QUEST IN EDUCATION

Editorial

Wish a Purposeful and Peaceful New Year from Quest in Education team.

The current issue has taken up crucial concerns in contemporary educational scenario. Article of Dr. Meenu Anand discusses impact of Globalisation on Gender and Education in an Indian Context. It also unveils the gendered hierarchies of global education in terms of student enrolment, feminisation of the teaching profession, role of women's studies etc.

Dr. Saigita Chitturu's paper examines the journey of education towards lifelong learning approach with relevance to development of human race leading to achieving Sustainable Development Goals. It also tries to link core issues of lifelong learning to the National Skill Policy which has been designed to facilitate and maximize capacities of humans to meet the required targets and goals of SDGs. Linking Lifelong Learning to SDGs- bridging gaps with knowledge and skills

"Higher Education Institutions and Sexual Harassment: Contested Spaces and Struggles of Internal Committees" by Dr. Shewli Kumar & Ashmita Sharma is based on the experiences of the authors as members of Committee against Sexual Harassment/Internal Committees using 'due processes' as mechanisms to address sexual harassment in an institution of higher education

"Improving Legal Education in India: Pluralism as Excellence" by Adv. Gayatri Sharma makes a strong case in favour of plurality and exclusivity in legal education and conveys that the more plural an academic institution is and the more accommodating and accepting it is of different students and different beliefs, the more one learns at that particular institution.

Dr. Judy Grace Andrews has written a review on the book, India, Higher Education Policy, written by Richard Grubb.

We request authors to send their original research based articles and book reviews on issues concerning education. As Quest in Education publishes peer-reviewed articles, the author's should be ready to wait for seeing their article in print.

Vibhuti Patel   **Sonal Shukla**   **Ratnabrabha Rajmane**

Globalisation, Gender and Education: An Indian Context

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Globalization is a significant force both at the level of discourse and phenomena and is complexly intertwined with the socio-cultural realities of a country. India is one of Asia's vibrant democracies, known for its rich cultural heritage and also for being the fast growing world economy with the growth rate of 7.6 %. The current paper attempts to locate India amidst its rapidly changing global narrative and unveil the impact of fast changing academic and economic discourses with specific focus on education and gender in a global context. Locating the commitment of the government towards gender equity in education, the paper studies the impact of globalisation on education from a gender lens. It also unveils the gendered hierarchies of global education in terms of student enrolment, feminisation of the teaching profession, role of women's studies etc.
Key Words: Gender, globalisation, education, India

Introduction

Globalization is a significant force both at the level of discourse and phenomena and is complexly intertwined with the socio-cultural realties of a country. From a cultural perspective, globalisation refers to the process that sets the stage for the exchange of values and ideas and the meeting of various cultures via diverse cultural and economic means and conduits of communication (Hasanen et al, 2014). As the underlying structural dynamics that drives social, political, economic, and cultural processes around the world (Robinson, 2003), it implies the creation of new opportunities, risks, and benefits; and hence, new sources of potential social friction. Globalization as a multi-faceted process has affected countries in vastly different ways - economically, culturally and politically. The key elements of globalization include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have significant impact on the education sector across the world (Knight, 2004).

The *Global* Narratives of Education

The impact of globalisation on education sector is reflected in the form of steadily internationalisation of the national education systems across countries that are seen tangling with how best to 'internationalise' the school level experience of their youth. The school level international education has been gradually growing in size. These schools, commonly referred to as 'International schools' are emerging around the world in response very often to the aspirations for global knowledge of their children (Hayden, 2011).

'Globalization of learning' has been made possible with the application of knowledge with the help of newer technologies that make it possible to communicate more effectively across cultural boundaries. Globalization has brought about a new way of life where the individuals from the *global world* are expected to evaluate events in a holistic approach. It has enhanced the student's ability to manipulate symbols and allows the focus on abstract concepts. While the learners get the opportunity of enhancing their ability to acquire and utilise knowledge, they can also find the chance of producing an increased quantity of scientifically and technically trained persons (Stromquist, 2005). Technology has made it possible for parent companies to operate satellite enterprises and give directions and instruction from the home base with minimum requirement for physical presence. This, however, has called for new skills and specialized knowledge, the absorption of which requires the availability of a well-trained and highly educated cadre of workers in the host economies (Mishra, 2013). The education sector inherently is aimed at providing equal opportunities and learning experiences to both girls as well as boys and the issue of gender equality cuts across all disciplines within education.

Integrating Gender in Indian School Education

In the Indian context, gender has become a paramount area of concern. It is being intrinsically linked with education with the growing thrust and realization being given to the *context* which ensures the reinforcement of gendered expectations from boys and girls through various socialising agents (Anand, 2014). Gender sensitization in the arena of education has gained even more prominence in the

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contemporary era of globalisation and has been also highlighted in the third Millennium Development Goal indicators that track key elements of women's social, economic and political participation and guide the building of gender-equitable societies. While a steady progress has been made towards equal access of girls and boys to education, disparities remain between regions and education levels. The gender gaps in access to education have narrowed, but disparities remain among regions in all levels of education, particularly for the most excluded and marginalized (United Nations, 2013). India stands at the 114th Position in The Global Gender Gap Index (World Economic Forum, 2014) and holds the 135th rank with its Gender Inequality Index of 0.563 despite the current economic reforms and rapid economic growth (UNDP, 2014). There is also a marked difference in the educational status of males and females with the disparity in the literacy rates that stand at 65.46% for women and at 82.14% for men. The country also has a skewed sex ratio of 940 females per 100 males (Indian Census, 2011). With the population of 1.2 billion (Census, 2011), it is also facing the socio-cultural and political changes and social issues including poverty, the inadequate provision of basic needs like housing, electricity and other essential infrastructure, the poor state of health facilities for most people and violence against women. In the area of gender and education, the country has shown strong commitment towards gender equality.

National and International Commitments

The government of India has given considerable emphasis to show its commitment towards gender equality in general and also towards gender concerns in education in particular. At the international front, India is a signatory to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1981), Convention on the Rights of the Child (CRC 1990). The CRC draws attention to the right to development as a basic set of rights which includes the right to education and non-discrimination among children. The Beijing Platform for Action (1995) calls for the elimination of discrimination in education at all levels and the creation of gender-sensitive education systems with a particular focus on quality and gender-sensitive curricula. Education for All Goals reaffirmed in Dakar in 2000,

emphasized a focus on gender equality in education and aimed to achieve gender equality in education by 2015. India has committed to meeting the UN Millennium Development Goals in 2001 where the MDGs two and three aim to achieve universal primary education and to promote gender equality and the empowerment of women (Anand, 2015).

At the national level, the Indian constitution gives considerable emphasis to education. Article 45 of the constitution enjoins the states to provide for free and compulsory education for all children until they complete the age of 14 years irrespective of their sex. The Government of India in its 86th constitutional amendment of 2002 created Article 21-A, that seeks to provide free and compulsory education to all children aged 6 to 14 years 'in such manner as the State may, by law, determine'. Keeping in view the strong impetus of globalising, various programmes have been initiated by Government of India under the 12th Five Year Plan by the Government of India while expanding freedoms equally for all individuals, and considering gender equality as a core development goal in itself (Ministry of Women and Child Development, 2011).

Impact of Globalisation on Indian Education

Globalization has impacted upon the Indian education system in diverse ways. As a developing nation, India has responded to the growing needs of improving infrastructure, building broad based curricula and enhancing the quality of education for both boys as well as girls. Some of the broad trends as seen in the contemporary education system in India can be enumerated as below:

Thrust on Preparing Global Citizens: There is an increased emphasis on preparing *global* citizens who are ready to face the highly competitive world. While the basic aims of education are to enable children develop their potentials, define and pursue a meaningful purpose; globalisation has put an extra pressure on the education system in India to create 'winners' who are ready to battle in the race for the survival of the fittest and develop students into potential human resource. It has led to the preparation of a curriculum that has to be

internationally acceptable. At the school level, there is a huge upsurge in the demand and growing popularity of 'international' schools in India and there is a felt need for curriculum restructuring and inclusion of ICTs in the education sector. There is also a huge demand for learning English language, schools/ institutions with an 'international' appeal with unconventional syllabi that focus on overall development of personality instead of rote learning, newer means of teaching learning pedagogy etc (Anand, 2015).

