to enable our students to discover 'unity in diversity' and in this way foster a sense of national solidarity and national consciousness among them. It means harmonising religions, language, caste, and class and community differences as they exist in India.

## 6) Development of Physical Resources:

-The modernisation of agriculture and rapid industrialisation should also be an important aim of education in a democracy like India.

## 7) Development of Human Resources:

-This aim implies changes in the knowledge, skills, interests, and values of the people as a whole. In a democracy the individual is an end in himself and the primary purpose of education should be to provide him with the widest opportunity of developing his potentialities to the fullest, through social reorganisation and emphasis on social perspectives.

## DRAFT NEW EDUCATION POLICY-HIGHLIGHTS:

-It proposes expansion of the RTE Act. It aims to cover the three years of preschool before Class 1.

- It wants early childhood education to be overseen and regulated by the Ministry of HRD as part of the school system.

- This will be in addition to the private pre-schools and anganwadis that currently cater to the 3-to-6 years of age group.
- It suggests a new integrated curricular framework for 3 to 8-year olds with a flexible system based on play, activity and discovery, and beginning exposure to three languages from age 3 onwards.
- The NEP could result in an upheaval in the anganwadi system which has been overseen by the Ministry of WCD for more than four decades.

#### WAY FORWARD:

Any policy is only as good as its implementation. The National Education Policy 2019 needs to be implemented true to its spirit for India's education to be transformed. This implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner keeping the above Constitutional values in mind.

#### CONCLUSION:

The vision of India's new education system should be crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand, and towards creating a just and equitable society on the other.

#### **TOPIC 2:**

##### **Moral Education in schools is desirable, but is a futile exercise**

#### **Structure**

1. Introduction
2. Moral Education
3. Importance of moral education
4. Why it is a futile exercise?
5. How to overcome it?
6. Models
7. Way forward
8. Conclusion

#### **Introduction**

- "Education means all-round drawing out of the best in child and man—body, mind, and spirit." - Mahatma Gandhi
- "Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man- making, character-making, assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a



whole library. If education were identical with information, the libraries would be the greatest sages in the world and encyclopedias the rishis.” – Swami Vivekanand

- If you ask any group of adults, from 18 through 80, whether kids today are worse than kids in their time, they will usually insist that they are. Teachers can offer terrifying examples of elementary school children cursing at them, middle school youngsters engaged in promiscuous sexual behavior, high school students selling drugs, and a pervasive acceptance of bullying, cheating, lying, and general bad behavior. What has happened to the world, that young people today appear so bereft of values? Are parents too busy? Is the media, from video gaming to television to movies, creating a selfish me-centered citizenry? Has moral relativism destroyed any notion of good? Or is this simply a case of misremembering what angels we all were when we were their ages? But regardless of such comparisons, we can consider ways in which education could offer our young people opportunities to learn better values, and live them.
- The development of morality is an important aspect of formation of good character. Today, there is deterioration of morality in society. The moral aspect has been neglected not only at the social level but at the national level also. In the educational programmes only mental development has been emphasised.

### Definition of Moral Education

- Moral education is basically a training which shows us the right and just way to lead our lives. Being honest, just, legitimate, accommodative, generous, to share love and care, show consideration and sensitivity are basic principles of moral education. It is more of a practice which enriches the way of our lifestyle.

### Context

- *Seven-year-old Pradyuman Thakur was murdered at the Ryan International School in Gurgaon by a Class 11 student who wanted his exams and a parent-teacher meeting postponed. This can be attributed to the failure of present day education system which emphasis more on exams than on personality building. In this background moral education becomes more important than ever.*
- The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the “erosion of the essential social, moral and spiritual values and an increase in cynicism at all levels.”

### Importance of Moral Education

- In the modern age, the aim of education is all-round development of personality. In the present educational system, provision has been made for only intellectual education. For a successful life, such important human qualities as sympathy, co-operation, mercy, compassion, love, truth, sincerity, etc. have been ignored.
- The development of such human qualities along with intellectual development should be the aim of moral education.

