

A pair of hands is shown holding a wireframe globe of the Earth. The globe is made of a grid of thin, dark lines forming a sphere. The hands are positioned on the left and right sides of the globe, with fingers wrapped around it. The background is a light, neutral color. The entire image is set within a white rectangular frame on a dark blue background with diagonal lines.

National and Global Education: Need for Changes

Prof. Sushil Kumar

If there is one thing that growth and developmental economists have learnt, it is this:

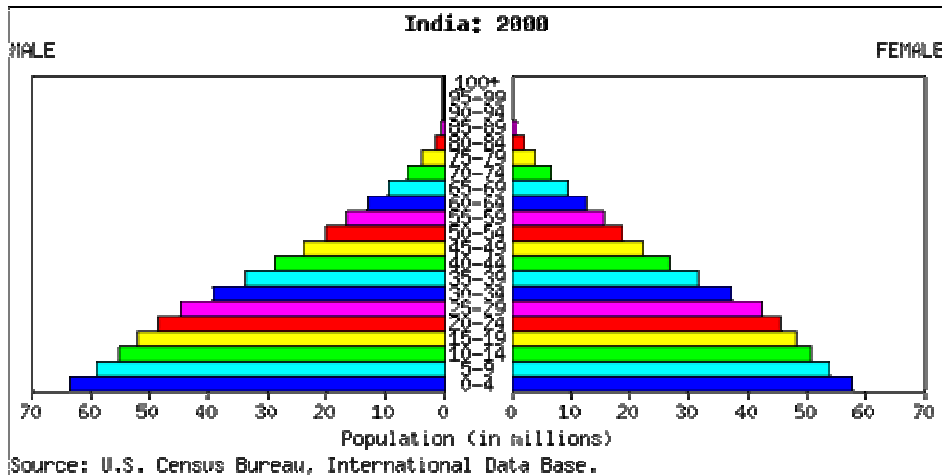
Education is the most important factor in economic growth. Education has more impact on economic growth than natural resources, foreign investment, exports, imports, whatever. Neglect education and you may as well hang yourself and save yourself the pain of a slow miserable death

Education and India

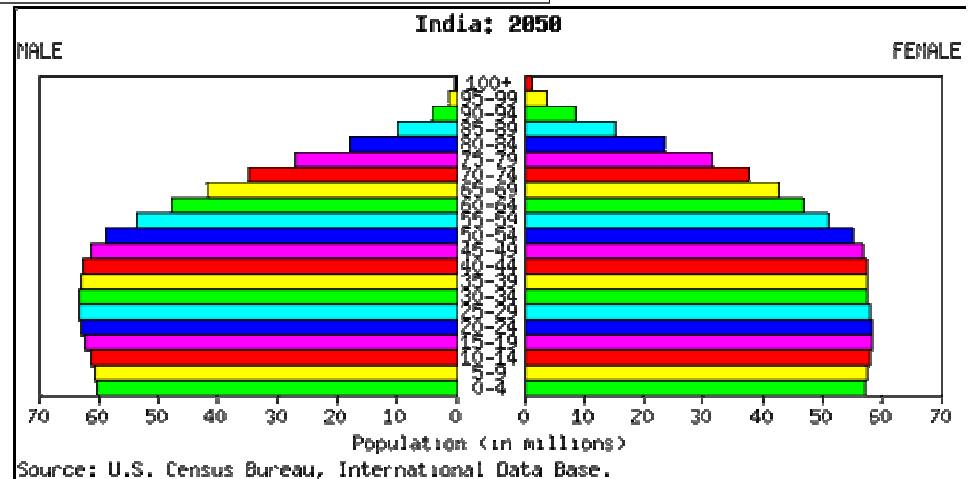
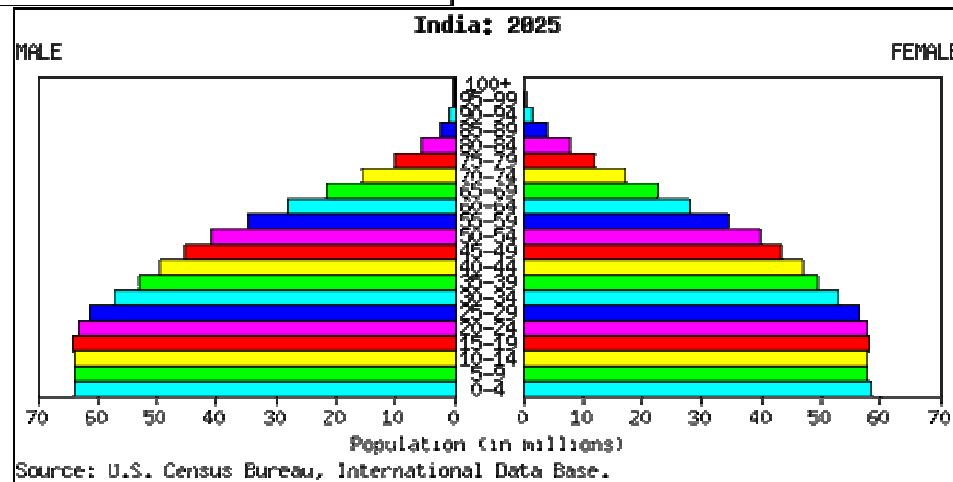
- “India is a land of contradictions and dichotomies and this extends to the area of education as well”, said Minister of Urban Development S Jaipal Reddy, at the Pravasi Bharatiya Divas 2007, organized jointly by the Confederation of Indian Industry, the Ministry of Overseas Indian Affairs and the Delhi Government, in New Delhi
- We have the IITs and IIMs at one of the scale, and teacher-less schools at the other