Infrastructural Upgradation: With the demand for improving quality in education, the available infrastructural facilities have been upgraded to *match global standards* that can aid in preparing a different class of people who are ready for a global world. In the contemporary context, students are seen as customers as well as partners in the process of learning (Anand, 2015). Technology has digitalised the entire education system in the country that is visible in the form of smart class rooms, online teaching programmes, teacher evaluation, in-school learning, sharing through tablets or laptops and personalized educational content - are thriving mainly in the private sector or the more autonomous higher education institutes like the IITs and IIMs. There is an increased importance being given to put in place key infrastructure in order to provide quality education that is also more democratic in nature, entailing innovative pedagogy in order to prepare individuals for wider pursuits of life (Kumar, 2015).

Internationalisation of University Campus- India at present has 717 Universities, 36812 Colleges and 11565 stand alone institutions to provide higher education (AISHE, 2015). The impact of globalisation on higher education is visible in the internationalization of the university campus and the increase in new establishments. Campuses once geographically bound to one physical place now have the opportunity to expand and network between states, regions and international locations. In addition, technology enables professors and students access to a world of information previously available only at high costs and over long periods of time. The University of Delhi, the largest in India, for example, has responded to globalisation in terms of changes to the structure of governance, expansion of campus networks and enhancement of university community partnerships

(www.du.ac.in). Government is also taking keen interest in promoting higher education and thus newer universities are being set up. To illustrate, South Asian University was set up in 2010 by the eight member nations of South Asian Association for Regional Co-operation (SAARC). Such platforms provide an environment to generate ideas, skills, and inventions and diverse components of knowledge apart from collaborative research projects across the countries. In addition, private universities are also being set up that boast of world class facilities. In fact, out of the total 717 universities in India, 212 are privately managed.

International Academic Collaborations: At the level of school as well as in higher education, globalization is being seen as a real opportunity. At the school level, many schools particularly in metropolitan cities are partnering with other countries to promote students' as well as teachers' exchange programmes. Such innovative programs not only enable development of a larger global perspective among students but also contribute towards their overall personality development. Platforms like Skype, email, social networks, development of common knowledge portals aid in such initiatives. There is an equal representation of both girls and boys who participate in such activities. There is a rise in demand for learning foreign languages like French, German, Japanese and Spanish among Indian students along with an increased requirement for language trainers, translators and software developers e.g. many colleges of University of Delhi, Jawaharlal Nehru University, Jamia Millia Islamia and many other Universities along private institutes across the country are offering short term certificate courses in foreign languages to meet the growing demand.

At the level of higher education, there are opportunities for students as well as faculty from partner universities across the globe to study specific subjects and carry out collaborative research. By means of Memorandum of Understandings (MoUs), more and more academic collaborations are leading to wider level of research projects and student/ faculty networks across continents. To illustrate, University of Delhi has been reaching out to fraternal institutions in different parts of the world and currently has more than 70 MoUs signed by with various Universities across the globe to promote student scholarship as well as

faculty exchange programmes (www.du.ac.in). There has also been an increase in 'Massive Open Online Course' (MOOC) that attracting and enabling a candidate to learn beyond the confines of a traditional classroom teaching. However, these may be limited to the strata of Indian society having the socio cultural and economic advantages and also access to technology.

Enhanced Linkages with the Industry: India's aspirations to establish a knowledge society is based on the assumption that higher and technical education essentially empowers people with requisite competitive skills and knowledge. Thus there are closer links between industries and institutions especially in the growing technology-based sectors and an entrepreneurial style of leadership to head the Indian universities (Singh, 2006). Educational institutions are networking with various skill development institutes as well as corporate houses in order to produce skilled professionals ready to face the challenges of contemporary global market. For example, Ministry of Human Resource Development has initiated a Global Initiative for Academic Network (GIAN) aiming at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India (www.mhrd.gov.in) apart from having several research based collaborative projects.

The Gendered Hierarchies of Global Education

Gender Analysis of School Textbooks: Gender concerns in education have also been reflected in curriculum frameworks developed by the apex national organization like National Council of Educational Research and Training (NCERT). The school textbooks have been constantly been scrutinised and emphasis is being given to the hidden curriculum. *Student Enrolment*: An analysis of the data on school enrolment as well as drop out gives the following information:

Table 1.1
Statistics on Education at All India Level

NO	INDICATOR	FEMALE	MALE	TOTAL
1	Gross Enrollment Ratio (2010) a) Primary (Class I-V)	116.7%	115.4%	116%

	b) Middle (Class VI-VIII)	83.1%	87.7%	85.5%
	c) Lower Secondary (Class IX-X)	60.8%	69%	65%
	d) Senior Secondary (Class XI-XII)	36.1%	42.2%	39.3%
2	School Drop Out Rate(2011-12)			
	a) Grade I-V	21 %	23.4 %	22.3%
	b) Grade I-VIII	40%	41.5%	40.8%

Source: https://data.gov.in

The data depicts that the gender gap in school enrolment is quite scarce that may be related with the efforts by the government to bridge the gender inequalities in school education.

Gender Gaps in Higher Education: Analysis of higher education reveals the total Enrolment in to be 31.8 million out of which 17.4 million are boys (and the remaining 14.4 million are girls). Girls constitute 45% of the total enrolment. Gross Enrolment Ratio (GER) in Higher Education in India is 22.6, which is calculated for 18-23 years of age group. GER for male population is 23.7 and female it is 21.4. The gender parity index in higher education (18-23 years) has moved from 0.60 in 1990-91 to 0.90 in 2013-14 (AISHE, 2015). The table below presents the Gendered Disaggregated data on Student Enrolment in Universities teaching departments and its constituent units/ off campus centres in India:

Table 1.2
Gendered Disaggregated data on Student Enrolment in Universities teaching departments and its Constituent Units/Off campus Centres

	Male	**Female**	**Total**
UG	2117516	1444303	3561819
PG Diploma	120441	99409	219850
Diploma	191939	80957	272896
PG	976378	896876	1873254
M. Phil	9220	9382	18602
Ph.D.	976378	896876	1873254

	Total	3472712	2567732	6040444

The data reflects gender gaps in higher education as there are higher number of males in as compared to females across all levels. These may be attributed to concerns related to women's safety, availability of adequate infrastructure and issues related to access. Moreover, there is also a pressure on girls for assuming the responsibility of marriage at an earlier age than boys, engagement in the household chores and encouragement for taking up softer occupational roles.

Feminisation of the Teaching Profession: Women and the 'feminisation' of the teaching profession have been debated for decades, in some places for over a century. There is a large presence of a significant proportion of women teachers at school level particularly in the early childhood and primary levels (UNESCO, 2011). According to NUEPA (2009), about 45 percent of the total teachers in 2009-10 are female teachers across the country. Data from 2005-06 suggests that the number of female teachers is steadily increasing from 40.33 per cent; it stood at 42.72 in 2007-08. Urban areas had higher percentage of female teachers at almost 67 per cent compared to rural areas at 38 percent. Irrespective of school types, a significant difference is also noticed in case of female teachers in schools under private and government managements. This clearly reiterates the age old stereotype that women are suited aptly for the teaching profession and reinforce the overarching importance and the impact of socialization on the lives of women and girls. Since girls are encouraged to take up *soft* professions like teaching during their socialization, there is more number of females in the teaching profession at the school level. Let us now study the available data on the number of teachers in higher education from a gender lens:

Table 1.3
Number of Teachers in Colleges and Universities teaching departments and its Constituent Units/Off□campus Centres

	Assistant Professors		Associate Professors		Professors & equivalent		Grand Total
	College	University	College	University	College	University	
Male	512914	51110	123721	18074	81840	25884	813543
Female	343993	28910	63505	6873	26789	6819	476889
Total	**856907**	**80020**	**187226**	**24947**	**108629**	**32703**	**1290432**

Source: All India Survey On Higher Education 2013-14 *http://www.aishe.gov.in/aishe/viewDocument.action?documentId=195*

The above table 1.3 shows the skewed sex wise data of teachers teaching at higher level education. These may be attributed to the involvement of women in household chores and child care due to which they may lag behind their male colleagues in research and publications that are extremely significant for promotions as academics. There is even lesser number of women in higher education as administrative positions.