Moral values:

- Being honest and trustworthy
- Being courageous
- Never giving up
- Adding value to the world
- Being patient
- Taking personal responsibility

#### Social Values:

- Not hurting others and also standing up for those who can't stand up for themselves
- Being respectful and courteous in your interactions
- Volunteering time and skills in the community
- Being generous with what you have
- Being honest with others
- Participating in teamwork whenever possible

#### Religious values:

- Showing compassion to those in need
- Treating others as one would like to be treated
- Continually learning and growing both spiritually and intellectually
- Being modest in your relations with others
- Being respectful and nonviolent when interacting with others

#### Universal Values:

- Truth, Right Conduct, Peace, Love and Nonviolence

#### Thus, Good Character is formed:

- Character is very important in life. Nothing is lost when wealth is lost, something is lost when health is lost but everything is lost when character is lost. Thus character development is the important aspect of personality.
- Character is related to morality. The definition of a man of character is very wide. A man of character feels which are human and are directed towards the good and happiness of others. Such a personality can be developed by moral education.
- For the formation of character of future citizens moral education should be given from their very childhood.
- Inculcation of these values ensure respect towards fellow citizen, sensitive towards marginalised communities, sense of pride towards our country etc.
- Thus this will not help to build personality but contributes towards country's progress in a more ethical and moral way.

#### Futile exercise

- As Plato pointed out in his dialogue *The Meno*, moral education is not the same kind of education as education in mathematics or history, where the ultimate goal is acquiring knowledge. We need to practice and apply virtues, and in doing so, we run

up against the messiness of life. Is it always so clear what constitutes respect, courage, honesty, or how we demonstrate a virtue in action?

- Value system differs from one society to another. American society values individual freedom, personal development. On other hand Indian system give emphasis to spiritualism, community development.
- Of late because of globalisation and wave of westernisation India is also open to American value system. So it is difficult to say which values are superior or inferior or which should be given importance.
- Social challenges like Caste system, gender inequality, patriarchy come in conflict with moral education taught in schools.
- On one hand students are taught about equality, universal human values but on other the practice of caste based discrimination, not giving equal treatment to women empowerment and male dominated society go against very philosophy of moral education.
- But changing value system may overcome age old unjust traditional values. However it may bring its own new challenges.

### How to overcome it?

- Attention is paid to the students' age, intelligence, capacity and mental level while determining educational programmes. Similarly for moral education also, programmes should be designed to suit the students of different levels.

### Primary Stage of Education:

- At the primary stage, due attention should be paid to the interest of students. The educational programmes should be sufficiently interesting. Poems, stories and songs, etc., are able to hold the child's attention.
- Considering the understanding level at the primary level, the curriculum should be brief and teaching methods should be easy. Education regarding obedience to parents, keeping of promise, love and sympathy amongst brothers may be given through quotations from Mahabharat, Ramayan, the Holy Quran, the Bible and Guru Granth Sahib.
- Moral education may easily be given by selecting stories from ancient Indian books like Vedas, Purans and Panchtantra, Shravan, Prahlad, Dhruv and Harish Chandra and Aesop's Fables.
- The children may be made familiar with the different religions and societies of to-day in order to develop an international understanding.

### Secondary Stage of Education:

- At the secondary stage, the mental level of students becomes quite mature that more concrete programmes for character formation may be started. In order to make the youth successful in future life, the programme at this stage should be of various kinds.
- At the secondary stage students should be given opportunities of work for the welfare of man and society and efforts should be made to inculcate in them ethical virtues. For the formation of character, illustrations and stories may be cited according to need.

- But care should be taken to safeguard the personal feelings of the students.
- So, these practices at very young age inculcate value system (discussed at importance of moral education subheading) which in the long run will build good personality.

### Models-

Gurukul system:

- It was a residential schooling system whose origin dates back to around 5000 BC in the Indian subcontinent. It was more prevalent during the Vedic age where students were taught various subjects and about how to live a cultured and disciplined life.
- Gurukul was actually the home of teacher or Acharya and was the centre of learning where pupils resided till their education got complete.
- All were considered equal at the Gurukul and guru (teacher) as well as shishya (student) resided in the same house or lived near to each other. This relationship between guru and shishya was so sacred that no fee was taken from the students.

Mulyavardhan:

- It is a value education programme for schools. It is developed and promoted by Shantilal Muttha Foundation (Pune), a not-for-profit organization.
- Mulyavardhan provides students varied and repeated opportunities to imbibe democratic values, attitudes and skills. Mulyavardhan is based on extensive field experience and intensive study of education policy documents and research studies.

Japan Model:

- In Japan, moral values taught at the very young age.