Education and India

- India's vision: become a Knowledge Superpower by 2010 and Developed Nation by 2020 – Critical areas of growth identified
- GDP must grow by 8-10% per year to reduce poverty from 26% to below 5% - through Knowledge based economy
- High quality professionals needed to create, share, use and manage knowledge
- India is exporting services and becoming a desirable destination for Services, R&D and Manufacturing
- India must meet aspirations of its youth in 18-25 years (over 150 million) and canalize this vast energy



With 35 per cent of the population under the age of 15, Indian Education faces many challenges



- Our constitution mandates primary education for all (see Article 8 of the Indian Constitution). Yet, 41% of children do not reach grade 5 in India
- Compare that to some other countries: Gambia 20%, Mali 18%, Senegal 15%, Tanzania 17%, Burkina Faso 25%
- Of the countries that rank lower than India in the human development index (about 40 nations), only about 4 have higher percentage of children that do not reach the fifth grade
- Take Indonesia for example. Only 11% of their children don't go past the fifth grade. Or Mexico with its 14% figure. Why go that far—check out Sri Lanka with its 17%.
- Let's look at adult literacy. India is around 53%, while Sri Lanka is 91%, Thailand 95%, Phillipines 95%, China 83%. Even the Islamic Republic of Iran is 73%. Zimbabwe does far better than India at 91%. As does Rwanda at 63%.

For all our vaunted world-class scientists, doctors and engineers, we rank miserably in the number of scientists and technicians we have. We have 0.3 such per 1,000 population. Compare that to:

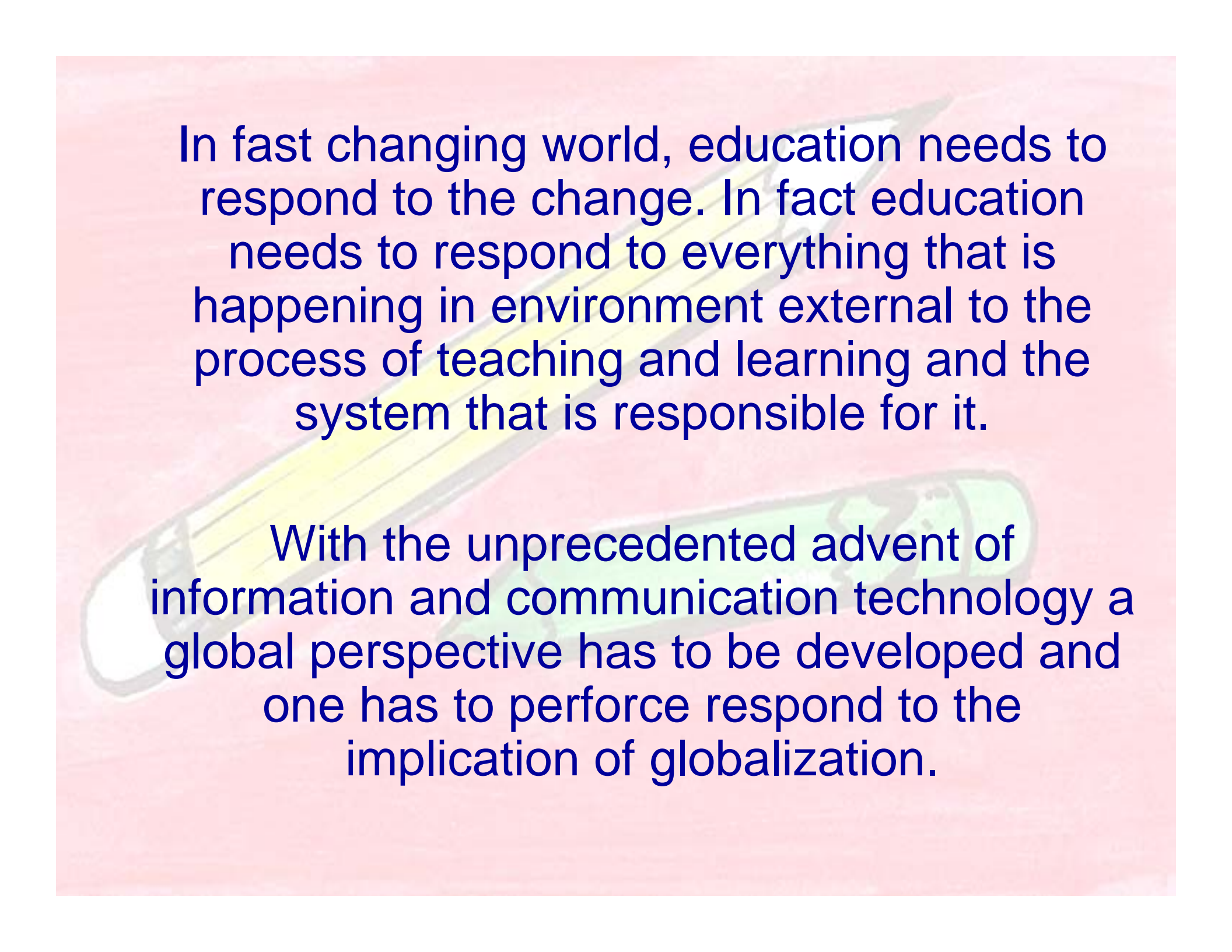
China 0.6,
Islamic Rep of Iran 0.7,
South Africa 1.7,
Korea 2.9, and so on.

Rightly or wrongly, teachers feel isolated, not just because teaching is an individual activity, but also because of the expectations aroused by education and the criticisms which are, often unjustly, directed at them.

Above all, teachers want their dignity to be respected.

So What?





In fast changing world, education needs to respond to the change. In fact education needs to respond to everything that is happening in environment external to the process of teaching and learning and the system that is responsible for it.

With the unprecedented advent of information and communication technology a global perspective has to be developed and one has to perforce respond to the implication of globalization.

Some Concepts

Organization and its Environment



Pluralistic Society and Public Service

- A pluralistic society is one in which there is wide **decentralization** and **diversity** of power concentration
 - Power is not in the hands of any single institution or a small number of groups

Special-interest Society & Public Service

■ Pluralistic society to Special-interest society

- Tens of thousands of special-interest groups
- Each pursuing its own limited agenda
- Have become increasingly activist, intense, and focused on single issue
- Increasingly committed to their causes
- Increased membership, increased revenue, & sharper focus
- Likelihood of working at cross-purposes