Role of Women's Studies Centres: The XII Plan of the University Grants Commission emphasises equity and inclusiveness. Gender is a major concern, and within it the social inequities resulting from the social structure of Indian society resulting in women of different social groups having unequal access at all levels including decision-making positions. Currently, there are 159 Women's Studies Centres (WSCs) established in various universities and colleges in the country. The objective is to strengthen and sustain the Women Studies Centres in universities by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network with other constituents such that they are mutually reinforcing as well as synergizing one another. The thrust is to develop field projects for action, research, evaluation and enhancement of knowledge and partnership across boundaries of caste/class/ religion, community and occupations (www.ugc.in)

Initiatives by the Government: To strengthen the potentials of young girls and cultivating their leadership, University Grants Commission has recently envisaged the development of 'Gender Champions' across

educational institutions in the country. Through this, the aim is to initiate debates on gender through peer learning, create awareness on gender through street plays, cultural competitions, film fests etc. (www.ugc.in). Other recent government initiatives also include the *Beti Bachao, Beti Padhao*, construction of toilets with separate girls' toilets, analysis of gender bias from school curriculum and text books etc. The *Saksham* Report based on the recommendations of a task force to explore the current situation prevailing on campuses across the country in relation to the safety of women and youth clearly recommends setting up a Gender Sensitization Unit within the UGC and having a policy of zero tolerance of gender based violence on campuses of colleges and Universities.

DISCUSSION
The above narratives have unveiled the contemporary scenario with respect to the impact of globalisation on education in India from a gender lens. It is seen that the education gap between boys and girls in India is reduced at the primary and secondary levels. This may be attributed to various attempts by the government towards attaining gender parity in education through its various programmes and services. However, it may also be borne in mind that the gender gap refers to the differences between women and men, especially as reflected in social, political, intellectual, cultural or economic attainments or attitudes, not exclusively in terms of the differences in enrolment in education or with respect to the number of male or female students. Thus, a deeper analysis of the socio cultural context needs to be undertaken to analyse the gender based socio cultural realities. The trends in higher education however, unveil gendered hierarchies in terms of lesser number of women particularly in senior academic and administrative positions. A deeper analysis may relate these to the process of gender socialisation, differential opportunities provided to men and women, nurturing of sex based stereotypical professional aspirations among boys and girls at family, school and institutional levels.

Since girls and women make up one half of the world's population, without their engagement, empowerment and contribution, we cannot hope to achieve a rapid economic recovery nor effectively tackle global

challenges. The priority concern for the country remains not only to improve the gender based indicators but also deal with deep rooted patriarchal mindset and stereotypes related to gender. Schools and educational institutions have to aim at providing children fruitful experiences that enable them to realize fully their innate talents, develop capacities and empower all children in their learning, across differences of castes, religion, gender and disability. Indian scenario at the level of school and higher education is changing gradually with new educational initiatives by the government. It is however, only when the country is able to provide gender just services through proactive initiatives and eclectic programmes and approaches; it will be able to truly achieve the potentials of a globalized world.

Thus, opportunities may be provided to children to explore their latent talents and nurturing *human* qualities rather than reinforcing masculine and feminine traits. Continuing efforts to raise girls' education levels, sensitisation of the larger society on gender, preparing girls/ women for taking up professional roles can help in developing respect for women as equal citizens and reiterating their right to equality as a human right. Government policies play a critical role in shaping the type of ecosystem that facilitates women's economic participation. A gender-transformative, gender-inclusive and gender-responsive policy frame guided by principles of gender equality and equity is needed. Gender equality means that males and females have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development. It may be added that parity and equity are the building blocks of equality in education. Equity involves the process of treating girls and boys fairly. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent girls and boys from operating on a level playing field. Thus, translating these in the Indian context, while gender equality remains a much broader concept as well as agenda in terms of equality of sexes in the country, attempts need to be made towards attaining equity. This involves taking into account and addressing the socio-cultural barriers related to girls' education. Issues such as access of girl children to school, provision of basic amenities like separate girls' toilets, safety of girls in the school, involvement of girl children in household chores and sibling care are some of the basic

concerns that may be taken up. Equity strategies are thus needed to eventually attain gender equality over the long term and must be reflected in policies and practices directed toward learners, teachers, and the community.

Instituting policies that encourage women to work and have various tools at their disposal to influence gender diversity in the workplace. Support mechanisms such as childcare facilities and parental leave, and also tax incentives and adapted legislative structures, can encourage more women to work or remain in the workforce and also take up administrative roles. In turn, creating enabling workplace environments that are gender sensitive through ensuring commitment from top leadership, monitoring women's representation at various levels are significant to encourage women to take up higher roles in professional domains.

CONCLUSION

Gendered insights into education in the globalised world enable us to create policies, organisations and institutions that will further the process of sustainable human development for families, neighbourhoods, and countries in the twenty-first century. It is clear that while India is rapidly closing the gaps in terms of enrollment of girls and boys, efforts are needed to bridge the gaps at the level of higher education and also to move beyond the patriarchal confines of professional boundaries with respect to gender. Multipronged strategies involving various stakeholders at the micro as well as macro levels are needed to bring about sensitisation of society towards gender. Role of media can be immense with respect to TV, radio and social media campaigns to reshape attitudes towards women, promoting non stereotypical approach towards men as well as women. Need of hour is to promote holistic and integrated partnerships across government, NGOs and private sector entities to promote gender sensitisation, education and awareness in families, schools/ colleges and various institutions across the society.

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WEB SOURCES

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"If only we were all better educated. If then, higher education would at last be a journey for skill and knowledge rather than for power and status."

<div align="right"><u>Criss Jami</u>, <u>Healology</u></div>

Linking Lifelong Learning to SDG's- bridging gaps with knowledge and skills

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SDG Goal 4.7 — By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Introduction

In January 2016 the world started working towards a new set of 17 Sustainable Development Goals (SDGs) to make our world more prosperous, inclusive, sustainable and resilient. In light of these goals, KPMG's Global Board set a new corporate citizenship ambition: 'To inspire confidence and empower change through a global commitment to promoting and enabling lifelong learning' in pursuit of SDG 4. (Enhancing collaboration in pursuit of SDG: 4, literacy and lifelong learning) (Reflections from round table held in March, 2107 (*https://home.kpmg.com/content/dam/kpmg/xx/pdf/2017/05/sdg-lifelong-learning-roundtable-discussion.pdf*)

This paper reviews the journey of education towards lifelong learning approach with relevance to development of human race leading to achieving Sustainable Development Goals. It also tries to link core issues of lifelong learning to the National Skill Policy which has been designed to facilitate and maximize capacities of humans to meet the required targets and goals of SDG's. This paper has attempted to focus more on skills as an essential component of development which could be gained or learnt throughout life. Creating opportunities for learning are equally important.

This paper is based on the experiences of the author working with youth and adult learners at the Lifelong Learning Centre of TISS. Secondary data has been referred for writing this review article

The term 'development' worldwide has often been associated exclusively with economic growth, however, in recent years, with the ideas of skills and education undergoing dramatic transformation 'sustainable development' has become a paradigm for thinking about development. This involves environmental, social and economic considerations which are balanced in the pursuit of improved quality of life and universal values such as human rights. Given the accelerating demographic, political, technological and environmental changes and their associated risks and opportunities, there is an increasing consensus today on the need to reorient education to meet the challenges of the 21st century (Fuchs, E: 2017).

At a time when so much stress is placed on the economic benefits of formal education we tend to forget that learning is an entirely natural process. We begin to learn even before we are born, and indeed our very survival, as individuals and as a species, depends on our curiosity, our desire to explore things around us, and our ability to grasp new ideas and learning new skills. (Knapper, C: 2006).

The conference held in UNESCO was a major landmark and initiative to take up Lifelong education as a central idea for discussion in 1970. The paradigm shift from knowledge gain and education to learning and to create a learning society gained importance since then. However, understanding of lifelong learning ranges from positions which view lifelong learning as adult, post - compulsory, or work based vocational education to those which see it as a 'cradle to grave' experience. Lifelong learning as perceived by educators is development of human potential through a continuously supportive process which stimulates and empowers *individuals* to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments.

