

# Restructuring of education in view of global changes

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## Abstract

In this paper my aim is to study the problems in “The New National Policy on Education” that government has tried to address the deficiencies and challenges faced by our education system. It offers a framework for change, make education modern with use of technology, without compromising on India’s traditions, core values and heritage. Even the topmost Indian institutions do not figure in the international rankings of universities in the world. Nutrition and immunization in the early years are of critical importance in ensuring the child’s good health and ability to learn throughout his life. India is attracting a large number of foreign students to their central, state and private universities and colleges from several parts of the world. I have tried to restructure our education policy that we can think to improve our education system and employment generation.

**Keywords:- National policy on education, foreign student ,health ,core values**

## History of education

During the British rule in India, it is said that access to school and university education was restricted. On the other hand, the university system inherited from Britisher’s is currently undergoing phase of rapid diversification and expansion. Reservation system is promoted in the country to upgrade the education of castes and tribes which were traditionally excluded from education. During that time India is one of the oldest and most glorious living civilizations in the world dominated the world scene in every respect –in philosophy, economics, trade, culture as well as in education. During Independence of India, there were close to 19 universities and 591 colleges with around 0.2 million enrollment. But now the no. has increased drastically with 261 universities, over 8,361 colleges and over 8.5 million enrolments. The growth story has been absolutely significant. India claims to have second largest higher education system in the world, however, in view of its vast population (close to 17 per cent of the world’s population) India will be one of the backward countries in respect of education, especially higher education.

## Need of restructuring in education policies by Indian government

### Privatisation

The share of higher education in union budget declined from almost one third in 1990-91 to 18 per cent in 2005. Due to privatization the fear of commercialization of one of the important service in the country Well, the fact is true to some extent but going by the fact that the government’s role in development of the sector started deteriorating, private institutions started flourishing. Lobbying in this situation helped the private players get recognition.

**Right to Education** was recognized by the United Nations as fundamental to man – indeed as the UN was being established, India had argued vehemently in favour of education as a fundamental right. The 1968 and 1986-1992 National Education policies in India recognized education as a precondition for development and set out three critical issues in those policies – **equity, accessibility and quality**. The country has tremendous potential to become a world leader in several fields if there is a resolve to provide high quality education and health care to its children.

### **No compromise in Indian's tradition, core value and heritage**

David Orr (1999) argued that Western education has in fact replaced "indigenous forms of education throughout the world and focuses on preparing students exclusively for an urban existence." He also claimed that through this process, people are losing their vernacular knowledge, by which he meant „the knowledge that people have of their places“, that is a loss of their cultural worth and he also believed that "our graduates of tomorrow will be trained, above all, to keep the wheels of the global economy turning". But the Western style of education is inadequate as it focuses largely on the creation of money whilst paying no attention to the preserving of cultures.

By seeing this The New National Policy on Education has tried to address the deficiencies and challenges faced by our education system, particularly the urgent need to improve quality of learning across all sectors. It offers a framework for change, make education modern with use of technology, without compromising on India's traditions and heritage. India has suffered serious consequences arising out of increasing threat of terrorism and fundamentalism. "Truth (satya), Righteous conduct (Dharma), Peace (Shanti), Love(Prem), and Nonviolence (Ahims) are the core universal values which can be identified as the 13 foundation stone on which the value-based education programme can be build-up. These five are indeed universal values and respectively represent the five domains of human personality: intellectual, physical, emotional, psychological and spiritual." Education, in its entirety, has to prepare persons for contributing to a world of peace, harmony, mutual trust and a value-based society . We should inculcate this value in students and in teacher .

### **Top Indian institutes has Low rank in international ranking**

While the Indian higher education system is one of the largest in the world, the quality of universities and colleges and the education they offer is far from satisfactory. The number of institutions of high quality is limited. Even the topmost Indian institutions do not figure in the international rankings of universities in the world. This is an issue of major concern and the subject of frequent public discourse in India . so we have to improve our ranking by quality up gradation where what and which things is lacking .

Here is the ranking in world level by **Quacquarelli Symonds (QS) System** in 2012 were IIT Delhi (212), IIT Bombay (227) and IIT Kanpur (278). The Indian Institute of Science (IISc), Bangalore ranks 99th in the world's top 100 universities for engineering and technology. As per 2015/16 QS rankings IISc Bangalore has a rank of 147, IITD 179, IITB 202, IITM 254, IIT Kanpur 271.