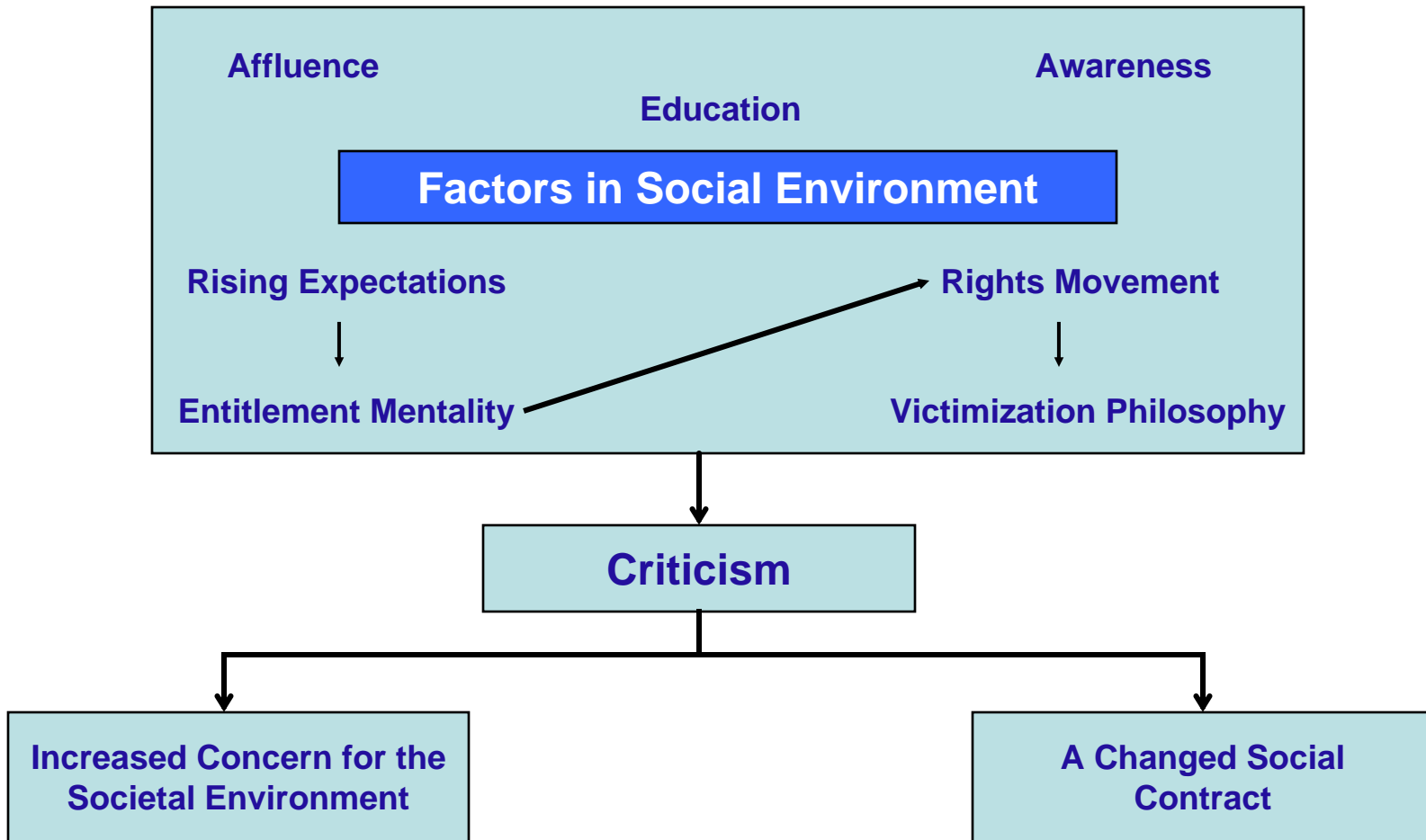
■ Has made life more complex for the public service

Public Agencies face the Brunt

■ Allegations and Public Agencies

- Little concern for clients and workplace
- Care nothing about the deteriorating social order
- No concept of acceptable ethical behavior
- Indifferent to problems of minority
- No concern for the environmental degradation

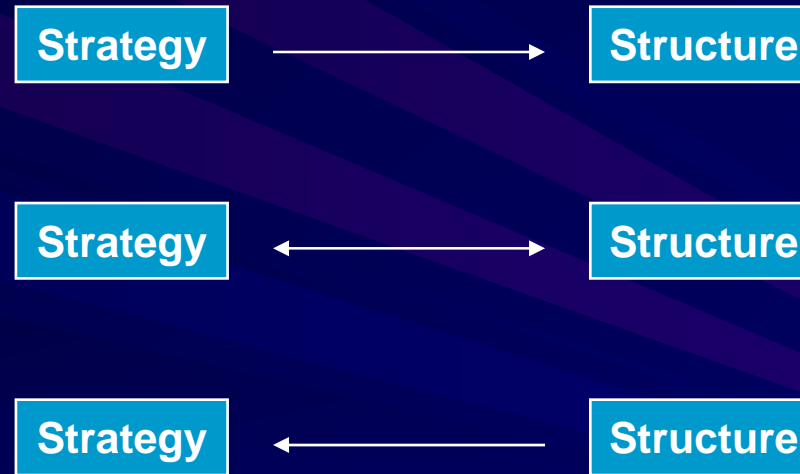
Social Environment Factors, Criticism, and Response