Different regions and countries offer different lifelong learning systems and perspectives. Lifelong learning systems in most developed countries are categorized based on the institutional structures, welfare and governance, dominant pedagogies as well as knowledge/programmes and traditions (Green, 2006). It is clear that different nations have their own interpretation and implementation of lifelong learning. Developed countries invest, regulate, create and apply different types of lifelong programmes for their citizens. In developing countries, whilst the responsibility of developing and implementing lifelong learning programmes for older adults becomes the concern of the community and voluntary sectors, the role of the government is more prominent in organising and offering lifelong learning for older adults such as in the case of China's Universities for the Aged. On 'learning for leisure' and the margins of mainstream education (Rahimah I, Noor Z, Syamilah, Aizan, H, T, and Tyng, C, S: 2017).

Nonetheless, learning needs to be examined across the lifespan because previous notions of a divided lifetime—education followed by work—are no longer tenable [Gardner, 1991]. It involves engagement of learners of all ages in acquiring and applying knowledge and skills in the context of authentic, self-directed problems. (Fischer, G: 99)

Most of the educationist relates the principles of lifelong learning to the adult learning principles. Some of them are mentioned below;

1. Behaviour change in any individual is in response to various pressures-both internal as well as external. Therefore adults can and do learn throughout their lifetime.

2. Adults enter learning activities with a perception about themselves that influences the learning process. This perception is based on their past experiences interpreted and valued by them.

3. Adults learn best when the environment is safe, accepting, challenging and supportive.

4. The past experience of adults needs to be valued and nourished during the learning process.

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5. Continuous monitoring of progress of learning needs to be done by adults.

6. In skill -oriented learning, there should be active participation on the part of the adult learner in those activities, which use the relevant skills.

The present system of education which follows the National Policy on Education in India - 1986 (modified in 1992) considers Lifelong Education as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them (Government of India, 1986). It observes that the critical development issue is the continuous up gradation of skills so as to produce manpower resources of the kind and the number required by the society.

Lifelong learning: a pre-requisite for human development

Lifelong learning is considered to enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life. 'Schooling' is known to be one type of learning, learning in a formal situation. Lifelong learning encompasses other kinds of learning too like; informal learning and non formal learning. Further, with different opportunities given enhancing knowledge and developing skills becomes the requirement to deal with the competitive world around and the challenges it brings in our life. There are two main reasons why people take to learning throughout life: for *personal development* and for *professional development.* These reasons may not necessarily be distinct as sometimes it is observed that personal development can improve your employment opportunities and professional development can enable personal growth.

However it is important to note that obtaining a quality education is the foundation to improving people's lives and sustainable development. Education and lifelong learning in particular, have a special, wider role, too, in virtue of their contribution to a range of other sustainable development

agendas, such as poverty, gender equality, health and wellbeing, and the environment. The SDG 4 and UNESCO's articulation of LLL opens a great potential to advance a wider understanding of lifelong learning – to situate its value and role in promoting overall 'well- being' of people and communities (not just economic ends); in asserting the social value of education and learning -valuing people as relational beings within wider communities, ecosystems and 'ecologies'.

Developing capacity of the future workforce is an important agenda which the Government of India has taken on. It is taken in the form of skill development policy and various programmes and schemes offered under this umbrella for young people. National Skill Development Mission, the policy document, talks about developing skill development ecosystem and framework and to provide opportunities for lifelong learning. This includes incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.

The Mission also seeks to:

3.1 Create an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes: incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.

3.2 Align employer/industry demand and workforce productivity with trainees' aspirations for sustainable livelihoods, by creating a framework for outcome focused training.

3.3 Establish and enforce cross-sectoral, nationally and internationally acceptable standards for skill training in the country by creating a sound quality assurance framework for skilling, applicable to all Ministries, States and private training providers.

3.4 Build capacity for skill development in critical un-organized sectors (such as the construction sector, where there few opportunities for skill training) and provide pathways for re-skilling and up-skilling workers in these identified sectors, to enable them to transition into formal sector employment.

3.5 Ensure sufficient, high quality options for long-term skilling, benchmarked to internationally acceptable qualification standards, which will ultimately contribute to the creation of a highly skilled workforce.

3.6 Develop a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions.

3.7 Leverage existing public infrastructure and industry facilities for scaling up skill training and capacity building efforts.

3.8 Offer a passage for overseas employment through specific programmes mapped to global job requirements and benchmarked to international standards.

3.9 Enable pathways for transitioning between the vocational training system and the formal education system, through a credit transfer system.

3.10 Promote convergence and co-ordination between skill development efforts of all Central Ministries/ Departments/ States/ implementing agencies.

3.11 Support weaker and disadvantaged sections of society through focused outreach programmes and targeted skill development activities.

3.12 Propagate aspirational value of skilling among youth, by creating social awareness on value of skill training.

(Source: National Skill Development Mission -A framework for Implementation, Government of India)

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The dramatic changes in global economies over the past decade have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students and every individual need new life skills. Capacity building and learning lifelong learning skills which includes relevant skills like social skills, life skills, leadership skills, interpersonal skills, problem solving skills, communication etc. are essential to meet the challenges of everyday life. Even as these policies adopt the ethos of lifelong learning as learning over the life course, there is a need to slot in the learning pursuits within a specific time frame within the formal education system.

In the working sector, employers are not just looking for academic success and employability skills but the ability of a person to self-manage, solve problems, ability to work as part of a team, more coherent and consistent, better co-ordinated and integrated, ability to display leadership skills, communication skills, analytical and critical skills etc. And therefore special attention should to be paid to these skills right from the beginning. National Skill Development agencies and various training institutions, skill sectors have been set to impart vocational, technical- all employability related skills. There is a tendency to focus on vocational and initial education and a failure to fully engage with the implications of an emphasis on lifelong learning for other arenas (Field 2000: 21-34). The policy document thus needs to be fine tuned further.

A pragmatic approach to realising lifelong learning for all-from policy to practice

According to Dr. Shah, as a guiding principle and overarching vision of education, Lifelong Learning is well accepted and reflected in Indian education scenario. Notwithstanding a variety of opportunities for Lifelong learning in the country, the concept is not widely used and often viewed with skepticism in academic and bureaucratic circles. Unfortunately, India as a country is still struggling with core issues of education like decreasing enrolment rates in schools particularly for women and girls. Children, youth and adults are still being confronted with discrimination when it comes to access quality learning

opportunities, despite international affirmation of the right to education, issues of skills in youth, ambiguity in understanding the principle of lifelong learning etc.

Engaging with people and development work requires practitioner to have insights into oneself and as a worker. Working with people also mandates the use of self as a tool for change. Hence, there is an utter need to consciously reflect on oneself, to enhance practice skills, develop a greater sense of self-awareness and appreciation for others. These needs to be factored into the education system totally. The notion and value of 'lifelong learning for all' must be seen as a complex and multi-faceted process. It requires a more coherent and consistent, better co-ordinated and integrated, more multifaceted approach to learning and to realising a 'lifelong learning' approach for all than hitherto.

In addition, developing a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions is the need (Fischer, G: 1991) also inter-sectoral collaboration and effective engagement with partners in the conception and implementation of lifelong learning policies, strategies, and programmes needs to be underscored. The discourse on evaluation and monitoring of lifelong learning has expressed the need to develop relevant indicators for Lifelong Learning. The existing education indicators are often easier to apply to formal education, and that non-formal and informal learning tends to be more difficult to measure.

In a number of countries, it has become customary to use the concept of competencies to describe the result of the teaching and learning process and to treat the identification of competencies or intended learning outcomes as of great relevance to the choice of content and the overall pedagogic design. (Fuchs, E: 2017). This underlines the important argument of the urgent need for more quality teachers and teacher training to match the new pedagogical structures and strategies necessary to effectively utilize ICT infrastructure in learning environments.

Providing education among employees will develop human capital that is required to create a skilled worked force however providing him with an attitude and opportunities to learn and upgrade himself/herself lifelong is critical. Nonetheless, elementary and informal types of adult education hold equal weightage.

As the Framework for Action for the implementation of Goal 4 recognizes emphasis is needed on the central elements to describe the triadic nature of lifelong learning;

- for economic progress and development
- for personal development and fulfilment
- for social inclusiveness and democratic understanding and activity are fundamental to building a more democratic polity and set of social institutions. (Aspin, D, & Chapman, J: 2001).

Researches have proven that school-to-work transition is insufficiently supported. If the world of working and living relies on collaboration, creativity, and framing of problems; deals with uncertainty, change, and distributed cognition; and augments and empowers humans with powerful technological tools, then the world of schools and universities needs to prepare students to function in this world. A major objective of a lifelong learning approach is to reduce the gap between school and workplace learning [U.S. Congress, 1995] (Aspin, D, & Chapman, J: 2001).

