

**WORLD-CLASS EDUCATION IN SCHOOLS**

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Abstract

If we check the assessment criteria in our academic institutions, we will find that getting published in foreign journals is given greater weight. The same is true for work experience gained abroad. Foreign collaborations are actively sought in India. Those who have published in foreign journals or those who have foreign degrees are supposed to be superior. Academic institutions advertise their joint programmes with institutions based in western countries. People with MBA degrees from some select institutions abroad get better salaries in Indian companies. Indian scientists work all their life for getting recognition abroad. India should be able to generate its own world-class academics and researches. These people will be an inspiration to the future generation. This can happen only with improvement in School Education.

Key words-*School education, World class education*

Introduction: For Indian children, there is disparity in what is taught in schools and the information that is available to them through the electronic media. Children's informal source of knowledge is lot more advanced compared to what they are taught in schools. When they get into schools at the nursery level, they find themselves in a system whose content is derived chiefly from the old age. In India, efforts towards providing quality school education focuses mainly in improving the internal effectiveness of schools through the methods of teaching and learning. Internal quality assurance is maintained which have goals stated in advance. These goals are copied from quality assurance manuals and procedure booklets. Newer reforms focus on improving the existing institutions and practices in education to meet the needs and expectations of the students and parents. The students who score over 95 per cent bring honour to the school. This examination results determine the standing of a school. Children who achieve such high

percentage are good achievers. In fact, students are judged by the narrow standards of school examinations. These examinations test memory and not learning. These children are rewarded for having good memory and for retrieval of information. But in reality, our life and their solutions are not series of questions and answers. It is very doubtful that such people can become world-class leaders.

Quality Education in Schools: Implementing the new emerging quality paradigms in school education will give India the chance to acquire world leadership in the fields of education. We can draw inspiration from the examples of our great scientists. We need champions to promote the new paradigms in school education. It is not like buildings and launching satellites. Though these projects are complex and challenging, they are confined to a few technologists and administrators. When we talk about new paradigms, teachers worry about having to learn new things, which they are not prepared for. The government authorities are worried about losing their power and control over schools. Parents feel the fear of the unknown. This is possible only by the people who passionately believe in better education and students who want to explore. These are the people who are not afraid of risks.

New Curriculum: This is the foremost challenge before our education. More than ever before, schools do not have a monopoly in imparting knowledge to children. There are different ways of imparting knowledge to the children. There are multiple sources of learning such as TV, computer, FM radio, internet, CDs, games, books, magazines and films. Each child brings with him or her different needs and capabilities. This is basic assumption under the emerging student-centric paradigm of education. The other key features of the new curriculum would be that there will be some continuity with past methods of teaching. There will be provision for creative avenues for each child. There will be balance between individual capabilities and societal needs. New curriculum will plan different approaches for creative interaction between students and teachers. There will be use of multiple sources of learning. New approach encourages sharing of knowledge and skills between students through discussions. Practical assignments, using hands to work in actual conditions will be part of new curriculum. The focus will be on developing the ability to observe, reflect, analyse and express ideas. Importance will be given to cultural diversity.

The emerging trends in curriculum development: The emerging trends in curriculum development emphasize depth of study as well as breadth of coverage. It is less concerned about

balance. The emerging trends in curriculum development emphasize the use of multimedia and multisensory approaches in order to stimulate the brain. We should use reflection and meta-cognition to achieve authentic and in-depth learning. We must make our students creative. Students are expected to act, not react. They must take the initiative to make things happen. They should develop an attitude whereby they do not think about problems and barriers, but about solutions and innovations. This training helps them to solve problems in professional and personal life. Education must teach children to take pride in their abilities and above all, children must learn to value education. Education must broaden their horizons. We have to ensure that students passing out in any discipline display sufficient maturity and capability of being balanced socially and professionally. A big question is how to impart this sensitivity or capability to maintain balance in present circumstances. Through self-development exercises the students recognize the realities of life, his/her role and society's role. All children should grow in this way.

Implementation of new curriculum: Government nominated agent can take on a coordinating role. But he is not approving authority. All necessary coordination should be done with the higher education system to ensure that students from these schools are not rejected by institutions of higher education. Initially experiment can be done with 1000 schools. The reason for choosing 1000 schools at first is that we need a large sample to see visible changes. Students completing their studies from these schools will not be lost. Almost each district in the country will have at least one school of this type. It is better to start this experiment at the district level rather than in the metros because the existing model of education is too dominant in the latter. After a few years of success, it will become easier to extend this model curriculum to other schools across the country.

World class leadership: The first and foremost condition for creating excellence in the higher education system is for institutions to enjoy autonomy. Autonomy does not mean freedom for principals, directors, vice chancellors and heads of departments. It should also spread to the level of each faculty member. That is how the IITs and the IIMs have nurtured freedom over the years. IITs and IIMs have largely been able to provide such conditions to their faculty. These institutes give real autonomy to their faculty members and that is why they are good. Real autonomy ensures that those who want to pursue high grade work on a global scale are free to do so without hindrance. But in the absence of autonomy, the ones who seek administrative and political powers tend to dominate. In addition to autonomy, we need to provide students with truly multidisciplinary settings where the arts, the sciences, technology, medicine, ecology, folk

studies, commerce, economics, law, security studies and sports studies get the chance to intermingle. Such a mixing of subjects will boost the creativity of our scholars. They can only become world class leaders.

Conclusion: We need a multi branched approach to produce Indians who will become world leaders. We need our schools to nurture different types of children. The 1000 model schools can set an example. Students from these different schools have to be able to get into the higher education system. We need to create institutions that offer true autonomy at the individual, the academic and the scholastic levels. Then we have to encourage the setting up of foreign academic and R & D centres in India. Top higher education institutions should avoid over-specialization in one or two disciplines and, instead, cover various facets of knowledge. They should also encourage multidisciplinary studies.

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