Some concepts

- Debate over performance of Institutions/
Organizations
- Performance
 - Efficiency/competence
 - Effectiveness/appropriateness
- Till today, focus on efficiency
- Org. ecology studies – only in corp. sector

Concept.....



So, there is an urgent need for change

Types of Organizational Change

■ First Order

- Incremental, Path dependent, Evolutionary, Competency enhancing

■ Adaptation Theories

■ Second Order

- Episodic, Revolutionary, Path-breaking, Competency destroying

■ Metamorphosis Theories

Issues to Ponder on....

■ Exploitation of old certainties

- Refinement, Production, Efficiency, Selection, Implementation
 - Path-dependence, lock-in, suboptimal equilibria

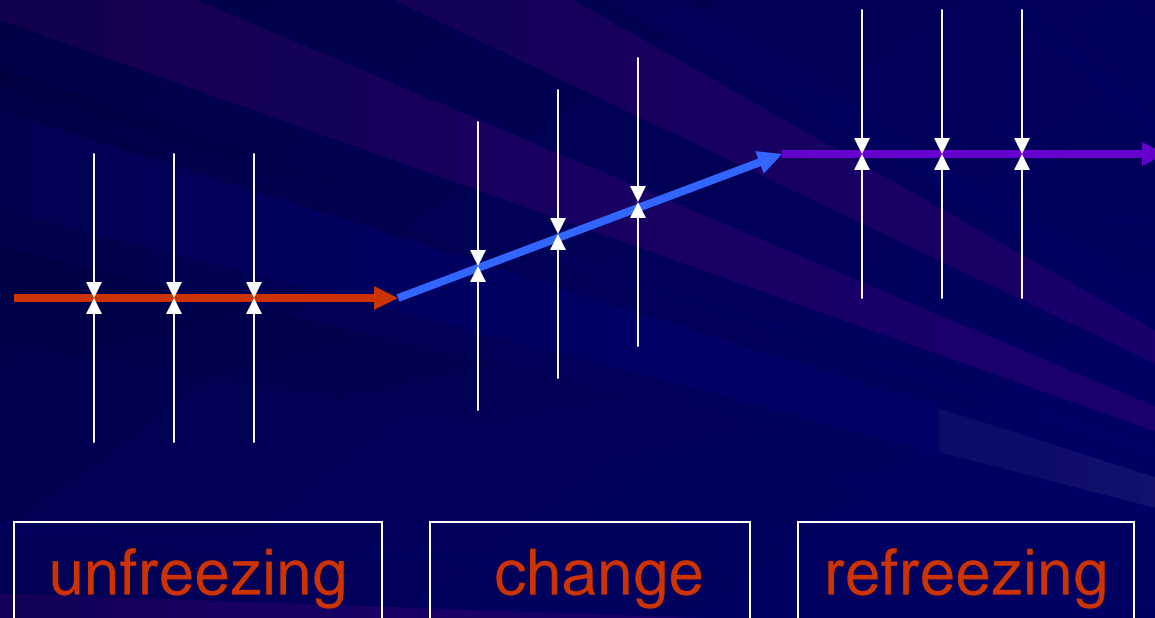
■ Exploration of new possibilities

- Search, Flexibility, Discovery, Innovation, Risk taking, Experimentation

Concept.....

Organizational Change: The Process

Stages:



Kurt Lewin, 1950

Education System: What Has Changed?

At the present juncture in history, major innovations in science and technology, changes in economics and politics, and transformations in demographic and social structures are taking place throughout the world.