Various implementating agencies like the educational institutes, training hubs; organizations and skill sectors that have been set to provide skill training emphasize more on providing technical and vocational education as compared to social skills and lifelong learning. Experience suggests that any policy development and review should be supported with continuous research into various aspects of development including identifying skill needs, learning and training methodologies, identification of barriers for accessing training, and exploring best practices. Continuous monitoring and evaluation of the policy's impact can provide key inputs for policy review.

Conclusion

Skill enhancement and creating lifelong learning opportunities as mentioned in SDG 4 is a welcome move however a sound balance between skills and lifelong learning approach is fundamental for individual employability and national competitiveness. Over the coming years, if the assumption is to change the educational landscape then how much prepared is we to accept this change is the question to be put to self. National policies and stakeholders of government like the Education policy, 1992 and the National Skill Development Mission cannot function as a standalone frameworks and programmes. Convergence of their work is crucial. Integration of life skills, social skills other relevant skills with technical and vocational skill in school curriculum are a must and are recommended strongly to reap the benefits in the long run. Lifelong learning approaches needs emphasis at every stage of life. It should be explicitly talked about in various forums, educational places as well as working places. Support from various quarters of society can be drawn to raise awareness level in this regards. Unlike several other countries, India has not enacted any laws on Lifelong Learning. There is a need to define the policy, clarify the concept and link it to the mainstream of educational policy agenda in India. A proper implementation plan needs to be chalked out in the policy document too.

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Higher Education Institutions and Sexual Harassment: Contested Spaces and Struggles of Internal Committees

Dr. Shewli Kumar and Ashmita Sharma[1]

Sexual harassment is deeply embedded in our definition of the 'normal'. The last few weeks have been replete with discussions around the issue, stating how widespread the problem is. While the UGC recommendations on sexual harassment have mandated the institution of Women's Development Cells in all institutions of higher education, the challenges and difficulties confronted by the Internal Committees in such institutions are innumerable. This article is based on the experiences of the authors as members of Committee against Sexual Harassment/Internal Committees using 'due processes' as mechanisms to address sexual harassment in an institution of higher education.

Introduction

The current debate on sexual harassment of women has once again brought to the forefront how deep-seated gender inequalities are and continue to persist. Despite the Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act 2013 and its possibilities of working on the three domains of harassment i.e., prevention, prohibition and redressal, the mechanisms for the same leave much to be desired. During the second wave of the women's movement in the 1980s, a grass-root movement against sexual harassment emerged that framed sexual abuse at workplace in new ways. Some regarded sexual coercion at workplace as an issue of violence against women. For others, sexual harassment was a form of sex discrimination in employment and a violation of women's civil rights (Baker 2008). Sexual harassment at workplace, gained prominence and visibility as a form of gender-based violence, both due to the women's movement and individual women who have fought highly publicized cases. This

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article examines the experiences of implementing the Sexual Harassment Act in a Higher Educational Institution with a focus on the role of Internal Committee (IC), and the strengths and challenges it faces in addressing complaints as well as creating gender awareness within the Institution. It is based on the experiences of last six years of the authors as members of the CASH/IC addressing sexual harassment using the 'due processes' in an institution of higher education.

Complexities and Intersectionalities of Sexual Harassment in India

In many aspects of social life in India, discrimination and exclusionary practices have become the norm. The politics of exclusion creates a rift between the statutory protection against discrimination and the social construction of it (Lacey 1995; cf. Kannabiran 2012). Sexual harassment as a form of discrimination and violence, is experienced differently by women of excluded groups (like dalit, Muslim, adivasi women) along intersecting lines. For these groups, there is a shared experience of discrimination, even though they emerge from specific histories and locations. There is a nexus of power that operates in the relationship between the dominant, able-bodied, majoritarian man and a dalit, adivasi, Muslim woman, transgender person and person with disabilities (Kannabiran 2012: 15). This understanding has led to an upsurge of the women's movement to interrogate the relative "autonomy" of sexual politics, and the strong embeddedness of the same in class, caste and other social structures. Thus, in the wake of sexual harassment, feminist spaces have become contexts for women to experience shared emotions of guilt, anger, sorrow, and bewilderment (Geetha 2017). In these contexts, the personal and the political are linked in rather complex ways. Within larger social contexts, the 'infirm body' (based on gender, caste, and class) contains the entire spectrum of discriminations. These interlocking systems of gender, caste, and class are perpetuated and sustained by structures of control, authority, and possession which impinge on women's lives in multiple ways.

Laws and Gender Justice

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The enunciation of non-discrimination in the Constitution, underscores the connections between discrimination and the loss of liberty. The concept of hostile environments, as laid out in the context of sexual harassment at workplace in Vishakha, is relevant in understanding the complex inter-relationships between discrimination and the infringement on liberty (Kannabiran 2012: 15-26). Therefore, sexual assault or sexual harassment is seen as a loss of one's personal liberty. Drawing upon feminist scholarship in India and across the globe, a very important analysis that the Justice Verma Committee presented was that violence against women is rooted in structural inequalities, as violence remains central to the reproduction of patriarchy. This violence is legitimized, perpetuated and sustained through cultural practices, norms, and religious sanctions (Grover 2013). Feminist campaigns on the issue of violence against women were tied closely to the development of legal principles and the crafting of a jurisprudence equipped to deal with the issues that women's groups consistently brought before the courts (Kannabiran and Menon 2007). In the fight for gender justice, laws were treated as the mode for attaining social transformation. However, existing laws do not help women realise the vision of gender justice, and their accessibility continues to be limited for a majority of women even today. Despite our diverse and unequal social existence, within families, castes, and communities, it is envisioning laws responsive to our changing social and economic conditions that will ultimately take us towards justice (Forum against Oppression of Women 2017).

Nature of Complaints and Gender Hierarchy Interactions

An academic institution lends spaces for consistent interaction between a variety of stakeholders, women, men, persons who move beyond this normative gender binary as well as further intersectionalities of caste, region, religion and ethnicity. There is a continuous interplay of power and disempowerment amongst these stakeholders, and sexual harassment falls in the extreme end of this exercise of power amongst the genders within the institutional hierarchies. It is within this spatial and temporal context that sexual harassment becomes complicated to address and redress for an Internal Committee as mandated in the Sexual Harassment law. The law came through after a great deal of struggle and debate, and is seen as a major achievement for the

women's movement in India. This section highlights some cases which illustrate the complexities and engagements of the IC.

Sexual Harassment of Student by a Staff member

In a case filed by a female student who belonged to a different country and was in an exchange programme complained of molestation by a male project staff. This particular complaint was filed after much thought as the female student was initially not clear whether 'kissing on the cheek' by a male was a cultural act or it had a sexual intent. When she discussed the behaviour with the faculty supervising the exchange programme, the faculty immediately identified it as sexual harassment and molestation and supported the student to submit a written complaint to the IC. What if the faculty did not have a gendered understanding of sexual harassment? What if she was worried about repercussions of the complaint on the student? What if she disbelieved the student because she belonged to a western country? The only reason the complaint came through was the gender awareness and understanding of the faculty and hence, the support provided to the student. This case indicated to the Internal Committee members the need to have supportive systems and processes for women students to pick up courage and speak out against sexual harassment. It also enabled the committee to work effectively and take quick action against the harasser including his debarring from the Institution.

Intimate Partner Harassment and Violence

Some of the other cases received by the committee and the nature of complaints, certain trends have been noted. Students have entered into a heterosexual relationship and have been steady in this relationship for a certain period. When the girl decided to terminate the relationship due to a variety of reasons, the boy found the same difficult to handle and take a 'No' for an answer. He knew that the girl has fallen out of love, but chose to stay in a state of denial. Consequently, the boy resorted to verbal and physical abuse. In such cases, usually the girl complains citing physical or verbal violence or possessiveness or stalking by the boy. Often the boy is sent for counselling but many a time it has not worked for him and has only served to aggravate the situation further. In cases like these, it is important to understand that while the

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relationships might have been consensual earlier, repeated stalking and pursuing despite reluctance on the part of the girl only amounts to harassment and abuse. In this context, it indeed becomes important to ask, why do men find it difficult to understand the idea of 'consent'. Patriarchy redefines consent as a blot on male privilege. Consent seems to be an imposition that men find difficult to relate to. When passing lewd comments, or harassing, stalking and abusing women, men think that they are not doing anything wrong except that they are just being 'men'! Entitlement to power is misconstrued by men as unquestioned sexual entitlement (Moore 2017). It is therefore important to be vigilant and recognize a violent, controlling, and exploitative relationship and not dismiss it as 'consensual' (Roy 2010). It has been observed that the onus of vigilance remains with the women, and hence increases their insecurity and vulnerability. Sometimes, this results in self-imposed curbs on mobility, usage of social media and even public spaces like library, dining hall, canteens, other open spaces etc., and also going out for a smoke or a movie.