### **Learn from US and western world students for using appropriate use of freedom of speech**

Traditionally universities in the US and the western world have encouraged new ideas to flourish, and have never placed any restriction of any kind on freedom of speech or association within their campuses. It should also however be noted that one has rarely heard in the context of US or Europe or other educationally developed countries of postponement of examinations or disruption of academic activities, arising out of groups of students pursuing their 'right' to free speech and association. We should adapt such skill rather than just coping their lifestyle.

### **Need for government expenditure on education should be at least 6% from 3.5%**

Despite these exhortations, however, the expenditure on education has consistently remained well below this level. From 0.64% in 1951-52, the ratio climbed to 3.84% in 1990-91. It briefly breached the 4% threshold at the turn of the millennium but has thereafter reverted to a level of around 3.5% in recent years. Just for comparison, the corresponding level of expenditure in OECD countries is at an average of 5.3% of the GDP of those countries; indeed 11 OECD countries exceed 6%. While Cuba devotes over 18% of its GDP to education, Malaysia, Kenya and even Malawi manage to cross the 6% bench-mark. The global weighted

average of Government spending as percent of GDP for all the countries in the world is 4.9%, substantially above that in India. We should spend on education sector.

Nobel Laureates T.W. Schultz and Gary Becker in 1961 and 1963 respectively propounded the new economics of education. According to this, all investments in education, be they private or public, were guided by profitability. It was the profit motive that exhibited in the concern for the „rate of return“ to the money spent on education, which was the main factor, behind one’s investment decisions in education. The private investments were based on the private „rates of return“ calculated by counting the private costs and gains that were expected as the result of acquiring one kind of education rather than the other. The objective of education was the same, be it for individual or for society as a whole, to get the best economic value for the money and effort spent.

### **Awareness on caring of health and nutrition**

The main interventions of the Government of India in child health and welfare for the age group 3–5 are being made under the Integrated Child Development Services (ICDS) programme, the ICDS scheme aims to improve the nutritional and health status of children by reducing the incidence of mortality, morbidity and malnutrition and to enhance the health and capability of the mother to look after the normal health and nutritional needs of the child. The ICDS provides food and primary health-care to children less than 6 years of age and their mothers. In addition to fighting malnutrition and ill health, the programme is also intended to combat gender inequality by providing girls the same resources as boys. It is said that every third girl child in India is under-nourished; every second girl anaemic (55.3%). The report said that 40% of the world’s undernourished children live in India; 48% of Indian children below 5 years are stunted, and 42% are underweight – all the result of poor nutrition and lack of micronutrients. We can imagine the impact of the above on the quality of education in our school system. These deficiencies cause death and disability, and retard brain development, IQ, cognitive skills, energy levels, 111 and productivity. India’s performance on these crucial outcomes is among the worst in the world. Indian nutrition indicators are worse than even our neighbours Bangladesh, Pakistan, Sri Lanka, and Nepal. Lack of micronutrient inputs in early childhood has irreversible life-long adverse impact on many aspects including brain development, physical development/stunting, lack of concentration and so on. Undernourished children are less likely to enrol in school and would drop out, if enrolled. Such type of schemes is given to vulnerable section there is need of every child so all stakeholder have to hold hand together to fight for great brains.

### **Emphasis on Language learning**

The use of mother tongue can continue to be the medium for instruction, through it better understanding of concept can be explained to child. The study of Hindi language is necessary to bring all Indians together as citizens of a single nation. The study of English is equally of importance to deal in transcend geographical boundaries to work effectively at the national and international level.

now the trend of increasing globalisation it is useful for schools which have the capacity to do so, to offer foreign languages such as German, French, Russian or Arabic at the secondary or senior secondary stages. Every new language provides fresh perspectives and opens new prospects for the learner.

### **Developing share of research publication**

During the past decade India’s overall share of research publications in the world has risen from 2.8 to 3.4 per cent. but then also, we have limited research capacity and the research quality is generally of low. we are having almost nearly 800 universities and 40,000 colleges employ 8 lakh faculty and teach almost 3 crore students – but not many significant scientific or technological innovations have emerged from an Indian institution since independence.