Changing Paradigm

	Old Paradigm	New Paradigm
Key Industries	Oil, mining, steel, vehicles, railways, shipping	Computers & software, biotechnology, personal & financial services
Key Resources	Energy, labour	Information, knowledge, & talent
Technology	Power trains, machine tools etc.	Information technology
Product Life Cycles	Measured in decades	Measured in years or months
Trade Pattern	International	Global
Working Day	8 hours	24 hours
Communication Media	Letter, telephones, fax	Mobile devices, email, internet & intranet
Organization	Centralized, hierarchical, functional	Decentralized, flat, flexible
Work Force Characteristics	Mainly male, semi-skilled or unskilled	No gender bias, high proportion of graduates

■ Educationist and educators all over the world come across certain board features which include

- Fast changing technologies and ever increasing impact of information and communication technology
- Emerging emphasis on self-learning, self directed learning, self motivated learning and as also of co-operative learning
- Issues related to infrastructures in schools and institution
- Issues of professional development and growth

“As we move through the last decade of this extraordinary century, which has witnessed unparalleled destruction and unimagined progress, the cruelest mass killings in human history and the most amazing breakthroughs in human welfare, the advent of weapons of unprecedented lethality and creative probings into outer space, we find ourselves at a crucial point in the long and tortuous history of the human race on Planet Earth. It is now quite clear that humanity is in the throes of a transition to a global society. We live in a shrinking world in which the malign heritage of conflict and competition will have to make way for a new culture of convergence and co-operation, and the alarming gap between the developed and the developing world will have to be bridged if the rich promise of the next millennium is not to evaporate in the conflict and chaos that is already overtaking many parts of the world.

This is the basic challenge to education in the 21st century.”

Foundation of Education

■ Four pillars of education:

■ Learning to live together

- by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way. Utopia, some might think, but it is a necessary Utopia, indeed a vital one if we are to escape from a dangerous cycle sustained by cynicism or by resignation

Foundation of Education

■ Learning to know

- Given the rapid changes brought about by scientific progress and the new forms of economic and social activity, the emphasis has to be on combining a **sufficiently broad general education** with the possibility of **in-depth work on a selected number of subjects**. Such a general background provides, so to speak, the passport to lifelong education, in so far as it gives people a taste – but also lays the foundations – for learning throughout life.

Foundation of Education

■ Learning to do

- In addition to learning to do a job of work, it should, more generally, entail the acquisition of a competence that enables people to deal with a **variety of situations**, often unforeseeable, and to **work in teams**, a feature to which **educational methods** do not at present pay enough attention

Foundation of Education

■ Learning to be

- In the twenty-first century everyone will need to exercise **greater independence and judgment** combined with a stronger sense of personal responsibility for the attainment of common goals. None of the talents which are hidden like buried treasure in every person must be left untapped. These are, to name but a few: memory, reasoning power, imagination, physical ability, aesthetic sense, the aptitude to communicate with others and the natural charisma of the group leader, which again goes to prove the need for **greater self-knowledge**

Janus – A Greek God



Education today needs to deal with:

- The tension between the **global and the local**: people need gradually to become world citizens without losing their roots and while continuing to play an active part in the life of their nation and their local community
- The tension between the **universal and the individual**: culture is steadily being globalized, but as yet only partially
- The tension between **tradition and modernity**, which is part of the same problem: how is it possible to adapt to change without turning one's back on the past, how can autonomy be acquired in complementarity with the free development of others and how can scientific progress be assimilated?

Education today needs to deal with:

- The tension between **long-term and short-term considerations**: Public opinion cries out for quick answers and ready solutions, whereas many problems call for a patient, concerted, negotiated strategy of reform. This is precisely the case where education policies are concerned.
- The tension between, on the one hand, the need for **competition**, and on the other, the **concern for equality of opportunity**: this is a classic issue, which has been facing policy-makers and educational policy-makers since the beginning of the century.
- The tension between extraordinary expansion of knowledge & human beings' capacity to assimilate it

Education today needs to deal with:

- the tension between the **spiritual and the material**: often without realizing it, the world has a longing, often unexpressed, for an ideal and for values that we shall term 'moral'. It is thus education's noble task to encourage each and every one, acting in accordance with their traditions and convictions and paying full respect to pluralism, to lift their minds and spirits to the plane of the universal and, in some measure, to transcend themselves

Gandhi Ji said: 'By Education, I mean an all round drawing out of the best in child and man Body, Mind and Spirit.'