Phadke (2010: 99) suggests that we need to re-examine and redefine our understanding of violence in relation to public space. She argues that it is not rape or sexual assault, but the denial of access to public space that is the worst possible outcome for women. She further argues that the best possible way for women to enhance their access to public space is not safety per se, but to embrace risk and pleasure while accepting violence as something that must be negotiated in the process of doing so. Feminist groups have been wary and overtly critical of the notion of normalizing everyday acts of violence. The perception of 'normal' violence as commonplace and something that women have to deal with in public is not unconnected to the instances of brutal violence. Rather, the prevalence of every day sexual harassment not only indicates the lack of public space for women, but also normalises violence in public space (ibid. 86-87). The complete normalization of sexual, domestic, communal, and public violence against women has demanded a re-examination of the ways in which it is welded to the question of rights.

Attitudes to violence against women are greatly influenced by wider norms of gender and sexuality. The legitimacy with which men

perpetrate violence against intimate partners is based on the notions that men should be dominant in the households and intimate relationships, and carry the right to enforce dominance through physical chastisement and control (Flood and Pease 2009: 128). Many believe and argue that sexual harassment is pervasive and male aggression is normalized. There is constant pressure among boys to behave in sexually aggressive ways, girls are routinely objectified, a sexual double standard polices girls' sexual and intimate involvements, and girls are compelled to accommodate male needs and desires in negotiating their sexual relations (Hird & Jackson: 2001; Tolman, Spencer, Rosen-Reynoso and Porche: 2003, cf. Flood and Pease 2009).

Stalking and Harassment by Male Students

Such an understanding of violence is also deeply embedded in relationships where a girl and a boy are simply 'friends' or 'acquaintances' because of them studying in the same college, class or batch, but the latter does not quite believe so. In some such cases it has been observed that the boy tries to befriend and pursue the girl under one pretext or the other. They use various means to meet their ends. It has been found that the use of social networking sites and emails are emerging as new forms of sexual harassment tools. Sending a friend request on facebook seems to be the first step towards developing a relationship with the girl. The boy tries to pursue the girl through messages and emails during the day and at odd hours of the night. The girl would find his repeated texts objectionable and out of line. When the girl decides not to respond due to various reasons, it becomes difficult for the boy to handle the situation. If she replies asking him to stop bothering her, he would send more messages. The boy then resorts to sexual harassment by stalking the girl and keeping a check on her whereabouts. While he never propositioned or touched her, his presence made her feel uncomfortable. Such types of cases reveal that the assertion of masculine power is the core reason of sexual harassment and abuse at the workplace.

Caste and Sexual Harassment
In some cases, again in relationship issues it has been observed that differences in caste and gender understandings coalesce together to create complex situations, which need some thought. Issues of caste,

class, sexuality, religion and gender often play out in the complaints committees, further complicating the issue (Roy 2010). Women belonging to different marginalised social strata experience sexual harassment quite differently based on their locations, region etc. Experiencing freedom, liberation and also being able to explore one's identity leads students to experiment with partners believing that there will be no gender and caste hierarchy embedded in such experiences. However, many a time this may not work out as an equal playing field for women and more specifically women students. There are several complaints that come in from women students against male students largely because of sexual abuse and violence, even if they belong to same communities. These complaints usually arise because of sexual relationships, and when the women prefer to move out of them there is resistance from the men. There is a great deal of resentment against this exercise of preference and choice by the women. The subsequent loss of control over them, often leads the men students to harass through social media, shaming, intimidation, collective mobilisation of peers to generate pressure and hostility against the complainant.

The Internal Committee faces the challenge of addressing these complex situations wherein women complainants have registered the complaint after a great deal of courage and confidence building, and on the other the IC is questioned about their neutrality, legitimacy and even campaigns to malign the work that they may be doing to ensure justice to the complainants. These situations are further complicated when lobbies of students belonging to different ideological groups at the Institute put pressure on women complainants to withdraw them. It is important here to highlight that while students will ask questions to authorities regarding their performance and devolution of duties, where gender issues are concerned 'women' become the signifiers of 'honour' of these communities and groups and hence complainants do not find support from them either. Fear of being 'labelled', 'identified' as complainants results in withdrawal of peer support and friendships and this often deters several to remain silent, refrain from complaining or withdrawing the complaint.

Confidentiality of the complainant and respondent may be maintained by the IC, but there is no way that the same may be ensured from the complainant or the respondent. Often the 'due process' therefore

becomes a challenge especially when evidence building has to be done. Witnesses may refuse to testify and/or become hostile and the IC cannot find possible ways to strengthen the complainant's position. Hence, ICs need to innovate and focus more on effective preventive and awareness work on gender issues. Interactions with all stakeholders (staff, faculty and students) on gender issues need to be consistently undertaken, but the onus is on the higher authorities who may or may not be interested in making this a part of the regular academic agenda.

Discrimination based on Gender Non-Normative Behaviour

The UGC guidelines 2016 on Sexual Harassment has enjoined upon the higher authorities the task of providing support and redress to persons with gender non-normative behaviours. This is a challenge for the Internal Committee as well as the Women Development Cells (WDC). While this regulation has provided a way forward for inclusion of such persons, the Sexual Harassment Act, 2013 is meant specifically for heterosexual women only. Considering the debates generated at the national level on the LGBTQIA issues and concerns and also certain retrogressive promulgations, the WDC have to work towards innovative strategies for supportive processes at the Institution levels. It also requires concrete processes of continuous knowledge creation, reflection and non-discriminatory attitudes and behaviour from all constituencies of higher education institutions. Setting up of a similar system like the IC, has been one such effort for a particular complaint of one student against a male student for discriminatory behaviour. This ensured that a suitable action could be arrived upon by the committee, and the perpetrator had to undergo an innovative process of organising an awareness workshop on such issues with the student community at large.

Institutional Constraints of Internal Committees

The work of the IC is constrained in most institutions due to several factors. The IC's role is recommendatory in nature and the final decision is delegated to the higher authorities of the institution. The likelihood of actual implementation of the recommendations as given by the IC is very little, unless the institution has strong gender just

principles as part of its vision and mission as well as rules and regulations. It is a general assumption in the Act of 2013, that IC members are or will be gender aware and believe in gender just work. Similarly the gender power hierarchies that operate in the institutions often ensure situations where IC members cannot function effectively, especially when complaints are from students against faculty or members of the higher echelons. The UGC recommendations on Sexual harassment clearly outline the institution of WDCs in each and every institution of higher education in the country. While this is a de jure principle, in reality the establishment of WDCs require dedicated funds, infrastructure and personnel to function effectively to work towards a gender aware campus and institution. At this juncture there is severe paucity of funds and little interest in creating the same for WDCs. Hence, this cripples the work that they would like to do with regard to gender aware workshops, campaigns, sessions and new curriculum.

Conclusion

The academic institutions provide for an open space for young people to explore, experiment, engage with each other through discourse and debate on issues of their concern. These institutions provide individuals spaces to traverse personal and political ideas/ideologies, and these engagements inform personal relationships and choices of the young people. Perhaps no other space is more conducive to exercise of agency of young people as academic institutions. While this is and should be an ideal situation in an academic institution, the institution itself is embedded in the socio-political, economic and temporal realities external to it, within the society and the state. The process of gender justice work within the Institution gets complicated as students arrive from variety of backgrounds, cultures and social locations. They also interact with the external world within the framework of various political ideologies. In today's context, these ideologies have deep patriarchal embeddedness within religion and religious fundamentalism, caste hierarchies and stereotypes, ethnicities and abilities. While within the institution the mechanisms may be able to ensure some form of relief to the complainants, but these may not provide 'real justice' due to external pressures brought in by the

perpetrators with political affiliations outside the higher education institution. Within these situations the task of the Internal Committees is fraught with difficulties and challenges, which they continue to engage with in navigating the sites of power in the educational institutions and ensuring justice to women complainants.

