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CORRESPONDENCE

EDUCATION AS TRANSFORMATION: BEYOND RANKINGS, METRICS AND MARKET LOGIC

Arvinder Singh Bhalla

1. Principal Guru Nanak Khalsa College Yamuna Nagar (Haryana).

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Abstract

Education is meant to shape thoughtful, ethical, and socially responsible human beings, not just skilled workers. Yet today, many educational institutions are driven by rankings, data, and competition, often losing sight of their deeper purpose. When numbers matter more than people, learning becomes mechanical, relationships weaken, and human values fade. Accountability and efficiency are important, but they should never replace compassion, fairness, and integrity. True educational success lies in nurturing curiosity, dignity, and moral awareness while creating inclusion and supportive learning communities. By restoring balance between performance and humanity, education can once again inspire minds, strengthen character, and serve society with purpose and care. Education fundamentally aims at the pursuit of knowledge to cultivate better human beings. It further seeks to enable the application of knowledge for the collective well being of humankind. Ultimately, education serves to engage with the socio-cultural, economic, political, and religious dimensions of human life in a balanced and thoughtful manner, enhancing the quality of thought process and, consequently, the quality of life. If we ask ourselves honestly, does education in the present scenario truly serve these goals? Honestly speaking, it is difficult to defend the role being played by educational institutions in the present context. The notion of accountability, transparency, performance, economic viability, and sustainability have become the leading vectors of success in institutional context in the modern world of higher education. In conjunction with these, the insatiable drive of rising in ranking has continued to fuel the spirit of competition amongst the universities and colleges in the world. Such parameters, as important as they are, tend to cloud the more important meaning as well as the initial purpose of education. The question one must pose is that, what is going to be the final reward in the event that in pursuing these goals the spirit of fairness, humanity, moral honesty and the values that education was founded upon is destroyed?

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Corresponding Author:-Arvinder Singh Bhalla

Address:-Principal Guru Nanak Khalsa College Yamuna Nagar (Haryana).

Introduction:-

The historical and philosophical foundations of education had never been limited to generate quantifiable outputs or graduates ready to join the market. Instead, they were pegged on the development of wisdom, conscience in ethics, and social responsibility. When education prioritizes management efficiency and commercial success, it risks becoming a system that values numbers over nurturing human potential. The true sustainability of any educational institution depends not just on its financial health or global ranking, but on its ability to uphold human values, inspire curiosity, and serve society with fairness and compassion. While accountability and performance are important, they should be balanced with the moral and humanitarian aspects of education. Only then can higher education return to its original mission committing to enlightenment, equity, and the overall development of humanity.

The sacred purpose of education that is to foster wisdom, character and social responsibility has gradually been replaced by market logic and institutional competitiveness. The immediate and the most drastic impact of the change is in the employer-employee relationships within the institutions of higher learning. This was once an aspiration to serve a learning cause but this has now become a target-based, output-focused and cost-effective organization. Such associations have been dehumanized, exploitative and mechanical to the extent that the principles of respect, empathy, and collegiality that used to characterize the academic society have been lost.

We are being made more anxious about how institutions are going to be graded and obsessed ourselves with the magic of data that will help to fix the health and success of the education system. Our achievement started to be measured in terms of numbers, rankings, and performance indicators. Under this process, we began to count everything which may be counted and we have overlooked what really counts. Education, the process of development of understanding, creativity, integrity, and empathy has been dwarfed by the statistic show of advancement. We have overlooked the fact that we can neither truly make nor successfully support a educational institution in the long run unless we give due attention to the holistic development of the learning institution the development of its stakeholders, its culture and its moral vision. Educational institutions that flourish structurally, but not spiritually or ethically end up losing their soul, reputation and their inspirational capabilities.

It is actually disheartening that in most learning institutions, huge pay gaps and structural inequalities are present in enormous proportions. The people who get lion share of resources and privilege hardly do anything to warrant their status and give others room to express themselves freely. Instead of merit and commitment as the basis of institutional life, power emerges as the driving force. Conversely, the marginalized and underpaid individuals are not allowed to engage in meaningful participation in decision making. They are not often called upon to help in policy making so as to improve the institution and their voices are sidelined or even suppressed. Consequently, a big portion of genuine and competent workers is left without a voice, their potential is not exploited, and their creativity is stifled. This does not only create frustration and resentment but it also destroys the spirit of togetherness and the ethics of education itself.