Education System: Indian Scenario

EDUCATION SYSTEM IN INDIA

Opportunities

- Knowledge a key resource for global competitiveness
- India a key player in global knowledge economy – off-shoring, knowledge-intensive manufacturing
- Opportunity to convert demographic surplus to economic strength



Threats

- Skill shortages despite high graduate unemployment
- Regulatory system fails to maintain standards despite formidable entry barriers
- Chaotic and unplanned expansion
- Poor standards of academic research

Supply- Demand Status

Supply side

- Stock – 22 million graduates
- 2.46 million added every year
- 83% enrolment in arts, science and commerce – symbolic degrees
- Small base of enrolment in PG and Research
- Growth in professional courses
- Growth of non-university sector

Demand-side issues

- Emerging global occupational structure: Mobility of skilled work and workers
- India's opportunity in IT / ITES Sector (require 8.8 million people – direct / indirect by 2010)
- Revival of manufacturing sector / consumption-led growth / New economy sectors
- Larger share in global trade and investment

Higher Education System In India

■ Major Strengths

- 348 universities, 17625 colleges, >500,000 teachers; 10.5 million students; Third largest after US & China. Growing rapidly
- Covers all major disciplines
- Professional education in English medium
- Attracts highly selected students
- IITs – 1 of 200 applicants gets admitted

■ Outcome

- Largely met the manpower needs of the country
- Helped India become self-reliant in several areas
- Foreign investors attracted

- **BUT, THE SYSTEM IS NOT READY to MEET THE CURRENT & FUTURE CHALLENGES.**

Education System in India

■ Major Concerns

- Over-centralization; Lack of institutional autonomy and accountability; very slow response to changes
- Variable quality; market mismatch; inflexibility
- Little knowledge creation– little interaction with economy, society and other academic/ research institutions
- Difficulties in recruitment and retention of qualified teachers in critical areas
- Diminishing and skewed public funding; system inefficiencies
- Limited access and regional disparity

Indian Education System

■ The key challenges:

- Although enrolment in primary education has increased, it is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in school
- Severe gender, regional, and caste disparities
- High drop-out rate, especially after Class 10
- Low levels of learning and achievement
- Inadequate school infrastructure
- Poorly functioning schools
- High teacher absenteeism
- Large number of teacher vacancies



Indian Education System

- No common school system; instead children are channelled into private, government-aided and government schools on the basis of ability to pay and social class
- Therefore, while education for all is safeguarded by the Constitution, and a majority of people can now access educational resources, the quality of the education that young people in Indian receive varies widely according to their means and background, which is a worrying and problematic trend



- Since Independence, the **education** policies of successive governments have built on the substantial legacies of the Nehruvian period, targeting the core themes of plurality and secularism, with a focus on excellence in higher **education**, and inclusiveness at all levels.

The Evolution of India's Education Policy

■ Elitism, Nehruvianism and development

- Traditional Hindu education served the needs of Brahmin families
- Under the Moguls, education was similarly elitist
- These pre-existing elitist tendencies reinforced under British rule
- Nehru envisaged India as a secular democracy with a state-led command economy. Education for all and industrial development were seen as crucial tools to unite a country divided on the basis of wealth, caste and religion, and formed the cornerstones of the anti-imperial struggle. Following Independence, **school curricula** were thus imbued with the twin themes of **inclusiveness** and **national pride**, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation

The Evolution of India's Education Policy

- The Kothari Commission: education for modernization, national unity and literacy
 - the Kothari Commission (1964–66) was set up to formulate a coherent education policy for India
 - education was intended to increase
 - productivity, develop social and national unity,
 - consolidate democracy,
 - modernize the country and
 - develop social, moral and spiritual values
 - the main pillar of Indian education policy was to be free and compulsory education for all children up to the age of 14
 - three-language formula
 - India's curriculum has historically prioritized the study of mathematics and science rather than social sciences or arts. This has been actively promoted since the Kothari Commission, which argued that India's development needs were better met by engineers and scientists than historians.

The Evolution of India's Education Policy

■ The need for change: the National Policy on Education

- In 1986, Rajiv Gandhi announced a new education policy, the National Policy on Education (NPE), which was intended to prepare India for the 21st century
- The new policy was intended to raise education standards and increase access to education. At the same time, it would safeguard the values of secularism, socialism and equality which had been promoted since Independence
- Another consequence of the NPE was that the quality of education in India was increasingly seen as a problem, and several initiatives have been developed since in an attempt to counter this