There are complex issues in understanding and addressing sexual harassment, but the key is to make it visible and encourage people to talk about it within larger discourses of violence and discrimination. It is important to understand that measures to counter the existence of sexual harassment should not be based on notions of 'protection' and 'control', rather on ideas of 'political freedom' and 'sexual autonomy' as the basic tenets of the women's movement.

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Gender sensitization is not a matter for students alone but is required in all colleges and universities, and for all sections of the community - students, faculty in all disciplines, support staff and administration.

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Improving Legal Education in India: Pluralism as Excellence

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"At its heart education is not about status or prestige or winning competitions or certification or selection or placement or entertainment; it should be about learning…" (William Twining, 1989)

Acquiring a law degree is currently a fairly popular choice with students in India. A law degree is expected to translate into a well paying job and there is tough competition to enter the top law colleges in the country. Jobs in the corporate sector, with international agencies and development organisations have become popular choices for students of law. Litigation is no longer a popular choice (unless it is on behalf of a firm or a well established senior lawyer) due to the low salary. A large number of private law colleges have sprung up following the liberalisation of the Indian economy; some recognised by the Bar Council of India, and others not, but they all serve the demand for a law degree.

At the same time, there is a great deal of concern over the quality of legal education imparted in India. Although this concern not new, it has become more acute as competition between law colleges, law students, lawyers, and law students and teachers over coveted jobs and entrance to premier institutions has increased. This concern is well peppered with anxiety for the 'poor' and for the generally deplorable state of human rights in the country, and argues in favour of including human rights in the curriculum of law colleges.

The first part of this essay will argue that a new form of the law and development movement is taking over the Indian legal education. It demands the production of lawyers well trained to handle the concerns of multinational companies and international NGO's and institutions. It privileges opportunities for a certain type of student. The study of human rights is part and parcel of the new law and development movement. The second part of this essay will look at the suggestions made by the National Knowledge Commission on improving legal

education in India. The final part of this essay will argue that pluralism is the best indicator of excellence in academic institutions. A system where students are not factory produced to serve national or international goals can only be brought about once education is made truly plural and inclusive.

The New Law and Development Movement (NLDM)

The old law and development movement assumed that once legal institutions and practices as developed in the United States are replicated by developing countries, progress will take place in the developing countries. It began in the 1960's but was short lived due to intense criticism of the movement.

However, there has been resurgence in investments by developed countries (not just the United States) and private companies in international legal assistance programmes (Rose, 1998). Carol Rose has written on foreign legal assistance programmes in Vietnam and the conflicts as well as the solutions they generate. After 1986, when Vietnam opened up its economy, it "…welcomed international legal cooperation, particularly in the area of trade and investment law."[2] In this context, the "most expensive, long term and important task" is the training of Vietnam's lawyers and judges, who have traditionally been taught to examine law as ideology and not as a functional or instrumental tool.

According to Rose, "Vietnam generally does not welcome foreign legal assistance in "human rights" or other areas of direct legal political reform."[3] Rose acknowledges that "In general, legal reform in Vietnam has had a liberalising impact on Vietnamese society. The National Assembly and Ministry of Justice have strengthened their political clout vis-à-vis the Communist party and other government offices…Citizens

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[2]   Rose Carol *The "New" Law and Development Movement in the Post Cold War Era: A Vietnam Case Study* (1998) 32 Law and Society Review (page numbers not available)

[3]   Ibid

participation in the legislative process has sparked increased demands for civil rights…"[4] Rose concludes on a mixed note on the impact of foreign legal assistance in Vietnam. On one hand, the new law and development movement is much more complex than the old movement and one "where law is no longer viewed as a monolith."[5] Further, "…the increased leverage and sophistication of actors within recipient countries means that the NLDM has a chance to be a movement of two way legal exchange rather than one way legal transfer."[6] However, at the same time there is a danger that "Legal reforms that aim solely to promote a free market economy, regardless of the consequences, are likely to exacerbate the gap between rich and poor."[7]

I would like to extend this argument to the issue of legal education in India. There are both differences and similarities with Vietnam's example and the Indian context. In 1996, India opened up its economy, and as multinational companies enter the country, lawyers have to be trained in corporate laws and international law to facilitate their functioning. Similarly, as a plethora of development agencies enter and fund local NGO's, lawyers trained in human rights become valuable. Legal education in India has changed to become more accommodating of the needs of globalisation. Private actors in India have taken on the role of foreign legal advisors in Vietnam.

The National Knowledge Commission Recommendations on Improving the Quality of Legal Education in India[8]

The objectives of the National Knowledge Commission (NKC) differ from those of the University Grants Commission (UGC). According to one writer, "While the UGC recommends a greater focus on the

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[4]   Ibid

[5]   Ibid

[6]   Ibid

[7]   Ibid

[8]   National Knowledge Commission (October 15, 2007) *NKC Recommendations for Legal Education* http://knowledgecommissionarchive.nic.in/downloads/documents/wg_legal.pdf

establishment of new institutions and the need for larger public funding, the NKC lays stress on a largely unregulated framework for encouraging private players and foreign collaboration…"[9]

The NKC recommendations on improving legal education in India are geared towards moving with the times. As the NKC observes, "In the last fifty years, and particularly after liberalization in 1991, the entire concept of legal education has changed considerably. Today, legal education has to meet not only the requirements of the Bar but also the new needs of trade, commerce and industry, in the context of growing internationalization of the profession."[10]

The NKC recommendations make no suggestions on how to make the admissions process more egalitarian. However it does suggest changing the examination system for evaluation by making exams test critical reasoning and not just memory.

With regard to the curriculum their suggestion is that, "Autonomy maybe granted to universities, national law schools (NLSUs) and other law schools to decide the core and optional courses to be offered."[11] Similarly, with regard to financing, according to the NKC, institutions should be given autonomy.

The NKC is concerned about the poor quality of the Bar in India. According to the NKC, "One of the objects of establishing the NLSUs was to improve the quality of the Bar and the subordinate judiciary. While it cannot be disputed that such brilliant students are necessary for leading law firms and corporate houses to meet the challenges of globalization, we should not forget that unless these students are attracted to the Bar, subordinate judiciary and academia, the quality of legal services cannot be improved. The NKC recommended

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[9]   Joseph Thomas *Commission Versus Commission in Higher Education* (December 15, 2007) Economic and Political Weekly, Volume 42 No 50, pp 20 at 20

[10]   Ibid

[11]   Supra, note 7

reintroduction of the Bar examination (based on this suggestion the Bar examination was made mandatory for enrolment of lawyers from 2008 onwards in India).

As these recommendations are carried forward, my concern is who and what is going to be excluded and marginalised? Who will the 'gatekeepers' allow inside the premier law institutions, and who will be left outside? The NKC as the gatekeepers have created more barriers than existed presently. Our universities follow a policy of affirmative action and seats are reserved for scheduled tribe and scheduled caste students. However tribal laws are not taught in law colleges. Scheduled Caste students face discrimination at the most premier of law schools of India.[12] Law is being taught more as a grand ideology linked to justice for the disempowered. In the process, the realities of legal practice, such as, corruption in the judiciary, power imbalances between clients determining the outcome of a case, or the inevitable commodification of clients in a market driven society are carefully ignored. When the NKC speaks of the "poor" quality of the Bar, it distances itself from the realities of litigation – such as, a favourable order does not always depend on knowledge of the law but judicial cunning, out of court settlements, or procedural law trumping substantive legal issues.

The NKC is quite concerned in its recommendations about the "challenge of delivering justice to the poor." Students should be prepared to "work with socially excluded people."[13] It creates a dichotomy when it could instead remove it. The socially excluded 'other' is in fact, part and parcel of the "poor quality of the Bar" and therefore not expected to join the legal profession so as to help himself or herself.