Those who are of creamy Indian researchers generally prefer to go abroad for research; this is poor conditions in India not being conducive for research. Many of India’s best brain around 3 lakh annually, prefer to go

to study in the world's best universities, spending in the process over US\$ 10 billion a year (practically double what India as a whole spends on R&D annually; or in other words, nearly 2% of India's GDP). In other words, These indicating figures need to be taken seriously, as they describe the current state of research in the country. In recent years, a few private sector institutions have tried , with quality research and teaching but it is hampered by a hectic regulatory environment and lack of access to research funding from government agencies. we have to develop positive competition and cooperation with each other .

### **Development of close interaction and cooperation among teaching institute, research institute and industry**

The culture in India is for each major institution to function as an isolated silo, basically depending on government finance for existence. There is low Institutional networking remains though there is a need for cooperation . The Committee has also noticed that the public sector institutions like IITs and IIMs do not interact with each other on R&D issues; in general the IITs and IIMs have only sporadic collaboration with the Indian industry. The interaction between the National Laboratories of CSIR and industry in India is low. If we look in developed countries for instance, there is extremely close interaction and cooperation between the teaching/research institutions and industry, leading up to significant mutual benefit. Internationally, the current model of R&D is through a networking system between centres of excellence and industry. there is need for cooperation and networking among top institute and industry.

### **Need for Teacher education programme**

Teaching is considered a process to initiate, facilitate, and sustain students' self- learning, self- exploration and self-actualization . The focus of teaching is to arouse students' curiosity and motivation to think, act, and learn. The aims of teacher education should be to develop teachers as leaders and citizens who will creatively contribute to the formation of a global society with multiple developments in technological, economical, social, political, cultural, and learning aspects. The future of any countries often lies within their ability to compete in a global market where industrial based economies are giving way to knowledge based industries, realizing the importance of knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty.

### **Local and global networking and exposure through internet**

Teachers can maximize the opportunities to enhance effectiveness of their teaching from local and global networking and exposure through internet, web-based teaching, video-conferencing, cross-cultural sharing, and different types of interactive and multi-media materials. Teachers are grouped and networked locally and globally to develop and sustain a new professional culture and multiply their teaching effects through mutual sharing and inspiring. They become world class and networked teachers through internationalization and localization.

### **Evaluation Performa**

Some of the agencies like NCERT & CASE (Baroda) have developed evaluation Performa. There is a teacher competence appraisal guide developed in the USA for the assessment of practice teaching. These can be used while assessing the performance of teacher trainees. Teacher education programme has two parts – Theory & Practical work including the student teaching. An equal weight age should be given to theory & practical aspect.

### **In-service programme**

The in-service programme of teacher education will keep the teachers up-to-date in respect of their knowledge of their subjects, specialization subjects & the professional skills of teaching. This will help the teachers to update their knowledge & skills according to scientific & technological advancements. Hence they will be able to meet the new challenges effectively. The in-service training programme includes periodic refresher

courses, professional enrichment courses, orientation in various emerging areas like value education, special education, communication technology, human rights education, environment education etc. Active participation of teachers in workshops, conferences & seminars organized at National & International level should be encouraged.

### **Collaboration with top 100 world universities**

International linkage on high education is increasing day by day around the world. Most of them go to US or Europe; in the last decade China has emerged as an important destination. About 75,000 foreign students come to India, including for short duration study programmes; less than 20,000 international students are enrolled in degree programmes in the country, most of them in under-graduate programmes, largely coming from South Asia. In contrast nearly 3 lakh Indian students study abroad, mostly in post-graduate and doctorate programmes, spending about Rs.60,000 crore per year. The annual spending by Indians for studying abroad is twice the amount allocated in the Union budget for higher education, and nearly 20 times what the Indian higher education institutions spent on research collectively. This is such a huge amount and the main issue of losing our bright student.

So there is need of Encouragement should be given to high quality foreign universities and educational institutions to collaborate with Indian partners, and establish an Indian presence. While the nature of cooperation and collaboration may vary, the foreign university should be in a position to offer their own degree to the Indian students, studying in India, which will be valid in the country of origin. How this is to be structured is to be settled between the collaboration partners. The key essential would be the collaborating foreign partner would be among the top 200 Universities of the world

India signed GATs with foreign universities to enter in our country because of it now there are more than 100 western universities established in the country. Similarly, India is in the process of setting her universities in the foreign lands. India is trying to attract a large number of foreign students to their central, state and private universities and colleges from several parts of the world. Asian and western students find India a place of higher education hub due to the fact that the education provided here is inexpensive, higher quality and in the learner friendly environment.