In the most of institutions, employers are often left with a bad experience of non-performing employees. As a way of expressing frustrations, they are found to create policies that seek to marginalise that lethargic group of the employees. Nonetheless, when punishing or correcting such employees, they occasionally go to an extreme, which consciously or unconsciously destroys the spirit and soul of higher education. The spirit of trust and teamwork is replaced with suppression, defiance, suspicion and fear and the emphasis slowly becomes towards inspiration to control. Consequently, the quality of work in general starts to decline. Rather than using mentorship and motivation to address the issue of non-performance, it is viewed as a source of alienation and division. As a result, educational institutions begin to deteriorate, their illustrious culture evaporates and their future growth and development gets lost. What is left behind is a facade of learning and the inner spirit that characterized the academic life is drying up.

It is first essential to know the beats of the realities on the ground in order to be truly reformative in education. Any policies and strategies formulated in a vacuum, not connected with the experienced issues of teachers, students, and administrators, can end up being ignorant of the realities that negatively impact development. When solutions are humane and sustainable, it is possible to pay close attention to the root causes of problems instead of considering their superficial symptoms. Institutions of learning should foster the vision of looking beyond short-term benefits or statistical achievements and imagine a system to help students develop intellectually and morally in the long term.

Humanistic and holistic approach is also essential. Education cannot prosper in a world disregarding the emotional, ethical, humanistic and spiritual aspects of human beings. The institutions thus need to rebrand themselves as learning communities that embrace individuality, creativity and collective good. Reviving the ancient splendid traditions of learning, conversation, and reciprocity does not presuppose opposition to change; it is but a re-establishment of the classical values that make education significant like honesty, modesty, integrity, and service. Meanwhile, it is necessary to establish higher yet more realistic standards.

There should be moderation of vision and moderate realism. Goals that are too ambitious without the groundwork result in disillusionment while those that are too low do not result in excellence. According to the institutions, the progressive pathways of development have been created when a specific institution has its visions congruent with its capabilities. In the case of educational institutions where growth is not determined by the glitter of infrastructure or the glamour of rankings, but by how many people can learn, how much they can inquire, how strong their connections are to one another, education will start to regain its lost sanctity. This kind of a transformation requires boldness, the boldness to challenge the prevailing order, the boldness to disrupt the comfort of routine, to put human dignity in the centre of the institutional life. It is at that point that educational institutions will be back in their right position to be the sources of light and help the society move towards wisdom, compassion, and greater awareness.

For education to become a truly transformative force, institutions must bring human values into their everyday academic life. This means creating spaces where teachers and students feel heard and involved in decision-making, nurturing relationships of mentorship rather than enforcing rigid systems of control, and shaping curricula that balance professional skills with ethical reflection, social awareness, and critical thinking. Technology, data, and rankings should support learning, not define it, and must always remain guided by human judgment and moral responsibility. When educational institutions stay connected to their communities, welcome dialogue across differences, and place dignity above dominance, education once again becomes a force that not only informs minds but also shapes compassionate individuals and a more just society.

It can also be said that while accountability, transparency, performance, and sustainability are essential in today's higher education landscape, they should not overshadow the main goal of education. That goal is to nurture wisdom, character, and social responsibility. When institutions focus only on rankings, data, and efficiency, they risk losing the moral and human qualities that define true learning. Education is not just a transaction or a collection of measurable results; it is a transformative journey that fosters intellect, empathy, creativity, and ethical judgment. The decline of collegiality, fairness, and inclusivity in institutions shows the urgent need to rehumanize educational spaces. Real reform can happen only when policies reflect the realities of teachers, students, and administrators. Mentorship should replace simple control, and creativity and potential should be allowed to grow. Reviving the classical values of honesty, integrity, humility, and service, while also setting ambitious but achievable standards, can bring back both the spirit and energy of education. Ultimately, higher education must move beyond narrow measures of performance and adopt a broader, human-centred vision. Only then can institutions reclaim their important role as sources of knowledge, character, and societal good, guiding learners not just to jobs, but to meaningful, compassionate, and responsible lives.