Pluralism as Excellence
What makes an academic institution excellent? The answer can only be subjective. My own strong belief is that the more plural an academic

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[12]   *See for example,* Baudh Summit "Roll Call of Same" Indian Express (2016)

[13]   Supra note 7

institution is and the more accommodating and accepting it is of different students and different beliefs, the more one learns at that particular institution. I am in agreement with Ramachandra Guha when he writes that "…varieties of pluralism…are…among the most important ends an Indian university should strive to fulfil."[14]   The 'varieties of pluralism' according to Guha are pluralism in the student body, the faculty, the disciplines, the approaches within a discipline and the sources of funding.[15]

An institution which takes students only from one particular class/caste, religion or region, teaches standard disciplines, has teachers who all follow the same basic ideology offers little. A University which gives access to a variety of view points introduces students from different backgrounds to each other and thereby allows students to reach their own conclusions, fosters greater excellence.   It allows for more experience, which gives greater depth in ones thinking and writing. Funding from a number of sources and not just one source ensures that the funding agency does not dominate what and how teaching is done.

The problem therefore arises; should everyone who applies be given admission? Should extreme right wing or fascist ideologies be taught, and teachers who subscribe to such views be hired? What are the limits, and what is the benchmark colleges should aspire to?

These are very difficult questions to answer. Mass national education does put a large motley crowd of students and teachers together under one roof but the quality of learning imparted is overall, poor and oriented towards passing a memory based exam. The elite colleges have better teaching standards and a more holistic evaluation system, yet they focus on producing market savvy professionals. While the quality of teaching may be high it is standardized, encourages intense competition, and may ultimately give as little scope for original thinking as the mass national colleges give.
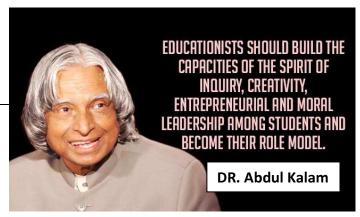
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[14]   Guha, Ramachandra *Pluralism in the Indian University* (February 17, 2007) Volume 42, Number 7, pp 564 at 566

[15]   Ibid at 564 - 566

Guha states that "Institutions that were intended to be small and select are urged to let in more and more students, regardless of whether they can maintain standards while doing so.…institutions of excellence should serve as a benchmark towards which others can aspire…"[16] If pluralism is the most important criteria for judging an academic institution, then surely the entire concept of 'benchmarks' negates the very concept of pluralism. The concept of a 'benchmark' functions on a presumption that something can be perfect, which others should strive to attain, and consequently it erodes the scope for ingenuity. The idea of pluralism on the other hand, does not judge on the basis of conformity.

Benchmarks and standards change over time. They can go 'higher' in terms of taking in students with higher marks, students who can compete well, write a particular entrance essay well, a good statement of purpose, have connections and therefore get good references and so on. Or they can go 'lower' by taking in many more students, who cannot do any of the above stated. But if one stops thinking in terms of higher and lower, and starts thinking in terms of a lateral shift, one that does not prioritise competition, but prioritises learning, then the entire notion of taking in more students may not appear to be so threatening. Similarly, the concept of hiring teachers who hold beliefs different from those currently fashionable in the academic circles should not be a threat, as long as there are voices to counter all views.

Our law colleges are growing, and they need to grow. But when the direction of growth is uniform then we are constructing factories and not places of learning. What is badly needed, is to break away from the obsessive compulsion of meeting 'standards' and 'benchmarks' and to start the process of inclusion.

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[16]   Ibid at 567

EDUCATIONISTS SHOULD BUILD THE CAPACITIES OF THE SPIRIT OF INQUIRY, CREATIVITY, ENTREPRENEURIAL AND MORAL LEADERSHIP AMONG STUDENTS AND BECOME THEIR ROLE MODEL.

DR. Abdul Kalam

BOOK REVIEW

INDIA, HIGHER EDUCATION POLICY UPDATE JUNE 2017 - RICHARD GRUBB, UK: Universities UK International, June 2017

Dr. Judy Grace Andrews, Associate Professor,

GSB's Smt. Surajba college of Education

Introduction:

Over the last two decades, India has amazingly altered its higher education landscape. It has created extensive access to low-cost high-quality university education for students of all levels. With well-planned intensification and a student-centric learning-driven model of education, India has not only bettered its enrolment numbers but has dramatically enhanced its learning outcomes. Being the third world's largest economy, with the median age of 1.5 billion people as mere 32, India has paved a greater way for education system in mitigating longstanding struggle between excellence and equity. India has also undertaken large-scale reforms to better faculty-student ratios by making teaching an attractive career path, expanding capacity for doctoral students at research universities and delinking educational qualifications from teaching eligibility. In spite of all efforts sill the perceived quality of universities is still low by International standards. According to World University Ranking only three universities of India, rank among the top 200 of the world. This is very alarming. So in order to match Higher Education (HE) with the standards of the world many pertinent initiatives were taken. Many policies were made between 2016 and 2017. This book 'India, Higher Education Policy Update June 2017' by Richard Grubb, focuses on two such policies.

About the Author:

Richard is the Policy Officer, South Asia at Universities UK International. He is responsible for driving UUKi's policy work in India and acts as a member of the UK India Education and Research Initiative (UKIERI) management team. Prior to this, he worked in the development sector in Tanzania and India. He holds an undergraduate

degree in politics and M.Sc. in International Development from the University of Manchester. He has authored two books one is 'Briefing Note –Prime Minister's Delegation to India December 2016 and India, Higher Education Policy Update June 2017'. Both aim at bringing awareness and information regarding HEIs.

About this book - 'India, Higher Education Policy Update June 2017':

This is more of a booklet with only five pages but has rich thought provoking information with regard to HEIs. The cover page is very neat with title, contact person's details, action of the book and the audience. This very page invigorates the readers to probe in to the rest of the content. The images on the first two pages speak volumes about the culture of India. The language is lucid and the flow is simple.

Richard Grubb, an India policy officer is the author of this book. The purpose of this book is to make pupil to get information and be aware of opportunities. This is more of booklet, which consists of five pages comprising information on higher education policies.

In this book the author Grubb focuses on two of the policies "The Global research Interactive net work"(GRIN) –that focuses on internationalization and efforts in research outputs and ' The institutes Eminence' which pursue to provide greater autonomy to ten public and ten private institutions.

This book emerged out as a thorough research very many sources such Hindustan times, Times of India, Economic Times and other UGC articles.

The book contains a brief Executive Summary, a note on GRIN and World Class institutions. It also gives a concise picture of other policies.

Executive Summary:

This note gives the reader an insight about Higher education Policy interventions in India. The introductory note speaks about two policies. "The Global Research Interactive network which focuses on internationalization efforts and improvements in research outputs - and

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the 'Institute Eminence' which seeks to provide greater autonomy to ten public and ten private institutions". It concludes with a brief note on the three Government of India policies- The National Institutional Framework Rankings 2017; the National Academic Depository; and the Higher Education Finance Ministry.

Global Research Interactive Net Work (GRIN):

GRIN has been described by President Pranab Mukerji as the add-on of the existing Global Initiative of Academic Net Work (GIAN), which has significant involvement from the UK higher education sector. The author states that both GIAN and GRIN are the efforts taken by the government. GRIN will provide scholarships and opportunities to students from India to work with the best institutions in the world. Robert Grubb tries to explain the role of GRIN and GIAN in a vivid manner.

World Class Institutions

While explaining about the 20 world class institutions, the author tries to discuss about the policy development and the rationale behind it. In this section the writer expresses vividly the nuances of the policies. The push for liberalization and increased autonomy is expressed well under this topic.

Other Policy Updates

In this part of the book the writer talks about three different policies launched by the government of India. They are as follows:

> National Institutional Rankings Frame work (NIRF0
> National Academic Depository
> Higher Education Finance Ministry

Importance of this book:

- This book gives a lot of information on policies and how to obtain the same
- It gives a vivid picture about the functions of 'The Global Research Interactive network'

- This book explains briefly about parameters for world- class institutions.
- The policies discussed in this book ignites the HEIs to plan better for the procurement of the same
- This book enables every educational institution to set a goal for a world-class institution.
- This book informs the reader about the availability of different sources for the scholarships for students who wish to do higher studies.
- The book provides insight into global exchange programmes for the universities
  -'the brain drain and the brain gain'

As a reader, it helped me to understand the different policies and the significant involvement of foreign countries HEI's. It energized me to visualize a world -class

HEIs. I got information with regard to finances and how to tap resources from the government. Indeed a very good book, a ready reckoner for all who are involved actively in Higher Education.

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness; it's a sign of strength. It shows you have the courage to admit when you don't know something, and then allows you to learn something new.

President Barrack Obama's speech to American students at Wakefield High School in Arlington, Virginia, www.whsv.com September 7, 2009.