### What Government has done?

- The National Curriculum Framework NCF (2005) echoed the vision of education where values are inherent in every aspect of schooling.
- The framework articulates the need to reaffirm our commitment to the concept of equality amidst diversity, mutual interdependence of humans to promote values that foster peace, humaneness and tolerance in a multi-cultural society.
- The NCF (2005) particularly emphasises Education for Peace as one of the national and global concerns. The shift of focus, over the decades, from religious and moral education to education for peace, via value education, parallels the shifting sense and sensitivities in the larger context of education.
- The acceptance of education for peace as a necessary ingredient of holistic education in the western context was driven by deepening anxieties about the rise and spread of violence.
- The importance of Moral education is reflected in Draft National Education Policy, 2019.

### Way forward

- Role of family, Role of society, Role of Government need to be emphasised.

### Conclusion

- It should be optimistic, futuristic and progressive.
- “What we are today is the result of what we valued yesterday.....What we will be tomorrow will be the result of what we value today...” Swami Vivekananda

### TOPIC 3:

#### **Education is simply the soul of the society as it passes from one generation to another**

- NOTABLE QUOTES
- INTRODUCTION
- THESIS
- BODY
  - EDUCATION AS A SOUL
  - HOW IT IS COLLECTIVE KNOWLEDGE AND IS PASSED
  - NOTABLE EXAMPLES
- CONCLUSION

#### NOTABLE QUOTES:

1. Education is the passport to the future, for tomorrow belongs to those who prepare for it today.
2. Education is not preparation for life; education is life itself. – **John Dewey**
3. Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family. – **Kofi Annan**

#### INTRODUCTION:

“Education...is not a ‘thing....’ [but a] means to bring forth, or to complete something already begun by the very fact that one is a human being.”

Whatever the soul is like, it will have to be passed on somehow, consciously or unconsciously; and that transition may be called education. A very similar understanding, but in different language. “The liberal arts are not one person’s invention, but rather represent the collected wisdom of many generations and nations. We should recognize, from the beginning, that these ‘freeing’ or ‘liberal’ arts are not simply a body of books to read, but a way of life enabling us to be free enough to know the truth of things. When we do know something ‘for its own sake,’ we also know its truth and falsity; otherwise we do not really know it.

#### THESIS:

Education is not so much a thing that one can point to, it is not some tangible object that we can lay hold of. Rather it is a community’s collective culture, knowledge and wisdom that is passed on from one generation to the next. This means that when a current generation makes decisions about what is and is not important to hand down to the next generation, it can have

massive ramifications in that overall culture's ability to continue or flourish. What is passed on from one generation to the next can fundamentally change a culture's identity for good or for ill. These decisions need to be made with the utmost care. Considerable thought must be invested. This soul needs we will be analyzing in greater depth in the essay.

### BODY:

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. It is specifically a humanities or liberal arts education, "enable[s] us better to see what is there. The whole point of education is that it should give a man abstract and eternal standards, by which he can judge material and fugitive conditions

Can you image an entire cultural identity that is based on pride or apathy? This could be an extremely dangerous path to be on, because it would mean that education, for them, will begin to deteriorate with each passing generation. This would mark the intellectual death of a society, a society which would allow "a thing [to] be imposed on everybody before it has been explained to anybody." This seems reminiscent of movements currently happening in the American educational system such as the imposing of Common Core or the teaching of "sexual education" classes to elementary school students that includes some plank from the LGBTQ platform.

### NOTABLE EXAMPLES:

1. NAI TALIM OF GANDHIJI: The three pillars of Gandhi's pedagogy were its focus on the *lifelong character* of education, its *social character* and its form as a *holistic process*. For Gandhi, education is 'the moral development of the person', a process that is by definition 'lifelong'

2. RABINDRANATH TAGORE'S EDUCATION PHILOSOPHY BASED ON CLOSENESS TO NATURE  
SIMILAR TYPE OF ILLUSTRATION NEED TO BE ANALYSED IN THIS EASAY FOLLOWED BY A CONCLUSION

### CONCLUSION:

1. YOU CAN COMPARE EDUCATION WITH RIVER:

Here if someone puts ink into the water stream in its course it will go till the end, in the same way if some flaws are there in present education that will also go till the end, so there is need to make our education pious and pure for the future generations.

### TOPIC 4:

#### The great aim of education is not knowledge but action

### **STRUCTURE**

- (1) **INTRODUCTION – Anecdote** (Ex. –On my way to college, I stopped over a traffic signal and witnessed a contrasting incident. An Audi stopped besides my bike and the young lady sitting inside, dressed in corporate attire & working on iPad threw a can of Red Bull outside. Initially, I was mesmerized with her success. But, my views changed in a

few seconds looking at her treacherous act. We should contemplate what exactly would have been missing in her education? Without any doubt, she must have had perfect knowledge of her domain and would have definitely come up across Swachh Bharat Campaign. Then why her actions aren't aligned to the repute of her knowledge?