For instances, Australia and Singapore have already established their international networks by setting up international academic offices and collaborating with partner institutions to attract overseas students to study in their own countries. Australia is now the third largest provider of education to overseas students in the world after USA and United Kingdom (Dunn and Wallace, 2004; Marginson, 2002).

### **Implementation of Thai model in medical professional**

this is a concept of China where they used in medical professional. they provide job to graduates in government, rural and community hospital for internship mandatory for 3 years. All graduates cannot emigrate for three years after they graduate.

We recommend following the Thai Model as it seems to be the most effective in tackling two issues simultaneously. It maximises the number of graduates that have to stay within the country (by stating all graduate regardless of public or private), and implores them to work in communities that are suffer. The National Medical Commission Bill introduces much needed reform to the Indian accreditation system. However, it lacks in structural integrity, structural vision, and institutional vision.

### **Awareness of community financing**

This is a concept in Malaysia where richer communities are in a better position to provide resources for education. Meanwhile, geographic variations in quality may be intensified by rapid expansions in the supply of education, because these require a capacity to absorb the expansions. Rural schools, for example, tend to have fewer qualified teachers. Under some circumstances, management reform or decentralization may widen

disparities in the quality of education to the extent that geographic differences in the availability of resources exist. Similar distributional consequences may follow from other reforms that lead to greater community participation, such as community financing. We can also follow such concept to maintain balance in the education hub in different geographic area rather than crowd of education hub in one place .

### University merging

This is a concept of China where they had made the policy of university merging for optimum utilization of resources for competing in global market in education area .according to (KA-HO MOK )sets out in the context of globalization to identify, examine and discuss issues related to structural adjustment and educational restructuring in China, with particular reference to university merging and changes in higher education governance models. While it is basically an historical and documentary analysis of policy change in Chinese higher education, this article focuses on restructuring strategies that the Chinese government has adopted to make its university systems more competitive and efficient in the global market context .

In response to the demands for greater efficiency and quality education alongside the reality of growing financial stringency, university merging has become a common phenomenon for the latest developments of the higher education systems in the United Kingdom, the United States, Australia, mainland China and Taiwan. Comparative studies reveal that the principal goal for university mergers is to achieve administrative, economic and academic benefits by merging institutions into a larger unit based on the assumption that larger units would yield qualitatively stronger academic institutions, better management and use of administrative resources.

In 1995, the SEC issued a policy document entitled ‘Suggestions on Deepening Higher Education Structural Reform’ (‘Suggestions’, hereafter), recommending the four major restructuring strategies, namely, ‘joint development’ (gongjian), ‘restructuring’ (huazhuan), ‘merging’ (hebing) and ‘cooperation’ (hezuo) to reform its higher education systems. The following discusses these restructuring strategies, the consequences and the policy implications of university merging and higher education restructuring in China. The establishment of new Zhejiang University in 1998 is a very good example for illustrating how university merging is done in mainland China. The Zhejiang project was established on the basis of the merger of Zhejiang University, Hangzhou University, Zhejiang Agricultural University, Zhejiang Medical University. As a comprehensive university, programmes of the merged university covers arts, humanity, education, economics, management, law, agriculture, sciences, engineering and medicine.

Other examples of university mergers in mainland China include: Shanghai University was merged with four higher education institutions, including Shanghai Industrial University and Shanghai Science and Technology University, in 1994.

### Direct Employment generation under government department

This strategy is used by China in mainland for enhancing effective ,efficient ,quality in higher education and central department. The majority of regular higher education institutions were directly under different central ministries, including Ministry of Coal Industry, Ministry of Machine-Building Industry, Ministry of Metallurgical Industry, Ministry of Internal Trade, Light Industry Council and Textile Industry Council, Ministry of Posts and Telecommunications, and Ministry of Forestry, etc. We can develop such type of policy for retaining bright student and to develop employment generation .

### Conclusion

In last I just want to that we should not forgot our core value, cultural and tradition .we have to have our quality in education then and only we can have healthy competition .we can develop best policies from best countries like (KA-HO MOK ) In China In 1995, the SEC issued a policy document entitled ‘Suggestions on Deepening Higher Education Structural Reform’ (‘Suggestions’, hereafter), recommending the four major restructuring strategies, namely, ‘joint development’ (gongjian), ‘restructuring’ (huazhuan), ‘merging’

(hebing) and 'cooperation' (hezuo) to reform its higher education systems and universities merging . we can also think on it for optimum utilization of our resources for the improvement of our student our nation.

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