- (2) **THESIS (Indicative)** – Education in its true sense is not limited to achieving the heights of successes in formal academic framework. Its core objective is to give us the perfect knowledge to apply it and act accordingly in future scenarios. Undoubtedly, without proper action our knowledge is hollow and useless. It can also be said that knowledge is the means through which we achieve our end- action. If action(end) is missing there is no use of feeling proud of knowledge(means). But, we can't negate the utility of knowledge in this journey as well. If knowledge is perfect, true and pure one's action will be perfect, true and pure as well.
- (3) **SHORT OVERVIEW PARAGRAPH** – In this essay, we will try to understand the true meaning of education and knowledge. We will also explore the determinants of education and knowledge. Then we will shed light on the importance of action and its orientation from the knowledge attained. Finally, we will also see how at times, our actions and its results also determine our shaping of the knowledge.
- (4) **MAIN BODY STARTS HERE** -What really Education is? (It is quite a big umbrella term and comprises of these)
- The set of rules/ behavior which one need to show as a responsible entity of the society
  - It is also teachings about the natural laws and phenomena, social laws and customs and how the world functions.
  - Basically, it gives us the tools of logic, rationality and critical thinking which we use to dig the goldmine of information influx all around us and come up with what is called the knowledge. This is just the back-end preparation.
  - But, the real front-end task starts now. It all drills down to this- how well will one be able to execute his knowledge and perform his actions as per that?
  - (Example how education/knowledge turns into action) For instance, our education system taught us the basics of elementary Mathematics. Now in High school, we were taught the Newton's 2<sup>nd</sup> law of motion which says the rate of change of momentum is directly proportional to the force applied (This is knowledge). Now comes the action or the application part. Using the above knowledge if one tries to catch a leather ball coming towards a fielder with full force by drawing his hands backwards for minimizing the impact of force as per Newton's law knowledge, the catch will perfectly clean and smooth.
  - It is in this way that knowledge trickles down to action in everyday life.
  - At the same time, we can have numerous examples where people acquired great knowledge but couldn't convert it into proper action. Ex- Keshab Chandra Sen a, a great social reformer worked as harbinger of Indian Renaissance always vouched for women empowerment and was against early



marriage of girls- but married his own daughter in tender age . So, here it shows lack of action despite having knowledge.

**Determinants of Education (explore examples from personal lives to fit in in these facets)**

- Childhood upbringing/parenthood
- Years of schooling (formative years) { We all made paintings and wrote essays on Climate Change and Global Warming. Despite that if we do not switch off the lights after leaving the room- it's useless }
- Higher Education {Albert Einstein used the works of Issac Newton on laws of mechanics and further utilized his knowledge to devise Photoelectric effect (won Nobel for this bcoz he acted on the knowledge passed to him). Similarly, Wright brothers acted on newton's laws and built Aeroplane to fly (again action over knowledge example)}
- Religion/ social customs {In Islam, ritual of killing of satan with stone → real knowledge bestowed upon by Quran sharif is to get rid of our sins (greed, anger,lust,etc.). If we don't act, this knowledge is useless. Even performing Haj numerous times will not make god happy. }
- Friends' circle {Your friend leaning towards drugs. Despite knowing its deadly consequences}

**Contribution of Knowledge only (without visible action) can't also be neglected**

- Maqbool Haq and Amartya Sen came up with concept of HDI. It only gives the world new way to look at development. We can't say here that since he hasn't acted on his knowledge so it has no utility. It is for the global policymakers to act on his statistical gem and usher a true era of development globally.

**Pure interpretation of knowledge is also important for this process to be smooth**

- We might have heard and seen visuals seeing fringe elements heckling the minorities to shout Jai Shri Ram. Many support such dastardly acts in the name of Ram Rajya. This is happening because of hollowness of their knowledge. They haven't been able to acquire knowledge in its purest form and understood the real sanctity of Ram. It is this when proper interpretation of knowledge also becomes of great significance

**At times this process may also see reversal**

- Just think how we learnt to walk or stand on our legs. Did we go for any tuition classes or any online video to learn that? It was just that my mother was smiling at me and in order to catch her I gave that extra push (acted before knowledge) and learnt to stand with little support.
- Hence these all processes are inter linked and reversible as well.
- But, on any fine day it can be agreed that if you have knowledge and if you fail to act despite having the ability or authority to act, it is definitely a wastage of your knowledge.